**Rastriya Basic School**

FGD Teachers

Date: 2075

Venue:

Number of participants: 8

Facilitator: Govinda Devkota

Note Keeper:

Translator: Pratima Gurung

Total length of Audio: 01:23:00

***Note:*** *Signs used (.)= for small pause, $= laugh, [F: …]= talk by facilitator in between conversation, CAPS= talks louder than usual, []= repeated saying, Italic = for Nepali word, ((...))= words of translator F= Facilitator, R= Respondent, R all: All respondents*

((Facilitator takes the permission with the respondents to record their voices for the sake of note-taking and to take it to him authority at central office.))

F: Looking at your building, compound, garden; everything looks very nice. Even so, all of you must have a different perspective of seeing the school’s physical aspect. Now I would like to ask all of you to tell us what you like or dislike about the school. How do you see the physical aspect of this school? How do you like the physical environment of this school? And when I say physical environment I need you to understand a compound, a playing field, a classroom, a toilet and drinking water. Among this, which do you like and why; and which you don’t like and why?

Anyone can answer this. There is no need to have thoughts like, “my answer might be wrong” or “what if this goes to someone” because this is 100% confidential and this is done for our research purpose. We are here to identify the problems in your school.Principal Sir is also here, but I don’t think he will mind your opinions, he is also free to say things that he is not satisfied with the teachers. Therefore you can critically state your opinionsregarding the physical aspect of the school.

R1: Talking about the physical aspects, everything is quite good, the buildings are fine. But the situation of toilet is not good, not satisfactory. Also drinking water is not satisfactory; we have tube well here, so it is not quite healthy. Going a little out of track, the standard of our school has been degrading. Almost 30% students are still remaining to be admitted. They are not regular in school. They go to collect fern all morning, and go to sell them at day, or they go to sell fish. When we go to their home, they come school for a couple days, after that they are absent again. They are very poor, too. After 2-3 periods they say that they are hungry, when asked if they have eaten anything, they say that they haven’t because nothing was cooked at their homes, their mothers didn’t cook because they went to collect fern or grasses or to fishing. So, if the students will be regular then the quality standard of the school will have to be raised. And in order to bring them to school regularly I think they should be given food in school. Because if there are no students then how will the standard of the school increase. Other than that the rest of the physical aspect is good.

F: Other than this, what are your comments on the situation of classrooms, desk benches, black boards, etc.?

R2: ((He is the principal)) Looking from outside i.e. externally the school looks fine. However, as per the engineers, the earthquake of 2072 has internally destructed the building. There is a water tank above on that building which the engineers told us is not safe to put is up there, so that id how much weak the building has gotten, also the desk and benches require a little mending. Besides this, we are giving a few facilities to the students; we have made internet and computers available. Now talking about food, as sir said earlier, this is the main problem. When we went to their homes we saw that there was only one plate, there were no utensils, no food. So if we could distribute food it would help a lot to bring the kids to the school.

F: In the opinion of the madams, are the desk and benches in class rooms maintained as per the size, age or height of the students or not? Instead of putting it in the same form, are the desk and benches flexible or not; whether their forms can be changed or not?

R3: In grade 1, the benches were not enough so bigger benches are kept. Although the students do not have much difficulty sitting on those benches, they are very difficult to move; plus, the small benches which can be moved are all taken to nursery class. In addition, the classrooms are insufficient in comparison to the number of students. Due to this insufficiency, we are using computer class for one of the classes so when students from a class come for their computer period, then the students taking classes there have to be shifted. So right now, we are lacking two rooms. Besides computer class, we have been using library for grade 2. This has created difficulty because the students are quite small and they tamper with the books in the library.

F: Talking about toilets, are the toilet gender friendly? When you menstruate, you might need to change sanitary napkins, the girl students might also face this difficulty, or sometimes your health may not be good, you might need to go for long toilets, so how much difficulty have you been facing?

R4: Yes, the toilets are not appropriate, we have been facing problems in such matters; however the budget has been allocated by Education office for the toilets, so hopefully it will be fixed soon.

F: What is the situation at present? Currently what problems are you facing?

R5: There are no game materials for the kids, and there are no proper management of racks for them to out their shoes and bags.

F: How much are the education materials made available to the children? Small children cannot be taught in the same way as the senior students, they will not have interest.

R5: There is a TV; we play songs in that TV through the pen drive. Sometimes we sing ourselves, and we teach them through singing.

F: Some of you might look after the cleanliness too. Who is more involved in cleaning, where do you dispose the garbage that comes out of the classes.

R3: For disposal of garbage there is a ring. All the garbage and litters are thrown in that ring and are burnt.

F: Do you keep the garbage that can be rotten and those that cannot be rotten separately?

R4: No. they are all thrown in the same ring.

R1: Mostly the garbage comes from the class room, and those that can be rotten are found in a minimum number, so we use the same ring to burn all the garbage.

F: You are right, since the litter here mostly comes out of class rooms so they are mostly of non-rotting nature.

((One of the teachers say that it would be better if there were different rings for rotting and non-rotting garbage.))

F: Do the students participate in cleaning?

R all: There is full participation.

R4: Students have to clean their classes before 10 am.

R1: They have made groups in accordance with the days in a week; they clean as per their turn. Also they have similar turn wise rule in cleaning the toilet too. Besides, our helper brother also helps to clean the toilet.

F: They clean the toilet by themselves too?

R2: Yes, they do. But, ever since the engineer has prohibited from keeping the water tank in that building, the usage of water has changed and enough water cannot be supplied in the toilet, so that creates a little bit of problem.

F: Now, I would like to talk about the education in your school. How do you measure the educational achievement of the students? What basis do you use to state that the students in your school are better than, or worse than, or moderate to them?

R5: The result of District level Examination shows it, also there is an Achievement exam in grade 5.

F: Have the students at your school scored any rank at any district level competition?

R4: They used to hold the ranks a few years back, but not recently. They were at 4th position in the District Level Board, and once at 8th position. But this was a few years back.

F: While evaluating classes of different level like 1-3, 4-5 and 6, 7, and 8, do you take a different approach for achievement measurement like is there any other evaluation technique for smaller classes or is it the same?

R3: We do per day continuous evaluation of them. [F: Very true. Continuous Evaluation System Cash, right?] There is 40% continuous system for grade 6, 7 and 8, 50-50% of grade 4 and 5.

R2: For grade 1-3 its full cash evaluation system, and 60% for paper pencil test.

F: To get the sought achievement you must follow some sort of teaching technique. What are those techniques? For instance among you people, Madam has a lot an information on technology, Sir takes kids to play, Madam is involved in ECD. And obviously the same technique cannot be used for different subjects, so can you tell me about your teaching technique?

R5: I teach science and computer. I prefer doing only one activity per day. I take the activities that are given in the books and make the children to do them. I do so also because if only one activity is done from the book then the students can go home and practice. I teach them the theory and to check the result of the experiment I make them do such activities which are in relation to what they have studied in the theory.

F: Can you give us one example of an experiment that you have conducted?

R5: I teach in grade 6, 7 and 8, so mostly I teach them about finding the value of area, value of an icon, the measurements of a regular object can easily be identified, but the irregular objects can be a little confusing. So I sometimes ask them to bring a stone from outside, since it is of irregular shape I ask them to think about how the measurements can be found. If some concept comes from them then I teach as per the concept.

F: Very interesting. I really liked your way. Can I know about the rest of your methods?

R3: I teach Social Studies so I mostly use question-answer method, I also do observation of map.

F: Do you give the project work?

R3: Yes, Sir.

F: Do you take them for field visits?

R3: Sometimes.

F: Very good. The things that are given at the bottom of Social studies book which are designed for teacher are very helpful; a genius must have made those. Do you refer to that?

R3: Yes, sir.

F: And how what about the rest of you?

R1: Currently I am teaching Nepali. Here, mainly explanatory method is used. Also I have to teach the meaning of the words to the students. I ask them to guess the meaning, sometimes individually and sometimes in group. I also make them do fill in the blanks; write passage, explanation of stories, which they can’t do so I help them. There is also grammar where I teach them by giving examples and asking them to make similar sentences based on those examples.

R6: I teach to nursery so basically my work contains of keeping them happy. When they cry I either sing or dance or give them chocolates. [F: This is how you coax them, but how do you teach?] I teach them by singing about what I’m teaching. [F: So if you have to teach them to use nail cutter, how would you do that?] $ I practice that first, what I do now is I teach them to do *Namaskar* by singing and I have taught them how to ask to go to toilet by singing.

R7: I teach health, so I teach physical too. For physical I get involved myself. [F: For demonstration] Yes, Sir. Beside I use other health related material to teach them.

F: Okay so as you were saying we have got almost 5 methods. We have demonstration method, presentation, participatory method, etc. So now, I would like to present a query of mine. You must have heard the word ‘planning’ how do you do your teaching activity planning? You leave the class on some note today, and the other day you have to pick the class up from same place, so what is your teaching planning?

R1: We are asked to make lesson plan. However, making such plan becomes a long process, because we don’t each only one class and we have to make one planning of every class we teach. Also we have no leisure time so it becomes difficult to execute the chapter planning process. So what we do is me make u our mind about the chapter that we have to each that day.

F: When do you do this? At home, or before class?

R1: Before class. At home, I make a small report of what subjects I have to teach that day and carry the needed materials.

F: How do you make your wok plan and unit plan? Is there any Yearly Activity plan?

R all: We do, but it’s not made yet this year, its remaining to be made.

F: As you said earlier that it is difficult to make lesson plan for all, there are smaller lesson plans these days, they are called ‘micro lesson plan’. A book has been made by Education Department. The books has made a format where it asks teacher to make a certain objective, write materials in relation to those objectives, use activities to utilize that method and make a evaluation technique to evaluate this. Do you fill up the micro lesson plan on a day to day basis?

R5: Earlier when Gopal Rajbhandari Sir was in this school he gave us a paper and asked us to photocopy, [F: they distribute the book, how did you all not receive that.] and now what I do is, for every class that I have after recess, during recess I write down the objective, and what I am going to teach and what is to be taught form that lesson, and activity in brief and prepare the material like books that I have to take to the class. If it is upon the students to bring anything then I ask them the earlier day what is the thing that they can easily bring and ask them to bring it. [F: So you use local materials?] Yes, Sir.

R7: Sometimes what happens is that we go to a class with a particular objective and the objective cannot be fulfilled. The teachers’ guidelines have divided certain periods for certain chapters, but we cannot go as per that guideline, time is not enough as divided by the guidelines.

R5: In Science, I took the student more than a week to understand the S=UT+1/2AT². I could not leave that formula until the students were perfect because if they knew that formula then it would be easier for them to solve other numerical too, so I taught that no matter how long it took. [F: You gave time as per the importance of the lesson] Yes, and I also made all the children do it to make them perfect.

F: ((referring to a teacher)) Madam, you haven’t said anything. What methods do you use?

R8: I ask them to remember the formula, and then I ask them to write it. I make them solve a problem using one method and when they learn, I teach them through another method.

F: Now I would like to talk to you about your locality. Has any local curriculum been made here in relation to the prevalent norms of this place?

R7: No, sir. But what we have is there is an*Icchyadin bisaya’* where we teach extra English of different publication. Right now our school Suryakendra is in Khaireni, previously when it was in Jhawaniunder the local curriculum a small book was made for environment studies.

F: Was there your involvement in making of that book?

R7: Yes there was our involvement.

R4: But that book was in accordance with the students’ level.

R1: It was more than our students’ level; it was more about the forests and buffer zones.

R3: The book made for grade 4 and 5 seemed like that of grade 6 and 7.

F: If we come together, on what subjects do you think we can prepare a local curriculum? Will it be on Fish Farming, on usage is ICT, what could it be? If we say that we want to make a local curriculum the government will not create nay obstacle for sure. So looking at the situation of our school and our locality what sort of local curriculum should be made so that it will provide technical knowledge and will be relevant to the daily life too?

R5: I studied in Kathmandu. I used to teach in Kathmandu. I taught in colleges and boarding but never did I sweat as much as I sweat now while teaching here. $ [F: you must have sweat due to difficulty] the same thing if taught inboarding school, student catch it in 2 days. But the same thing if you try to teach here in government school, even upto 2 weeks the students are clueless. I get so confused about what to do.

F: So what did you think that you should do?

R5: I think the problem here is that the students come to school and when the school is over their study time is over, too. They do not go home and study.

R2: It’s not that they go home and not study, the thing is that there is no studying environment for them at their homes.

R3: When asked to them why their children are not coming to school, they answer indifferently saying they don’t know and that they had prepared food but they act surprised and ask us that their kids are not at school.

R2: A few years ago in our school there were mixed students among highlander’s kids and kids from other caste, but recently all the highlander’s kids have gone to boarding school. These highlander’s kids are a bit more talented and clever and earlier when they were in mixed form, the kids of other caste used to learn from them. But now the only students in school are of other caste.

R3: So, there is no competition.

R7: Also the thing is everyone has gone abroad these days, and once the parents go abroad to earn their children are automatically shifted to boarding school. So the kids here at this school have nothing to do with studies. Their parents don’t care whether they are studying or not. They are given books, but the loose it in a few days. [F: There is no learning environment.]

F: I would like to add another subject matter to this issue here. As we talked about it before, all of you teach here, you go home and study for you class, you prepare your subject matter before going to class; you do this because you’re a teacher and this is your profession. So what I’d like to ask you is that in order to make your profession standard than others has there been any programs by any NGOs, INGOs, or GOs for your professional development? We hear people saying they are going for workshops, and trainings for enhancement of their professional skills, so likewise have you received any such programs?

R2: There is no any long service that was ever provided to us; however we have been given training for a couple days.

R7: Until now, no any NGOs have conducted any program for the professional development of teachers. [F: and by government?] Under government district education office has conducted some trainings in the past and I hope they will continue that in the future. But none has been done by the NGOs.

F: There is a training called TPD, it stands for Teachers’ Professional Development,and have any of you received this training?

R1: Yes, I have received this training.

F: What did you learn in this training? Do you remember anything? How long was the training’s duration? What subject matter did it cover?

R1: It was a three phase training of 30 days.

F: How many of you have received the three phase training of 30 days?

((4 of them have taken the three phase training of 30 days. One of them took part only in the first phase of the training.))

F: For those that have received the training, how often do you use the knowledge and content from TPD in your classes? Did you find the training effective?

R5: It was effective. Its content was related on methodsof teaching, on how to make the class effective and on the achievement of the students.

F: Now, me along with Sir, who is a teacher in a university, we are here, and you people know the locality of this place. So, together can we make a model for training?

R3: We have not received any training related to educational material construction.

F: So, what do you think we should focus on? We have the intention to conduct a professional training here.

R3: If it is possible, educational material should be made using local material that is easily available. Because if we need to buy, then neither we can buy it individually, nor school can afford to buy, nor are the students in condition to buy. For instance, once I was taught in a 10 month training that the empty bottles of saline water or mineral water can be used to show the effect of cigarettes in lungs by outing cotton and cigarettes in there. Such examples can be used to show the students.

((Now, the facilitator gives a few conditions to the math teacher and asks how the teacher would teach with that, he seems impressed with the teachers answers))

F: Now, the three most important pillars of any school are; students, guardian and teachers. If one pillar falls, the empire falls too. As much as you have felt, what is the relation between you teachers and the students? Do they run away if they see you?

((All laugh and deny that.))

R2: Talking about corporal punishment, we never hit our students. No one has ever laid hands on them.

F: Yes it should not be done, a few days earlier I read in a newspaper that a girl’s eyes were swollen because she was beaten by her teachers.

R3: They should not be beaten, but there should be some sort of fear that we need to show to them. They are children of such family where they don’t know where their parents are all day, they earn in the days and waste the money at night; they belong to such family. And children like such are not afraid of beating. So how we need to maintain the fear is that, we tell them that if they quarrel or go outside the school then their marks from the continuous evaluation will be deducted. This is how they are kept in fear, if not they would be undisciplined.

F: Now, I would like to talk about a burning issue called diversity. Among you teacher, among the students, among the teachers and the students; what is the condition of gender differences here? Or, there are students from different caste like some are Bhote, some are Bramhin and Kshetris, so is there any difference in the behavior that you do to them?

R all: No, Sir.

F: Let’s suppose that a student is suffering from diarrhea and there is a long toilet leakage in class, do the male teachers deal with the situation themselves or call the female teachers?

R all: One who is in class has to manage the situation.

F: Another instance is that, if a girl of grade 8 suffers from menstruation in the middle of the class, them who manages it?

R5: They themselves seek for female teachers.

R7: We have not yet had any such experiences.

F: So, there is a thing called ‘*Jiwan upayogi Sip*’ (life skill). You should teach this in class 7 or 8. There are several skillshere; among these what kind of skills do you think your students have? These skills include ability to communicate, to live in a group or society, to bear the pain, to control the happiness; all these are necessary fir life sustainment. In your opinion, what skills do the students or even we have?

R5: When we look at a student, immediately we say that he is from a certain community. Here, the skill that our students here have is that they are always ready to help others; if a sick person is brought then they collect whatever money they have to help. Also, when the school takes students to a picnic and if one or two students cannot pay for the picnic then the rest of the students raise money from the class so that those two could go. They have a feeling for helping others.

F: And what about in smaller classes? Have they learned to live together without quarrelling?

R3: Yes, sir they will learn if we teach them. We teach them that they should live together andshould not fight.

F:And is there system of bullying here? Like the tall students sit at one side and short at the other; the Bramhim kids sit at one side and Bhote and the other and the Bramhin bully the Bhote?

R3: No, Sir.

F: There are several skills, what approaches do you to teach the students such skills?

R1: We conduct programs on Fridays, where there are quiz programs too through which we teach them to speak in front of people.

R7: Also, we make groups in class and we choose a leader fir that group. Then we assign a task and whatever the task is they have to complete it under the leadership of that leader. This will help in the development of leadership skills. And sometimes when we conduct any programs like quiz competition outside the school, we let the students conduct the program.

F: Do you do group discussions?

R all: yes, we do.

F: This issue was arisen a little earlier. The involvement of parents refers to making the children do homework, sending them to the school in a clean avatar, polishing their shoes, packing their lunch, etc. considering these, how much do you think the parents of the students in this locality are involved in the education system of their children?

R all: None, this is the main problem.

R3: when we ask them write in class they say they have no pencil, we give them a pencil then they lose it the other day, they lose their copy, pens and books after they go home from school. Sometimes they are not in uniform. So, more than teaching our focus goes there.

R2: A few days ago, I and a Sir knew that some students have not come to school. We went to their home at around 12:30 to 1 pm, and at home two kids were lying on the door, their mother was also there, her face was swollen, probably from drinking. And when they saw us they were startled and scared.

F: The students were scared or the parents?

R2: The parents.

F: Are there any teachers come to school to ask about their children’s studies?

R5: There are a couple of them.

R7: They also come because we tell them to be conscious about their child’s studies, to show them fear by calling us in front of them, so sometimes a couple of parents arrive at school.

F: Please don’t take this the wrong way but, being teachers don’t you ever call the parents to school for some awareness or interaction program?

R2: we do sir, but they don’t come.

R7: We even tell the students that they have to send their parents, they still do not come.

F: We understand the situation but amongst this if we have to tell our problems or tell someabout the teaching methods, or students reporting, how do we communicate about this? Do you go to the parents?

R all: yes, we do.

R5: we go to their houses to call them, when we see them at streets we tell them, we tell the students to send their parents, but the parents go to work early, and now what can the child do.

R3: Also because there is Laligurans mercantile they go to work in the morning and children studying to grade 2 have to cook themselves and then come to school. Once a child in grade 2 had a huge swelling due to pressure cooker.

F: We need to find a way out to reach to these guardians, to communicate with them anyhow.

R4: There is only one way. We have to be a team and go from door to door and them communicate and interact with them.

R5: We ourselves are very tired of the situation. We have been teaching for so many years but due to the condition here we have become depressed towards our occupation.

R3: We feel like we have failed.

R5: Yes, who has failed here? We as a teacher have failed, or has the government failed, or has the policy of government failed? Whoever it is, it is not the students or parents who have failed. Firstly I would blame the policy. Due to the weak policy, the parents do not have the same faith upon us that they had before.

F: do you conduct parents’ day?

R2: Yes, on the day of result.

F: And, how many committees are there in this school? There is one management committee, and other?

R2: Other there is Parents’-Teachers’ committee.

F: Next we have extra activities. Earlier, we used to call it extracurricular activities; nowadays it is called co-curricular activities because it is related to the curriculum. How often do you do it? Is it mentioned somewhere in your calendar?

R2: It is yet to come.

F: What sort of activities do you do here?

R2: Quiz competitions, speech competition, drawing competition.

F: Do you take them outside the school premises for such activities?

R2: yes, we do.

F: Now, I would like to change the subject matter. Under the income of this school, or under the subject matter of skill development, there is a subject called school’s garden. Is there practice of such school gardening where in a certain area of the school, with the involvement of teachers and students a vegetable or fruits farming is done in school either for generating income or just for the sake of model?

R all: No. there is no such practice.

F: With our involvement with this project can this be possible?

R7: Yes, with your involvement that can be possible.

F: Is there any area inside your school that can be used.

R7: No, there is no such area in school.

F: If the area is managed, can the toilets of the students be used as compost? There are new systems these days where the urine a collected and a direct valve is attached to the garden, where as the long toilet are collected separately known as dry toilets. Some people in this locality were so happy with this concept because they were excited about getting to eat organic fruits and vegetables. We are not saying that the vegetables that will be grown in the school will be enough, because in school we will only do it as a model to teach the students. So if technical knowledge is given, will the students be ready to do it?

R3: Of course, if they are taught, they will do it.

F: Another thing I would like to talk about is water supply. From where does the water come here?

R all: Underground.

F: Is there line water supply?

R all: No, there isn’t.

F: And from where do you get drinking water?

R2: From boring. There is tube well.

F: Do you drink it direct or is there any purification that you do?

R1: We drink it directly.

F: Is it the same water that you and the students drink?

R all: Yes, Sir.

F: Has anyone ever suffered from diarrhea of any other water borne disease due to the water of tube well.

R all: Not yet, Sir.

R1: Our body has resisted the water now. $

F: More than resistance we can be sure that there is no impurity in the water.

R5: We had also checked the arsenic before in the water.

R7: We drink the same water at home and at school.

F: While teaching professional business studies, there is task of gardening, how did you do it?

R5: I did that in terrace. I divided the students in groups and asked them to bring mud and they brought manure from their homes and we have cultivated spinach and garlic there. During election there was one week holiday and the plants died then.

F: It won’t take much space; we only have to build a model.

R7: We might have a small area, we had thought of building two class rooms there but seems like we won’t need classes. So we’ll have an area.

F: For instance if we have to teach swimming, and we give only theoretical knowledge to move their hands and feet in certain manner, will the children learn swimming even in a hundred years? ((Respondents murmur a ‘No’.)) Professional business is just like that; it requires practical knowledge. Similarly, Potato farming cannot be learned by sitting inside a concrete room. So the thing here is that what option we have for this. Because our intention here is that if the children learn they will share this in their homes and this might be helpful to someone, and this might turn out to be source of income of some parents.

And not just professional business, the children can also be taught about different flowers in the garden. This might be useful in science.

R5: The place that you saw earlier, it used to be a garden. But recently after a notice from municipality came stating that the garden should not be there, and then it was removed.

F: Are the toilets enough in your school?

R2: Yes, Sir.

F: And if you were to do practice of new form of toilet where the urine and long toilet are separated, will the teachers and student easily accept it?

R5: It can be done in that another building by managing water.

F: Do you have hand washing stations?

R5: we don’t have it right now, after the water tank was asked not to be used. But we have all the material [F: as per the child friendliness?] Yes, sir.

F: Is there soap?

R4: Yes, there is soap, tooth brush, tooth paste and all.

F: Is there place to dispose sanitary pads?

R5: No that is a problem, sir. But the budget has been allocated for this.

F: About urinals, if the urine of students can be collected and used in a garden of someone who gives consent then he will see how effective it is. Also if we only collect urines, it’ll be a lot just in a day and it can be collected for 15 days and then used, it’ll save the vegetables from chemical fertilizers, also no pests will attack the vegetables.

F: We would also like to propose an idea. The model for the new toilet that is about to be built here, with our cooperation can we build a urinals like we just talked, the one where urine and long toilet go separately. Can you talk to the education office, we will talk too.

R5: Will we need another safety tank?

R3: We won’t need safety tank

F: The urine will be collected for 15 day in a drum, we have more of it, and we can sell too. Also in this urine diverting thing, we will contribute. We will come ourselves, sit with the engineer, we will bring our own pan and the fitting will be done. You will have to link your, project to their project. In a place called*dhare chowk*, there is a person, Pokhrel Ji who has invented a genius idea, other takes money for going short toilet, and he instead gives one rupee to the one who comes to urinate there. Foreigners who understand his idea drop upto 100 dollars. His village right now even in the dry season is very green. In that place they urinate and collect it in a bottle and even sell them. They sell it in Gorkha so they say *Chitwan ko pisab, Gorkha ma hisab* $ Some people even steal those.

F: since we have little time left, I will move to the topic of canteen. As discussed earlier, you said lots of students are hungry in school. In 100%, what percentage of students remain hungry in school.

R3: Mainly small kids, I think. Students of 6-7 grade lie down making some excuse but won’tsay they’re hungry.

R7: they rather ask during recess if they can go home.

F: So from these behaviors, in 100 how many students remain hungry in school?

R2: Around 30 in 100.

F: Can the school do anything to manage food for the students?

R2: No, Sir. It is difficult to manage from the school.

F: What if you are given donation from any organization? What is our upcoming project decides to help with food, since food and education are interrelated, you cannot study on empty stomach. Also, there can be possibility of how much parents can contribute.

((All the respondent, hearing this, speak at once saying that the parents will not give any money, instead if asked for money they will not send kids to school.))

R3: They don’t even send money on exams.$

F: We won’t take all the money from them. At least some parents might donate something; we can collect that. We will have donations from government and municipality too.

F: How can you connect food with education? What changes will the supply of food bring?

R1: There is connection, they will not be sick at study hours. Also if provided with food, their regularity would increase. Because they will be hungry in home and get food in school. Also if they get food here they won’t go leaving the class, which will increase the education quality. Thirdly, if the food is provided, parents might also be more interested in sending their kids. They used be passive in class, now providing with food can make them active too.

F: Next, in this school what are the health problems as seen in the students?

R4: Mainly Dental problems. [F: toothache?] No, generally cavities, they don’t brush teeth. Also their ears hurt a lot.

R7: Diarrhea and stomach ache are also common.

F: How do you find out if they are lying or saying truth about stomach hurting?

R2: Small kids don’t lie.

R3: Small kids leak in their pants. $

F: In such situations what do you do?

R3: We call the parents.

R7: the health post is also close; if the parents don’t arrive soon we take them to the health post.

F: Also, what is the accident rate here?

R2: Accidents happen a lot here; they mainly lead to broken hands.

R7: Once we had to take a kid to Parsa because his hand broke. We raised money for him and treated him.

F: Are there enough first aid box?

R all: Yes.

F: Among you teachers have anyone ever received training on various methods of first aid?

((All deny that they have no such training.))

F: I again would like to join the issue of gender differences here. In this community in terms or parental property and relation between teachers and students, and the tendency if being happy when son is born and sad when daughter is born. What is the situation of such things in the village?

R7: Gender discrimination is prevalent here. Those who give speech about gender equality also differentiate. There are some familieshere that have gave birth to up to 10 daughters, waiting for a son.

F: Is there any practice of re-marrying for a son?

R5: No, there is no practice of bigamy.

F: for example, during a fight who is called to call the situation? Male or female?

R1: if the fight becomes worse than the women committees come to solve it.

F: While keeping money in bank, how many number of males put money in the name of their wives? You can tell about your own situation too.

R2: my wife runs my family.

F: what about Madam’s?

R4: We have kept all in our equal possession.

F: Does the activity and roles set by the community reflect in our school? Like while giving works are the girls asked to clean and are boys given other works?

R5: No, we don’t do that. While cleaning class, both are equally responsible.

R3: We give themequal work but girls are more interested in cleaning and boys slack.

F: While cleaning toilets do girls move forward and boys backward?

R all: yes.

F: Now we are coming to the end of this session, so if you feel like you have missed anything that you’d have wanted to tell, you can tell us now, starting from principal Sir.

R2: We have already talked about this. I think the most important this is management of food, because that will increase regularity of students,

R5: There should be awareness and motivation for the guardians. There should be environment which will bring the parents to school.

R3: there should be changes in factors like extracurricular activities that can attract students to school, and they will be regular.

R4: The children here belong to a very low class family. So focus should be made on why aren’t the parents coming the drop the kids to school, or why aren’t they packing lunch. In my view problem of guardian should be identified, there should be parental education.

R6: In order to increase the standard of teaching, teachers should be given training on educational materials construction.

R1: I was thinking of the same. $

R7: There should be physical materials like modern slides and swings to attract students.

F: Okay, so I would like to thank you for your time, you opinions and thoughts. We will discuss about it to see what can be done to address these problems and we will meet you in the next phase. Thank you.

**Bagdevi Adharbhoot Bidhyalaya**

FGD Teachers

Date: 2075

Venue: Bagdevi Adharbhoot Bidhyalaya, Ratna Nagarpalika, Ward No. 12

No. of Participants: 6

Facilitator: Govinda Devkota

Translator: Nisha Makhim Subba

Total length of Audio: 1:15:32

((The conversation was directly started in the audio without introduction. That is why there is no table.))

***Note:*** *Signs used (.)= for small pause, $= laugh, [F: …]= talk by facilitator in between conversation, CAPS= talks louder than usual, []= repeated saying, Italic = for Nepali word, ((...))= words of translator F= Facilitator, R= Respondent, R all: All respondents*

F: Let us start the discussion. ((Consent taken)). How do you view your school as? Please share your views on the basis of its physical infrastructure for example what are its good aspect or what you see lacking. Anyone can start sharing.

R1: For the improvement of the academic aspect, physical infrastructure development plays an important role. If we could create network system and solar system in the school then it would be very good for the environment. The classes would be more impactful if the students could be taught through audio video medias. This could also help to attract new students to the school and increase the number of students in the school. The government have provided *Darbandi* teachers for primary levels and for middle level we are not given such temporary teachers. The school has not been able to add them because the number of student is pretty low. Whatever resources the school is receiving it is all being spent on the salary of the teachers. The school is running at a loss and has pending payments to many institutions. In order to teach with the use of projectors, we (teacher) would also need training for proper handling and operation. We come from the old school teaching so we are not well trained to handle such gadgets. So the appliances may not be that useful without the knowledge of how to use it. The educational materials for the children to play and learn are very much lacking. For lower classes we can provide carpets so that the children can have place to sit. The school has a lot of problems and the budget may be limited. It may not be enough to cover all of them so you can categorize the needs after hearing what we all have to say.

F: Madam, what do you feel about the condition of the classroom, child friendly environment at the school or about the toilet?

R2: When we look at the school buildings it may look complete but when we look into the classrooms there is no secure place to keep the educating materials as the children can come through these walls. It is one of the biggest problems at the moment. Talking about toilet and bathroom, there is no proper management of the toilet and drinking water. This toilet was built about 20 years ago and on top of that there is no water when we need. The other main problem is that when the school is closed the doors of the toilet is damaged due to the lack of compound. The water tap is outside so they are broken or taken away. There is no proper facility for drinking water as we are now keeping water in the buckets to let the children drink when they are thirsty. The classroom seems complete but the management inside is very weak. It is said that there has to be a book corner in the class but we are not in the condition to keep a book corner. Yesterday we were told to keep the teaching materials in the class but it is not possible. For child development classes we are directed to let the children sit, play and sleep in the class but apart from sitting other two are not possible due to its size. They have to use the same toilet which is very far for them and they get tired just by going to and from the toilet in a hot day.

F: Is there separate toilet for male and female students?

R2: Yes, they are separate but what I meant to say was the toilet the older children and the kids from child development class use are the same. The distance is quite far for the children of the child development class. I feel it is quite problematic for the children to walk that distance during a very hot day. The fans are wired in almost every classes but is not available in all of them. Now the summer is here and the children get anxious. So in order to physical infrastructure our (i) first problem is compounding, (ii) management of classroom.

F: How is the cleanliness?

R2: I must say it is quite clean.

F: Sir, madam?

R3: I also agree with what they said. I have been requesting the staff of the school for almost 2 decades to build a compound wall. I raised my voice saying that the building a compound would make the further development of the school safer. My voice wasn’t heard no matter to whom I requested. (i) first problem is lack of boundary wall, (ii) there are school buildings but the windows and doors are in critical condition, The (*jasta*) roof needs to be replaced. These things were already mentioned by head madam and it is also the same thing that has been worrying me. Even out of my working time I have been visiting the school and found the students playing here and the doors and windows are found damaged. I requested the police from time to time to come to our school for inspection when the school is closed. These are the main points.

F: Miss, how is the desk bench at this school is it conjoined or separate. How comfortable is it?

R4: They are separate. 2 children can share one desk.

F: Is it different depending on their heights?

R4: There are no benches in Child Development classes, they sit on the floor.

F: What about in other classes?

R4: On the benches.

F: Smaller benches for junior classes and higher benches for senior?

R4: Yes, it is laid out like that.

F: Is it okay?

R4: Yes. Our primary/ major problem is the lack of compound. As soon as the school ends the children from the outside come and damage the school property.

F: In your opinion would it be better to keep the benches separately or conjoined?

R4: ((someone explains the facilitator meant the desk and bench is attached or not.)) The desk and bench is attached.

F: What is the availability of the reading materials according to the nature of the subject or topics? If available then how do you use them?

R5: To be honest, due to the lack of the reading/ teaching materials we have not been able to provide all the knowledge that we should be providing to the students. We (all teachers) are personally working together to improve the quality of education by preparing the materials.

F: Then what material is available here?

R5: Reading material.

F: Do you use it every day?

R5: In English the reading materials that we use ((interruption)) [F: What do you use in English?] There are flash cards.

F: Do you let them hear audios?

R5: No, we don’t have them.

F: How do you teach them rhymes?

R5: Verbally.

F: You sing it yourself. Which material do you use in the class?

R5: Flash cards.

F: Ma’m you teach junior classes. Which materials do you use while teaching them?

R4: I teach math. I take abacus.

F: Do you have it?

R4: Yes.

F: Where is your abacus?

((Showing))

F: And what else do you take?

R4: ((unable to understand the first part.)) In junior classes I take abacus and teach them 1, 2, 3.

F: Have you felt that or you wished that you would be provided other materials?

R4: Why not?

F: Do you feel that you would like to have more teaching materials than abacus? You may have heard of them when you go for trainings?

R4: The thing is, we received training long time ago and have not received recent trainings so have not seen any new teaching materials. But I do feel that it would be nice to have many materials which the children could see, feel and learn from. If I had seen it before then I would have been able to tell you what kind of material I would like to add or so.

F: Ma’m you have done M.Ed. The degree itself says educator. So what kinds of teaching methods do you use?

R2: We are using the old method because I don’t know if we are unable to create that environment or unable to create a balance for child friendly environment.

F: What do you mean by old technique?

R2: We are trying to change from the old technique but I don’t think we have been able to do that.

F: What were you trying to do and what do you have?

R2: We are unable to bring the attention of the children just by teaching verbally. They would pay more attention if we taught them while playing or give them things that they can touch and see.

F: While teaching how much do you make the students participate? Do you talk all by yourself or do they participate as well?

R2: There is a two way communication.

F: In what? Generally, how do you make them participate?

R2: It depends on the chapter.

F: While teaching, have you used any modern teaching approach? Can you give us one example?

R2: Discussion and playing.

R5: The playing approach can be done with computer too.

F: Okay, you used that new approach and developed learning capability using ICT in students. Similarly, what other approaches have you used apart from the traditional approaches?

R2: We show them videos teaching how to play sports and learn pronunciation using computer.

F: What difference have you realized between the old and the modern teaching approaches?

R2: They are able to remember the lessons when taught by listening, speaking and involving them in different activities instead of teaching them like lecture.

F: Ma’m you are a science teacher. Have you thought about using modern approach?

R4: We have computers now but when I was a student we did not have them. In science I explain them but many of those things they do not understand. If we had internet then our teaching would not be limited to theoretical. We also do not know a lot of things so if we had internet then we could learn a lot from it too. We cannot go for field visits often because the school does not have budget. The students here are mostly from under marginalized family. We try our best to teach them but when they go home they do not have the environment suitable for study. So, we cannot raise money from the students as well.

F: Are they given project works?

R4: Sometimes. We have microscope and few lab equipments. We show them practically as much as possible for example like crystallization. We have lab equipments but have not been able to manage a small science lab. We have library as well but it has not been managed well. The office and library is in the same place so for the students ((Interrupted))

F: What can be done to make these well managed for students?

R4: There has to be a separate carpeted room to maintain silence so that the students can concentrate and read. The books should be departmentalized according to their genres. For computer class we taught them with use of Midas E-class for some time but it is also not well managed. We have been showing them practically in practical subjects but are unable to take them for field visits. When we are teaching we come across some activities and the students want to do that but we are unable to do them (field visits).

F: How do you feel when they suggest you to do those activities?

R4: I like it. They are very curious. I think the scientists were also like that.

F: Thank you ma’m. Sir, you have a pretty long experience of teaching and how much discussion is done among the teachers to improve the teaching learning process?

R5: There is cooperation.

F: In which subjects?

R5: Mine is social studies so we discuss about maps.

F: How much do you share among yourselves if you have any confusion?

R5: We share. Mostly general informations and current affairs.

F: Sir, you have been working as head master for a long time. How do you make the different plans for the school? How many types of plans do you usually make?

R1: We consider the local source and manpower while developing plans. We make SIPs, plans for different programs but the budget does not come. I started the plan for the compound since 2058 B.S. but it has not yet been build. So the plans are to just for development it will not be implemented. At the end of every month there is staff meeting to discuss about academic agendas.

F: Do you prepare unit plan?

R1: We do that.

F: And lesson plan? The Education Department has instructed to have lesson plan mandatorily, at least have two objectives and develop materials. It has been included in the SIPs too. What do you think about it personally? Do the teachers here develop the lesson plan before going to the class?

R1: To tell you the truth if only the course has any changes otherwise it is not possible to make lesson plan for the subject that you have been teaching for all year round. There is teachers’ guide it also works as lesson plan. The teachers are provided with diaries where they can note down in short cut about the lessons. There is no time to prepare the lesson plan at school so the teachers have to work on it at home which is not possible.

F: Is it not possible to work on lesson plans at home?

R1: Few of them have done but they have not been able to cover all of them while teaching in the class. This is the truth.

F: How much do you practice using the lesson plan?

R3: I have not followed the format of the lesson plan but the earlier day I do plan mentally and note it in the diary. I have not been able to make time to create a lesson plan according to its format.

F: As per the instruction even though the plan is not in detail it says at least two lesson objectives should be written. That means you apply that format or not?

R3: As the subject is social we show real objects sometimes. ((Translated exactly as the speakers words.))

F: Okay sir let me change the subject. You have majority of *Tamang* community and *Dalit* community so have you developed courses/ lessons related to the local community? Nepal Government has allowed preparing local curriculum of 100 or 200 full marks subject how have you understood it?

R All: Environment subject based on the local environment. We sat with WCN and based on the nature and wildlife they helped us prepare the course study. The study is based on the study of wildlife found in Chitwan like one horned rhino and all.

F: How effective do you find the curriculum based on the local environment? Does it seem like there has to be something new added to it?

R5: While teaching this we are unable to take them to the jungle but there is a small one behind the school we take the students there for observation.

F: Who made that course were you also involved?

R4: Yes.

F: Were you also invited?

R5: No, a separate committee was formed to prepare it.

F: How related is it with our daily life?

R4: A lot. It is good. Even if it is not based on the language and ethnicity it is based on the local environment.

F: In your opinion which is the other subject which can be developed based locally like this environment subject? In the form of local curriculum. Sir, what do you say? You come from *Tamang* community what kind of course can be developed to improve the community?

R5: Even though the children are *Tamang* they all speak Nepali language.

F: You may have felt the need of a study that addressed the *Tamang* community, right?

R5: I haven’t thought of it.

F: What about other teachers?

R4: We are more concerned about how to make the children more efficient in English language.

F: So have you developed curriculum for English?

R4: No, that is why we are starting the English medium.

F: Have you thought about making cattle farming into an excellent profession/ business.

R4: That falls under OBT. In class 6 and above it is included in OBT.

F: Have you thought of new type of agriculture?

R4: The idea is not bad but we do not yet have a plan.

F: The school has a big area of land so did you ever think of having kitchen garden at the school?

R All: ((All at once. Everyone is talking about the security and lack of boundary wall.))

R4: If we can build a compound wall then we could think of the garden.

F: We have taken a lot of your time and the classes are disturbed so we would like to apologize for that. Now, talking about professional development how many activities have you performed for the professional development? What do you understand by professional development?

R3: In my observation there are three aspects so only one aspect will not help in improvement of education. Teachers, parents and students play very important roles. Unless the parents are determined to improve their children’s education the one sided teachers efforts would be useless. It would take decades to bring change. I do not punish the children if they do not do the homework then I tell them to do it tomorrow. The next day also they do not do their homework so I bring them in front of their friends.

F: I would like to divert what you were saying, in order to develop your teaching profession what kind of activities have been done? From the government side, NGOs or INGOs side has there been anything?

R2: We have done TPD training.

F: What did you learn during that training?

R2: We learned about project works which can be assigned to the students which can be done at home.

F: How much did the TPD help your profession?

R2: We learned about teaching materials.

F: What kind of development have you felt? Have you felt the change in yourself?

R2: About that when we assigned the project works to the students only one or two did it. ((Interrupted because the responder was going off topic)).

F: I am glad to hear that. Can you think of any type of training for professional development among us existing teachers?

R1: It is not impossible if the teachers have the willingness but it requires us to communicate/ discuss with the parents. The parents do not have that kind of enthusiasm. I have seen the need to have that kind of program for parents. It is necessary to raise awareness about the school and importance of their children’s education.

F: We have seen students come from different economic status and community to this school. How do you manage them as a whole because some children come from family with uneducated parents and some with educated? Some from very poor family and some from financially well family. Have you ever felt difficulty managing these kinds of students?

R3: We do have a difficulty as a child from educated family understands easily and completes homework nicely. The child from family where parents are daily wage workers do not attend the school regularly or asks for leave without finishing the classes.

R4: It has become very difficult for us to treat them differently while teaching. It has become our struggle.

F: How are you managing this with the existing students? The students come from different backgrounds so how do you manage? Some students do their homework and some don’t in that case how do you manage?

R4: The children from good economic status do their homework and keep their notebooks properly. The students from poor family do not even bring pencils.

F: We haven’t heard ma’m at number 6 say anything at all. Please say something. How do you manage this and how can the difference be minimized? Some may bring lunch and some may not.

R6: Previously there was no provision of lunch at school but recently the municipality has started this provision for junior classes. Only for Nursery students not others.

F: What kind of lunch is provided?

R6: The municipality gives budget of 15 rupees per person per day. So we provide them food which can be offered with that amount like porridge.

F: What do they bring generally?

R6: They don’t bring, we have managed it from school. The lunch is prepared here and given to them. They are given porridge, semolina, fruits, etc. depending on the day (Sunday, Monday). Before that few children brought and others did not so they used to share.

F: Has there been any improvement in the students’ regularity once the lunch was offered at school?

R6: The attendance has been good.

F: Has the absenteeism decreased?

R6: Yes. The children of 2 -3 years old also started coming. Explaining and making them understand is quite difficult so we try to do anything possible like sing or dance to make them understand.

F: Now, we have to think something about how we can uplift the backward people. Have you thought anything? How can we make them active?

R3: I have 3 points (i) If the school could create a fund ((*akchay kosh*- I do not know the English word for this)). If we could have this fund then we could offer scholarships to the students from the marginalized family. (ii) The afternoon lunch provided only for the nursery students is not enough because there are students from the poor family who do not get to eat before coming to school so they ask for leave in the afternoon. If we try to convince them then they cry saying that they are hungry. Lunch from Nursery to class 8 would help us in minimizing the differences between the students. (iii) ICT training for the teachers would be of great help. Few teachers are quite expert but the remaining of us are from the older generation. If we had the facility of wi-fi and projector [F: What would you do if you had them? Suppose there is one computer in every class and wi-fi is connected how would you utilize them?]

R All: We could show them audio video and search for information if we had any confusion.

F: Have you heard about life skill? The skills those are useful in life. Tell me one or two examples.

R5: That goes into profession.

R3: Female education training, uplifting female.

F: The skill of expression and any other? *Dukha pareko bela na attine* skill or *sukkha ko bela namattine.* Any other?

R4: The skills to take lead of the children. If the parents could take lead of their children then it would be convenient for us too.

F: How can we plan for that? What techniques do we have to use in order to teach this skill? How have you been giving these life skill lessons in class?

R3: We teach about social and moral values.

R4: We ask them to tell about the festivals celebrated in their culture. By asking them about the things they know they are motivated to speak up.

R2: During moral classes we can show them a scenario of entertaining guests to teach them about *Satkar*.

F: Any more?

R5: They are learning from their neighbours also. For example the profession that their parents do is not the only one but they can learn about different profession from neighbours.

F: In this locality how much involved are the parents to improve the education and health of their children?

R2: The involvement is very low. Their inability to lead is also a concern for us.

F: They do not care at all if they have done homework or not?

R2: They should give their input to make their children do the homework. If they just bring the homework as it is then there is no meaning in assigning them homework. The school provides bag and uniform so at least what they could do is take care of their hygiene.

F: How often do they come to school showing interest about their children?

R6: The parents who come have very smart children; the parents show interest even at home. Our students are very pitiful some are left by their father and some by their mother.

F: What kinds of issues do the parents come with when they visit the school or teachers?

R4: They ask about their child’s grades, tell us about what the child does at home and suggests us too.

F: Which co-curriculum activities are done at the school?

R5: We do all the activities that are mentioned in the calendar provided us by the *Shrot Kendra.*

F: Do you organize it yearly or monthly?

R All: It is organized weekly. We had activities like games, quiz, speech, etc and when our students were called from other school for competitions we have sent them.

F: Art competitions?

R4: Yes, dance talents.

F: Folk music is also included? What others are included in CCA?

R2: There are no music instruments only 1 *Madal*.

F: This topic was raised before but would like to raise it again. Suppose, if we are able to build the wall or wire fencing then will you be able to develop the kitchen garden with the teamwork between the students and the teachers?

R All: Yes, it is possible.

F: Have you heard about school kitchen garden?

R3: There was a subject named pre vocational before OBT where the students were given information about school kitchen garden.

R4: I think we also had developed such garden in our student life.

F: If it is developed how will you manage the manure and water for irrigation?

R1: There will be no problem for water. We have been teaching the students about compost manure by decomposing the dead leaves/ grass in OBT.

((Unable to understand as everyone is talking at the same time.))

R1: We can also ask the students to bring fertilizers in small amount.

F: You told about the importance of the school kitchen garden but why have you not been able to develop one?

R2: There will be nothing left.

R All: They are all saying that the plants will be destroyed as soon as they are planted due to the lack of security. Some graze their goats here.

F: So all these are lead by one main problem of lack of compound.

R4: If we could plant the fruits, flowers and have greenery then the students would also be happy to come to school.

F: If the vegetables are grown on the empty land of the school then how much income could the school generate?

R4: Income can be generated but there could raise negativity from the parents as well. We teachers alone would not be able to do it so we would need their help so the parents may show discontent saying that their children are there to study not to work.

R3: It is not possible by using the students but if we have compound then we can hire the wage workers to make the vegetable garden as the source of income.

F: Madam and sir also said earlier, the water is abundant here right? How is the water?

R6: It is enough to drink but not sufficient for irrigation.

F: What about underground water?

R6: That can be used.

F: How is the drinking water for the students?

R3: The water is very clean. It falls under the 11% of Nepal’s population which has access to clean drinking water.

F: Where does it come from?

R All: From the tank.

R5: *Nagar Khanepani*

F: Do you purify it?

R3: We don’t have to do anything.

F: So you use them directly. What about the water in the toilet?

R2, 3: Same water. The tap outside were not secured so we have kept the water in bucket in each toilet.

F: Nowadays there is a new method of separating human feces and urine. Have you seen anywhere?

R5: Is it called treatment plant? I do have heard of it before.

F: If we build ECO SAN toilet here how effective will it be? Can it be managed?

R5: I don’t think we can. [F: Feces in one tank and urine in the other.] I heard there is technique where the urine is purified and used as drinking water but I don’t know how much it is implemented.

F: Actually the urine will not be used as the drinking water but as the fertilizer in the kitchen garden.

R5: On! Sorry. I had heard this too.

F: There is separate pan for such toilets where the urine and feces are collected separately. Urine is later used as fertilizer, have you heard of it?

R3: In my understanding the urine collected can be used by mixing the dead leaves to create compost manure.

F: Yeah, right. How do you manage the garbage produced at the school?

R4: We mostly have paper waste so we collect it and burn.

F: Are there buckets to collect them?

R2: We have kept sacks.

F: There is a facility of lunch for the Nursery children. Is it possible for the other students to bring lunch from home?

R 2, 4: The ones who have will bring and the ones who do not won’t.

F: And what percent of students bring lunch from home?

R3: Around 30% can bring either lunch or money for lunch remaining 70% doesn’t.

R1: They bring money and buy junk food from the shop. Afterwards they complain of stomach ache and ask for leave.

F: What does the 70% student do?

R1: Some of them have food before coming to school and some don’t.

F: What is the relation between the students bringing lunch and their study? The students who bring lunch studies well or not.

R6: Obviously there is no energy in their body so they do not have energy to study. So when they do not eat they become lethargic.

R4: The child who brings food is the one who does homework diligently. I cannot say that for everyone but applies for most.

F: So the ones who don’t do the homework are the ones who don’t have lunch at school? Not very active in class.

R6: Yes, when we ask them why they are passive they answer that they did not have food so they have no energy in their body.

F: When you are at the school what is the most frequently faced health problem? The problems faced by the teachers and the students.

R2, 4: Stomach ache (diarrhoea) and head ache.

F: How many children are malnourished? Looking from the view point of nutrition how nourished do you find the children?

R5: They are not well nourished.

((They went back to the previous question; if the drinking water is very clean then how did they suffer from diarrhoea? They may have had stale food at home and their parents are often not there to see them. They eat junk food at school as well. So this may be the reason. ))

F: How is the accident rate among the students at school?

R All: We do not face this problem much.

F: How many of you have knowledge about first aid?

R3: I have received the training for the vision testing.

R All: No.

F: How is the condition of gender discrimination in the community including your school?

R3: There is no gender discrimination here. If there was then the number of male students would have been higher than the female but it is opposite here. The top 3 students are also all female.

F: Or is it because the male are too much loved and kept at home and female are sent to school?

R6: No, it is not like that.

F: Do they buy toy guns for boys and dolls for girls? If there is a dispute a male is called and if there is some ceremony then female is called.

R4: That happens.

$$$$$

F: If something happens to the students at school are they taken care by female teachers or the male teachers?

R4: Inside school we have been doing together. Whoever sees the child first goes over for help.

F: The discrimination we have in the society how much of it is reflected in the school?

R All: None.

R 2, 4: If there are problems related to the senior girls or required by the subject matter then we look after them.

F: Now our time is very less so I would like to request you all to share one point about your feeling of the school and one point suggestion to the school.

R6: The mentality of the parents towards the government school is very poor. As soon as their financial condition is better they move their children to the boarding school. So our school is suffering from low number of students.

F: Okay, that is a problem now; form a teacher’s aspect what can be done to change that?

R6: We may attract parents and students if we had motivational speakers visiting our school once in a while.

R5: I think it would be good to have monthly feedback sessions from the parents. We could also give information to bring awareness in them.

R3: I have requested for the IT training as not everyone is efficient in handling them. We need compound to improve the physical environment of the school. We need facility of wi fi and projector because we cannot remain untouched by the modern teaching materials. 90% of the students come from poor family so if we could provide lunch at the school we would not have to face students asking for early leave from school.

R 4: The students of class 1, 2, 3 ask for comfortable benches. The existing benches are bit attached further from the desk.

R2: Computers in each class.

R5: It would be good to have IT training. I think it can add further attraction to the students if we could teach them with audio video methods.

R1: For primary level there should be facility of volunteer teachers. Is there anything which can be done for the salary of the teachers in the long run? Does it fall under your field?

F: Thank you for taking your time and having this discussion with us. We will take this conversation as it is for further discussions and hope to meet you all again for second level discussion. The end.

**Jana Ekata School**

FGD Teachers

Date: 2075-02-28

Venue: Jana Ekata School

Number of participants: 7

Facilitator: GovindaDevkota

Note Keeper: Sashina Thapa

Translator: Pratima Gurung

Total length of Audio: 01:11:25

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ***S.N*** | ***Name of participants*** | ***Sex*** | ***Ethnicity*** | ***Qualification*** | ***Age*** | ***Experience*** | ***Subject Teaching*** |
| 1. | Badri Adhikari | M | Brahmin | B.Ed. Maths | 28 | 5 years |  |
| 2. | Paramananad Jha | M | Janajati | I.Com. | 44 | 23 years | Math, OBT |
| 3. | Saraswati Adhikari | F | Brahmin | I. Ed Nepali | 44 | 9 years |  |
| 4. | Bhawani Mahat | F | Chaudhary | S.L.C | 30 | 12 years | ECD |
| 5. | Bimala Adhikari | F | Brahmin | B Mgmt | 31 | 6 years | Social |
| 6. | Sabitri Bhatta | F | Brahmin | B.Ed. Maths | 27 | 9 years | Any subject |
| 7. | Sahanshila Kandel | F | Brahmin | M.A. English | 24 | 7 years |  |
| 8. | Malashree Thapa | F | Kshetri | B.Ed. English | 28 | 4 years | English, Social |
| 9. | Isha Basnet | F | Brahmin | B. Ed. Math | 31 | 4 months | Science |

Seating Position:

5

4

F

3

6

2

1

7

N

8

9

***Note:*** *Signs used (.)= for small pause, $= laugh, [F: …]= talk by facilitator in between conversation, CAPS= talks louder than usual, []= repeated saying, Italic = for Nepali word, ((...))= words of translator F= Facilitator, R= Respondent, R all: All respondents*

F: Welcome and greetings everyone! ((Self introduction))

F: Looking at your school, all these plants, the coloring, and the cleanliness; it looks very nice. You must also like several things about this school. And while you are staying here, what do you like the most about the physical administration of this school? While you observe this school, what is the best physical part that you have liked? Anyone can give the answer. After all, one of us might not like the thought or answer of another, so you are requested to give your own opinion. There is no need to have thoughts like, “my answer might be wrong” or “what if this goes to the principal or the management committee” because this is 100% confidential and this is done for our research purpose. Therefore you can pour the thoughts you are having very frankly. So, what do you like the most? While looking at the intellectual aspect?

F2: You can talk about any aspect. There is no such problem.

R1: There is electricity in every building.

R2: Everything is under official criteria.

R1: There is at least one fan in every room. There is enough windows for ventilation in every room. [F: Please speak a little louder.] There is enough windows and light.

R2: The best thing is that because the compound is surrounded the kids cannot go out of school.

R3: It ensures safety.

((Allare talking about safety at once.))

F: So there is management, safety; what else were you saying?

R4: The physical infrastructures are sufficient.

R2: It is in accordance with the official criteria.

F: So the physical infrastructures are very satisfactory. And what else do you like?

((Two of the respondents talk about canteen being inside the compound.))

F: Yes, there is a canteen inside the compound. You can eat in time.

((Respondents are talking something about computer.))

F: is the canteen run by the school?

R: Yes, it is.

R5: There is a separate lab for computer.

F: There is a computer lab? Is it well-furnished? What do you think?

((There is some unclear talking.))

R2: There is facility of water.

F: How is the situation of cleanliness? How do you find it?

R5: Regarding cleanliness? It is clean.

F: While we see it, the school very clean. However, you might have seen several beautiful places compared to this and while your stay what conditions of cleanliness did you see?

((The questions was not answered.))

F: And, what aspects of the school do you find somewhat dissatisfactory?

R2: Like the ones we feel like there should have been?

F: Yes, the one’s you feel like there should have been.

R2: There is no proper management of ECD class. We wish there were well managed ECD classes.

R3: Also there should be a better office management.

R6: There is also a need of a computer lab, library and a science lab.

((The respondents are talking in group about how the computer lab and science lab are insufficient.))

R5: The boy’s toilet also needs to be well managed.

R7: As per my view, earlier sir mentioned a point as positive aspect; however I would like to project it as a negative point. About fan, there is facility of fan but there is only one fan in the classes and it covers only a particular area of the class, it covers only like 2 benches. And, the weather is so hot right now due to the season of climate change; the children are suffering a lot due to the heat, so I see this as a negative aspect.

R8: Other than this, when we conduct extracurricular activities, it is difficult to keep them all inside a classroom and it is also difficult to keep them out in the ground in such heat. So I think for such extracurricular activities [F: a separate hall should be made where such activities can be held] a building that can contain the students should be built. Also, talking about Wi-Fi, Wi-Fi connection has been made here, it was also activated untilChaitra , now it remains deactivated. It wasn’t used much. In my view, the reason behind its minimal usage was that it was not connected to the computer lab. I teach Social Studies and Occupation and there are some things that I have to show in class which I cannot bring from home, some things that I have to show live. We requested the management so many times, and the Wi-Fi was connected too but it was not quite used so it is deactivated now. But I think if it is connected to the computer lab, it will be great.

R6: Yes, it will be great if done so.

F: Anything else?

R9: The physical infrastructures are fine. But, in class, when we have to present something it becomes difficult because there are benches all over but no tables. Some students are seated at front, however some are at back and we are lacking in making all of them active because it is not possible to present to all of them. This is one of the drawbacks as I have seen, as it is difficult to present without tables. More to the point, talking about other things like ECD, we try to find out what the government has given to us, what is our focus of ECD, is it being implemented as necessary or not. For instance, these days we can always hear about ICT but ICT is always in closed state here. It should be restarted. Yes, we agree that it should not be misused, but it should be used in the necessary field. So, loopholes have been seen in such manners here.

F: Earlier ma’am said that the ECD is not good here. In your view, how should the ECD have been?

R2: Under ECD, while writing during exams there should be round table, the students should nit be in sleeping position while writing.[F: There is a need of child friendly table.]

R9: Yes, we need tables of small sizes.

F: Children also need a sleeping space, right?

R5: Yes.

R2: Small swings can also be managed inside the class, which does not require students to go outside.

R9: There should be toys. Like we can see in Montessori class, there is an eating space here, [F: sleeping space], writing space there, a drawing space there, a radio or a space where they can listen to sings over there. Due to all this a child sees like 10-12 worlds here.

R2: Most of it all, internet connection has made a huge problem. I would show them by connecting on my phone. The students always say that, we watched it yesterday; we won’t watch it today again.

F: And, what were you saying?

R5: Everyone has kind of similar problem. However there’s a problem that we don’t have any place to put our stuffs.

R2: we need something like a cupboard.

((All respondents are talking at once regarding the need of a space to put there stuffs.))

R5: We search for our belongings, but they are never there.

R2: It would not be messy if we had personal space.

F: So you have many things that are lacking. You said the infrastructures were enough, but a lot seem to be lacking.

R2: There is one more thing too. It would be great if lunch could be managed for kids'upto Grade One. There are any kids who come to school without eating [F: So in the afternoon they must starve.] Yes, they starve. They say they’re hungry and that there stomach is aching and they lay their head down in the bench; and when we ask what happened to them then they tell us that they’ve not eaten anything.

R5: Economic Conditions of our students is very weak, which disturbs their study. They are very often absent in class, they go to fair, or go for works, which leads to absence in class. They’re orphan, they do not have parents so they live in someone else’s home and when they are given works, they cannot come to the school.

F: And for all you ladies teacher, you have girls problem. So do you have gender friendly toilet here?

R: No, there isn’t.

F: Sometimes you might need rest.

R: No, there isn’t.

F: Sometimes women having small kids might need to breastfeed?

R: No, there is no such place either.

R7: Once during a staff meeting we talk to the principal that at least even a small room should be managed, and he said ok. We don’t know whether he will manage one or not but it would be great is such a rest room can be managed. We can rest there during our leisure time. Also its summer time and kids get sick due to the heat. A few days ago a girl got sick, so it would be really helpful at such times.

F: talking about toilets, are there gender friendly toilets here? Is there hand washing station?

R: No, there isn’t.

R2: We’re hopeful there will be one now.

F: We didn’t notice in class, but are the desk and benches in class rooms maintained as per the size, age or height of the students or not?

R4: In grade 5, 6 and 7 and 8 there are bigger benches and some short students they have difficulty to write while sitting so they stand when they write. ((They all talk at once regarding the size of desk and benches.))

F: Nowadays, we shift furniture like cupboard and bed in different direction in our rooms as per the look that we like. So likewise, do you ever manage the desk and benches those of portable manner in circle or square or U-shape?

R4: Yes, we have.

R7: We keep them in V-shape also.

F: Is such kind of portable desk bench available with you or not?

R4: Talking about desks, they are very old desks. Even 2-3 kids together cannot pick them up.

R5: They are very heavy too.

R4: The ones in grade 6, 7 and 8 are quite expensive.

F: Now, talking about the physical infrastructure, you are requested to state in points, what do you requires to be corrected the most in this physical aspect? You’ve told us a lot of the things, however state your opinions in points saying what should be corrected?

R4: ECD should be properly managed. If we can manage to increase students in the ECD then they will stay at our school for 8 years.

R5: ECD is our first concern.

R7: After that priority should be given to ICT like focus should be computer labs too.

F: Just like how Sir just said I request you all to give your opinion on what you think should be changed and developed. You all have seen in various other places and must have imagined how your class should be like or what things you’d like to be there in your school. So tell us what changed should you think should be made and please record your thoughts and opinions today. (.) Say it. There is no need to be shy. You mentioned earlier, right; the wall painting, toys, rest rooms, musical instruments, things like that. Similar of your needs might be missing. You have imagined the things that you require, right? So think about the things lacking in class room and tell us what they are.

R5: Firstly, nursery class should be managed.

F: What sort of management do you seek?

R5: The students are very small so the classes should be of Montessori type. Our courses are boring, the children are not interested, so there should be something that will interest the child. There should be such change that will lead to active class.

F: So in class, do they sit in desk bench or in carpet and cushion?

R5: After grade 1 they sit in desk bench. And the computer lab and science lab requires good management and there should also be availability of first-aid.

F: Don’t you need anything for literature? For dramas? Like a hall or something?

R5: I am an English teacher and for me internet is the main requirement. While teaching it would be good if I could show them how the native speakers pronounce a particular word, or while making a sentence how they use the grammar and internet would help me to show them such information in class. With the help of a desktop and internet I could join the speakers and show the how the natives speak a particular word. Or sometimes, it would be good if the native speakers were brought to communicate live in class. Besides these, talking about trainings; I’m not sure if they fall under the category of physical infrastructure or not but while singing poems sometimes even we do not know the lyrics so we try to memorize those poems by not making them feel like they are reading but by playing and singing. In some rhymes we manage to make up the lyrics however in the TBT training that we are given sometimes we were taught how to sing those thymes exactly. I didn’t find the trainings very effective. In this training we were said to do everything by ourselves, we didn’t learn any new techniques or ideas even though there are so many new techniques of teaching coming up in recent times.

F: Talking about techniques and processes, generally what are the techniques that you apply while teaching?

R7: There should be availability of library. Like in the schools that I was involved earlier I saw that programs were conducted relating to such libraries. Here, books were given to the students on a daily basis with an intention that when they read them their capacity is enhanced. The books are kept by sorting their genre, the students search the books themselves, and after reading they put the books back in their places. If possible the students should be sat down to read in leisure periods and it should be made a routine to have such classes once a week.

F: What methods do you generally use while teaching?

R7: When using teaching material we mostly use diagraph method in math. In social we usually do board markings of the things that come from students.

F: ((to another respondent.)) What do you think? What are your techniques of teaching?

R9: In my view [F: you yourself remain more active] more that remaining active, I solve one problem and make them solve similar types of problems and check such answers in group. For instance, I take two or three benches and check their answers and if they have not done it correct then I sit with them and teach them. Also, those students who can solve the problems teach the ones that cannot.

F: ((To a female teacher)) what are madam’s techniques? Do you always use the same technique of different ones? How involved are the students?

R5: I try to thinks of ways of how they will learn better and mostly use techniques like the question-answer method.

F: So do you use new techniques like conducting workshops, seminars, panel discussion round table discussion, etc? Like while giving special or more emphasis on ECD what type of methods do you use, would you enlighten us.

R5: I make then dance, sing, show mobile phone, tell them stories; I do whatever they are interested in. If they want to sleep, I let them sleep.

F: You also might do activities like involving them or letting them speak in mass?

R5: Yes, I do such activities.

F: And do you ever take them outdoors sometimes?

R5: Outdoors?

F: Yes. Do you ever take them outside of classrooms to teach anything?

R5: I take them outside only to drink water, or to go to toilets or to show that toilet.

F: You do not take them outside for any ECD related activities?

R5: No, I don’t take them outside. If they want to play ball, I make them play it inside classroom. Also it is very out outside [F: Yes, right now it’s hot outside.] In winter, however I take them outside.

F: ((To another teacher)) what are your techniques?

R2: Mine is also of similar nature. I teach social studies.

F: So in Social Studies you must do several activities, right? There are several activities written for teacher at the bottom of the book. Do you perform them? I won’t say the name of the school. But I have been going to a few school to observe their teaching methods, there were given the activities for teachers at the bottom in small letters.

R2: Its not possible to perform all of them, Sir. But we do some of them, the possible ones.

F: There are various matters relating to research, drawing, community activity, development activity, creative arts, etc. (.) we request you madams to say something. Tell us about, “I use this method; I teach in this way, I’ve read about these things”. Tell us about that.

R9: Through those methods we try to make the students as active as possible, we include them. We divide them in groups and discuss in such groups. We make a group of the friends and put a talent student among the less talented ones to teach them.

F: Are there any such innovative approach in English, in literature?

R2: $ We hope they learn and play; we even try to do that. Usually it is straight centered, sometimes we do drill too. And usually once a week, not more, we bring them to the project room.

R5: English is in grade 3 and 4. Usually I am active in English. $ And in grade 6 and 7 there is occupation and Social Studies and here what I do is, I am the one who is active here too, and what I do is while teaching is, in these subjects there is no by material, Sir, so we teach whatever is given in the books by dividing in groups.

F: Actually, while teaching OBT, rather than teaching from books it would be better if they are given examples by taking outdoors.

R5: I try to give them examples that are most possibly found in the village areas and I give them task by dividing them in group. I ask them to find answers from the examples given to them and sometimes I even give assign them with project works.

F: And, lots of new creations are required in science. So, what do you do?

R1: As said, science labs insufficient here. [F: yes the labs are insufficient.] So I show them in books and give them project works and assign them to draw organisms in cardboards.

F: ((pointing to another teacher)) what do you do madam? You teach the primary classes right?

R2: Yes, Sir.

F: There are two of you who teach there, right? Can you please tell us your mixed methods?

R1: We let them play and sing and also teach. If we teach one period, we let them play in the next period. We also make them write in board.

F: How long do you keep kids in school?

R1: Up to 3:20. [F: 10 to 3:20?] Yes.

F: And when you leave them at 3, their brothers and sisters are still in class. So how do they go home?

R9: Their mothers come to pick them up.

R5: Whoever comes to pick their children we send them with them? For those whose parents do not come we send them with their siblings.

F: They are kept for a while and then sent with their siblings?

R5: Yes, Sir.

F: In recent days, though you should have read it, techniques like research methods, seminar papers, panel discussions these types of techniques that you have also studied in your academic degree, has it been possible to use them practically here?

F: If you have any new innovative or new technique, please share with us. For instance, you all must belong to semester system, right?

R1: I am from year wise system.

F: you must be the last batch of year wise system so there must be some new systems through with you studied, so has it been possible to use such methods to tech here?

R5: we used to be taught a vocabulary game called something like ‘last first’; I use this method. Like when the say ‘a-p-p-l-e- apple’ and the other ha to say something starting from ‘e’. I make them play such games. However, what I realized was making them play these games daily has made them a little out of track. Also our schools pay attention to examinations and if they ranking is not good then we are somewhere to blame. So keeping this in mind games cannot be given much focus.

F: Mostly the studies are exam oriented, right?

R5: Yes, Sir.

F: The students are being taught with an aim to bring marks in exams, right?

R5: $ No, it’s kind of a 50-50 situation. We try to educate them too.

F: Do you make any specific regional curriculum as per the surrounding locality? For instance if we go uphill in Gorkha there is no point in teaching paddy cultivation because paddy cannot be cultivated there, they should taught about potato cultivation. In that case here they should be taught how to ride a rickshaw.

((all laugh and say cycle instead of rickshaw))

F: It shows that different locality demands differently. Isn’t it? Our teachers go to different places and learn about different things as per different locality. Likewise, to suit the location here in Chitwan district, what has been applied as per the local curriculum?

R9: In the name of such local curriculum, we are given a book by our social camp asking us to teach these books.

F: What book is made? Environment?

R9 and R5: Grammar.

((The facilitator sounds confused with grammar being a subject of regional curriculum.))

R5: Grammar is a part, but it cannot be used as a subject.

F: The curriculum has been used; however Grammar cannot be used as a subject of local curriculum.

R9: We have understood in this manner. We have Nepali book for Nepali, Math book for Math, Science book for Science, Social Studies book for Social Studies, and for local curriculum we have Grammar. That is how we have understood it.

F: Our local curriculum, in my opinion should be in match with our daily life and our geography.

R1: Here, it would be better if it is related to agriculture.

F: Yes, it’s right. It’s a question whether the one who put it up as the local curriculum has understood it or not. As you said earlier, grammar is only a part of the language which helps to make the language correct, it should not be said as local curriculum.

R9: This is how it works around here, Sir. A committee is formed, they ask a publication to make a book for a year. The next year, yet another committee are formed and it changes another book for that year.

R7: Whatever the publication it is, in Social Studies, 20% falls under local curriculum.

F: Now, if we have the chance we’ll show you powerpoint presentation. You can see urine is placed at the bottom of the vegetable plant and the cabbage which was supposed to be of 2kg has grown to 4kg in the same amount of time or in livestock‘s case, whether to make the buffalo give either 4liters or 12 liters of milk. Do you teach anything by linking it with these types of topics which are directly related to our livelihood? Will we be successful if we brought such types of programs? We are thinking about it. This organization is trying to work in that direction. Specially, our focus in this Scholl is on the livelihood of the people. How do you think we can work on that? (.) On what part should we focus so as to make our curriculum and our livelihood practical? What are your imaginations relating to this?

R7: We educate the students, we teach them, however they cannot learn as per the curriculum and there is no place of application of the study they have been receiving. Their education is only theoretical.

R5: There is no utilization of their knowledge.

F: As you said earlier, there is a tendency of saying that, “we teach what we know”. But it cannot always go on like this; professional development is a continuous process and changes from time to time. Has the school availed you any incentives or facilities here in this area to enhance your professional development? Have you received any new training?

((Respondents talking to one another)): it has been 2-3 years right since we last received that training, right? It was TPD training [F: it stands for Teacher’s Professional Development] yes, it was given in every 5-5 days.

F: And what did you learn in those trainings?

R5: They taught us teaching methods.

F: And you might feel like you want to learn something new,right?Sometimes we feel that too. Sometimes while teaching we feel like it’s insufficient. For instance you teachers have to make the kids want to come to school leaving their mothers even when they are not feeling well. Do you think about such things?

R1: Talking about desires, what we desire is to get good training on ICT so that we will be able to download things from internet and show visuals to the students. But there isn’t any chance of getting such training, so it is only limited to or desire.

F: Where we have desires there are ways to achieve them. There will come several opportunities where you can search for such ways. For now, will you express your desires to us? What is most needed for professional development? Can you once tell us frankly?

R7: The method that we use to teach can be traditional. There are lots of new ways that we might be unknown of. People who know about such new methods, if they teach us, we could impart education to our students in a different manner.

R2: these days anything can be shown visually, and if such visuals were managed then it would be great, the children might be more involved, we teachers would also be more interested.

F: ((To the female teachers)) Just like what sir just said what do you think should be done for professional development? We have taken this teaching profession and what can be done to make this profession a much admired, prestigious and the best profession? (.) What should be done by your school or by Government of Nepal, or by organization like us who come from outside to help you. What should be done, tell us your interests.

R9: Teachers should be taught about new techniques of teaching. In case of guardians, they should create a listening environment at home where the kids can tell their guardians about what they studied in school. When we call the guardians in school, very little number of guardians arrives here. [F: their participation is less?] Yes, very less.

F: For 120 students, how any guardian arrives at schools when called?

((respondents talk at once saying sometimes 20 sometimes 15 guardians arrive aat school.))

R5: Maximum no. is 50.

F: And when do you call them? After result, or?

R1: No, we often call them. There are programs when we call them.

F: Sometimes, the kids do mistakes. No wonder, sometimes even we grownups make mistakes they are just kids. So when they do such mistakes, how do you prefer to correct them? For instance, if the quarrel or tear any friends bag, or write in their friend’s shirt or they are late, or haven’t done their assignment. How do you bring such kids in track?

R1: We tell them that what they did was wrong. Sometimes we call parents to tell them what their children have done.

F: When the kids see you, do they run off or do they come near you?

R2: In my case they sit in my lap $ [F: they sit in your lap, where would they run.] $

R7: If they have committed any mistake they do not come near when called once but if you shout a little, they come.

F: And you know that recently the word friendly is being used a lot. Sometimes it aging friendly, sometimes gender friendly, and now when it comes to teaching it has become child friendly. So have any of you applied the concept of child friendliness in your profession?

R2: ((talking with another respondent)) yes, we have applied it, right?

R5: Applying in what basis, sir? We have not been able to apply it fully.

F: how do you make corrections of their mistakes? You do case study or go to their parents or bring them to the office, or you yourself stay after the class hours. Such questions are frequently asked, it was also asked earlier in the teachers education commission, like there is a very weak student who frustrates everyone, who beats other students, doesn’t study, whose markings are always below 7 upon 100; how do you correct such types of students? This question was recently asked, how would answer if asked to you?

R5: we try to make him understand about what he did was wrong.

((all female respondents speak at focusing on the statement that they would first find out the cause of why the child is acting that way , only them can it be solved.))

R5: First find out the cause [f: yes the cause should be found first.] then instead of punishing him he should be corrected.

F: After this there is a thing about maintenance of relationship with the students. Like you know you said that the kids are very close to you ((said to the one who teaches the small kids)). So now, what can we do to create and develop a friendly relation with them where they remain close to us?

R9: They should be treated like friends.

R2: We should sit near them; ask them about how they have been doing in school.

F: Have you heard about the life skill approach?

R7: we have just heard about it.

F: What skills are there in this life skill approach?

R7: Exchange of thoughts?

F: Yes, communication skills, problem facing skill, happiness facing skill *sukha pardam attinu hudaina ra dukha parda aatinu hudaina,* another is leadership skill, equality skill, equity skill. How can we develop these skills among the students or among ourselves too? Recently you should have seen the curriculum. There is a subject called life skill and under that there are three topics, but we don’t know which three skills will the Government of Nepal select for the new curriculum of grade 9,10,11,12. So here in order to apply these life skills what sorts of methods should be used? Only physical infrastructure cannot develop the education. In order to make the education good and to make our teaching profession excel, we must have technical knowledge too.

F:So now, the things about guardians’ participation which we talked about earlier have touched me deep. The guardians must meet you daily since they are small so they must talk about what they have studied and how they are doing ((facilitator says this to teachers of primary level classes.)) but the rest of the class who teach upper grade, do you get the chance to interact with parents?

R1: Actually, earlier we had a little problem with money at our school $ so every time we called them they thought that it was to ask money. And since then parents do not come much often here even though now there is no such problem of money. Only one or two parents have increased who now come to the school.

F: And, do you ever conduct extracurricular activities for the sake of recreation?

R all: Yes we do it, it’s in the schedule. We take them for extracurricular activities every Friday.

R7: We have a new schedule now, every two Fridays we conduct monthly test and every other two Fridays we conduct extracurricular activities.

F: what sorts or indoor and outdoor activities do you do under extracurricular activities?

R5: In indoors there are handwriting competition and drawing competition.

R7: In grade 6, 7 and 8 we conduct moral and health ‘*NaitikraSwastha”*. In moral, they are given topics to give speech and they are told that the next day there will be a competition and everyone has to give a speech for 5 minutes.

R5: We also record their speech and show it through the projector later on.

F: It’s good that you are performing these activities under ECA. However today there are several other activities which can be done in ECA. Further, recently the term ECA has been changed to CCA these days. Here, CCA stands for Co-curriculum activities. So it seems you conduct these CCAs fairly. (.) Now, there is another thing which is related to business, to OBT; will it be possible to conduct a school garden?

R5: I am the one who teaches occupation. Last year there was a lesson named kitchen garden. I wanted to make the kids to plants flowers and perform the lesson practically but my interest died away. {F: why?] There are lots of area here where such gardening would have been possible but I felt like it would be a lot of hard labor on the kids to make them dig those areas, because the landstructure is very hard it cannot be easily dug, so I didn’t do it.

F: Right now, it’s a serious topic. There’s a project here where the urine from the urinals can be collected and put directly on the vegetable garden so as to dramatically grow them in more amount than that of others and to show them as a model of organic vegetables and impart this knowledge on the community. We were thinking of applying that one component, and we request you to give us some opinion on how can it be done. All of you are active, you students are small, and there is no area in your school, so how can it be done? You can give us advicelike;let’s do these kinds of projects, sir. Like you talked about ICT earlier, that will be done. And now, under this OBT we have kitchen garden and school garden so what new can be done? The aim of this project is not to build this school; it aims towards behavioral change and to impart those changes from this school to the community.

R5: It can be done Sir. There’s a little area at the backside where gardening can be done.

R7: Also every house has a little garden of their own so everyone if familiar to the concept of it.

R5: Yes, sir. People are making huge gardens in their terrace, at least we have a small area in the back which can be dug and gardening can be done.

F: Okay. Now let’s talk about health related issues. In your school is there practice of health inspection and telling parents about such inspections. Well talking about this, there is no such practice in Nepal, but what happens in abroad is that just how we have certificates of classes here they have health certificates with the help of which if a a person goes to the doctor then there is no need to tell him the whole story. He looks at the patient’s medical background and finds out if the illness is effect to any earlier problem. So any such works like health checkup and health record maintenance have been conducted at school?

R5: No.

R7: No. They are only treated when they get sick.

F: Have you ever done something like calling a guest for healthcheckups and giving the medical report to the family?

R all: No.

F: A little earlier we had conducted a project. It wasn’t much but we checked the student’s eyes, ears, height, and weight. Did that leave any message in the community?

((All talk in group but don’t answer.))

F: We had also sent a consent form. Did they bring it back with their guardians’ signature?

R all: Yes, they did.

R5: After the check up one of the students is wearing spectacles. He said after checkup he found out that his eye sight was weak, so he got himself a spectacle.

F: Yes, for sure because the team that was here for health checkup were all professionals. They could not treat because that was not the aim of this project. However they did inform because not all the parents know about the vision and hearing capacity, correct height and weight of their children. Here in fact if we have tools we do not need outer people, our own eco club, child club can conduct such programs. So in relation to this topic what sort of health related programs can be conduct? What are the things that we need to improve. How can we move forward on the issues of sanitation, personal hygiene, and domestichygiene? We request you to think about this and tell us because we have to conduct a project.

Next thing, I would like to talk about is gender. There are only 2 male teachers and rests of all are female. So have you found anything about gender disparity at home? First let’s talk about our houses then about school.

R all (females): we haven’t seen anything such thing at our houses. Outside it can be seen sometimes, but nothing in our houses.

F: On whose name is the property at your home been kept? $

R9: Mine is after my mother’s name.

F: If they respect you they might have had the property named after you.

R5: No, this is only limited to our generation. It won’t be so from the next generation.

F: So have you felt any sort of discrimination? Who cooks at home? Is it always you or your husband cooks too?

R all: They help us, buts usually we cook.

F: You yourself are a job holder, you go home at around 4 or 5 pm, your husband also probably arrives then, and still you have to do the work, is it right?

R5: That is true however (her sentence is broken from another question asked by the facilitator))

F: ((to another respondent)) Madam please tell us what is the situation of disparity in your house?

R9: There is no such thing at my house. We are 7 sisters; there is gender equality at my place. We were all given equal and good nourishment and education.

F: ((to another respondent)) And what is your situation with gender, madam? Have you felt discriminated?

R8: $ NO, there is no such thing.

F: Or you see, whether your brothers they were sent to Kathmandu to study and you studied here, that is also a type of discrimination.

R8: A little discrimination is inevitable. Like when I was masters it used to be late when I got home. And I was asked questions like where I was, so I had to leave a class to get home on time.

R6: Also when the son is going somewhere, no one is afraid to send them alone, but when the daughter is going somewhere they wish if someone would go with them.

R8: My husband is also a teacher, and I cook when I go home. [F: do you share things?] yes we share other things like property, but I do all the household related works.

F: Do you have property right or not?

R3: My works is to cook only. I don’t have property in my name. $ We have 50-50 property.$

F: ((to another respondent)) And have you felt discriminated?

R2: Mine is also similar. I do not get any help in the household work. In the morning and evening I have to work with rush, children come to me if they become late,so I do things alone.

F: ((to a male respondent)) and what is the situation at your home, Sir?

R7: We both do equal work. I help her with her works.

F: while you were growing up, did you have any sisters?

R1: I had a brother. He went abroad leaving studies.

F: and what is the situation in the community?

R all: It has decreased compared to before.

F: Let’s link this matter to the school. How does the administration see male and female teachers?

R5: In regards of giving responsibility there is discrimination.

R7: Yes there is discrimination while giving works. The two of us male teachers have to undertake all the responsibility. $

R5: It’s true, we have noticed that.

R7: There are a few groups here at school and I alone have to take charge of three groups; Red Cross, ECA and one more group. $

R2: You’re free so you have to do it; we have to handle home too.

F: So that is why you don’t do it. Now let’s talk about by nature issues. For example, a student menstruates while at school and she comes to you due to her abdominal pain and if she vomits who cleans it? Sir or madam?

R5: The helper brother cleans it.

F: And when you menstruate during the school hours, how do you manage it? There are no separate toilets. You must feel frustrated. You must want to leave the job. What do you think at that time?

R6: Yes there are times when we get frustrated, it’s difficult too and sometimes the difficulty makes us want to leave teaching to. But then we think that this is our job we have to do it.

R2: We come to school prepared. But it’s very difficult during those times.

R all: We teach even when we are suffering. But there is no supporting environment.

F: Now what I’d like to request to you is that we have been sitting and talking for a long time now and I want you to tell me things that you think we have forgotten to mention till now. It is very important because your voice will reach upto the policy making level and not just in Nepal but I will go to the topmost people of this project. So think for a moment and frankly tell us about the problem you have and the problems that you want to be solved, how you want your professional development, physical correction of your profession, academic correction of your school. As a teacher, whatever you desire, we request you to tell us here.

R5: At times teachers should be taken to observer at school. It would be good to have this system.

R7: I joined this school in 2071 B.S. The computer teacher here left school in 2072 B.S. I had no idea on how to use a computer, and then all of a sudden I was made the computer teacher. $ I learned by teaching. [F: it implies that whoever are talents on the field should be allowed to teach.] So if a subject is put in the curriculum either training should be given to the teacher relating to that subject, or a teacher talent in the field should be sent to teach. The first year I was myself learning, so I doubt how much the students have learned.

F: from this we can understand that from entry level the responsible teacher should be orient in the field. So here lots of problem were seen like due to lack of science lab sir has a problem because you have to teach new compositions every day, also the condition with is ECD problematic. As likewise as a teacher if you feel anything is missing, please state those.

R2: teaching material also requires attention.

F: will you make that yourself, or you require readymade?

R7: we can make the reading material related to any subject ourselves but for that it would be better if we received training on those subject matters.

F: So you gave us a lot of your valuable time, thank you for it. Now we’ll take your statements, your opinions, and your demands for a analysis process, and with all the views that we received we will use it for a better picture of the school, we will analyze the convenient aspect, good and bad aspect and we will meet with you again. For now, we end this discussion programs here. Thank you.

**Jana Ekata School**

FGD Teachers

Date: 2075-02-28

Venue: Jana Ekata School

Number of participants: 7

Facilitator: GovindaDevkota

Note Keeper: Sashina Thapa

Translator: Pratima Gurung

Total length of Audio: 01:11:25

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ***S.N*** | ***Name of participants*** | ***Sex*** | ***Ethnicity*** | ***Qualification*** | ***Age*** | ***Experience*** | ***Subject Teaching*** |
| 1. | Badri Adhikari | M | Brahmin | B.Ed. Maths | 28 | 5 years |  |
| 2. | Paramananad Jha | M | Janajati | I.Com. | 44 | 23 years | Math, OBT |
| 3. | Saraswati Adhikari | F | Brahmin | I. Ed Nepali | 44 | 9 years |  |
| 4. | Bhawani Mahat | F | Chaudhary | S.L.C | 30 | 12 years | ECD |
| 5. | Bimala Adhikari | F | Brahmin | B Mgmt | 31 | 6 years | Social |
| 6. | Sabitri Bhatta | F | Brahmin | B.Ed. Maths | 27 | 9 years | Any subject |
| 7. | Sahanshila Kandel | F | Brahmin | M.A. English | 24 | 7 years |  |
| 8. | Malashree Thapa | F | Kshetri | B.Ed. English | 28 | 4 years | English, Social |
| 9. | Isha Basnet | F | Brahmin | B. Ed. Math | 31 | 4 months | Science |

Seating Position:

5

4

F

3

6

2

1

7

N

8

9

***Note:*** *Signs used (.)= for small pause, $= laugh, [F: …]= talk by facilitator in between conversation, CAPS= talks louder than usual, []= repeated saying, Italic = for Nepali word, ((...))= words of translator F= Facilitator, R= Respondent, R all: All respondents*

F: Welcome and greetings everyone! ((Self introduction))

F: Looking at your school, all these plants, the coloring, and the cleanliness; it looks very nice. You must also like several things about this school. And while you are staying here, what do you like the most about the physical administration of this school? While you observe this school, what is the best physical part that you have liked? Anyone can give the answer. After all, one of us might not like the thought or answer of another, so you are requested to give your own opinion. There is no need to have thoughts like, “my answer might be wrong” or “what if this goes to the principal or the management committee” because this is 100% confidential and this is done for our research purpose. Therefore you can pour the thoughts you are having very frankly. So, what do you like the most? While looking at the intellectual aspect?

F2: You can talk about any aspect. There is no such problem.

R1: There is electricity in every building.

R2: Everything is under official criteria.

R1: There is at least one fan in every room. There is enough windows for ventilation in every room. [F: Please speak a little louder.] There is enough windows and light.

R2: The best thing is that because the compound is surrounded the kids cannot go out of school.

R3: It ensures safety.

((Allare talking about safety at once.))

F: So there is management, safety; what else were you saying?

R4: The physical infrastructures are sufficient.

R2: It is in accordance with the official criteria.

F: So the physical infrastructures are very satisfactory. And what else do you like?

((Two of the respondents talk about canteen being inside the compound.))

F: Yes, there is a canteen inside the compound. You can eat in time.

((Respondents are talking something about computer.))

F: is the canteen run by the school?

R: Yes, it is.

R5: There is a separate lab for computer.

F: There is a computer lab? Is it well-furnished? What do you think?

((There is some unclear talking.))

R2: There is facility of water.

F: How is the situation of cleanliness? How do you find it?

R5: Regarding cleanliness? It is clean.

F: While we see it, the school very clean. However, you might have seen several beautiful places compared to this and while your stay what conditions of cleanliness did you see?

((The questions was not answered.))

F: And, what aspects of the school do you find somewhat dissatisfactory?

R2: Like the ones we feel like there should have been?

F: Yes, the one’s you feel like there should have been.

R2: There is no proper management of ECD class. We wish there were well managed ECD classes.

R3: Also there should be a better office management.

R6: There is also a need of a computer lab, library and a science lab.

((The respondents are talking in group about how the computer lab and science lab are insufficient.))

R5: The boy’s toilet also needs to be well managed.

R7: As per my view, earlier sir mentioned a point as positive aspect; however I would like to project it as a negative point. About fan, there is facility of fan but there is only one fan in the classes and it covers only a particular area of the class, it covers only like 2 benches. And, the weather is so hot right now due to the season of climate change; the children are suffering a lot due to the heat, so I see this as a negative aspect.

R8: Other than this, when we conduct extracurricular activities, it is difficult to keep them all inside a classroom and it is also difficult to keep them out in the ground in such heat. So I think for such extracurricular activities [F: a separate hall should be made where such activities can be held] a building that can contain the students should be built. Also, talking about Wi-Fi, Wi-Fi connection has been made here, it was also activated untilChaitra , now it remains deactivated. It wasn’t used much. In my view, the reason behind its minimal usage was that it was not connected to the computer lab. I teach Social Studies and Occupation and there are some things that I have to show in class which I cannot bring from home, some things that I have to show live. We requested the management so many times, and the Wi-Fi was connected too but it was not quite used so it is deactivated now. But I think if it is connected to the computer lab, it will be great.

R6: Yes, it will be great if done so.

F: Anything else?

R9: The physical infrastructures are fine. But, in class, when we have to present something it becomes difficult because there are benches all over but no tables. Some students are seated at front, however some are at back and we are lacking in making all of them active because it is not possible to present to all of them. This is one of the drawbacks as I have seen, as it is difficult to present without tables. More to the point, talking about other things like ECD, we try to find out what the government has given to us, what is our focus of ECD, is it being implemented as necessary or not. For instance, these days we can always hear about ICT but ICT is always in closed state here. It should be restarted. Yes, we agree that it should not be misused, but it should be used in the necessary field. So, loopholes have been seen in such manners here.

F: Earlier ma’am said that the ECD is not good here. In your view, how should the ECD have been?

R2: Under ECD, while writing during exams there should be round table, the students should nit be in sleeping position while writing.[F: There is a need of child friendly table.]

R9: Yes, we need tables of small sizes.

F: Children also need a sleeping space, right?

R5: Yes.

R2: Small swings can also be managed inside the class, which does not require students to go outside.

R9: There should be toys. Like we can see in Montessori class, there is an eating space here, [F: sleeping space], writing space there, a drawing space there, a radio or a space where they can listen to sings over there. Due to all this a child sees like 10-12 worlds here.

R2: Most of it all, internet connection has made a huge problem. I would show them by connecting on my phone. The students always say that, we watched it yesterday; we won’t watch it today again.

F: And, what were you saying?

R5: Everyone has kind of similar problem. However there’s a problem that we don’t have any place to put our stuffs.

R2: we need something like a cupboard.

((All respondents are talking at once regarding the need of a space to put there stuffs.))

R5: We search for our belongings, but they are never there.

R2: It would not be messy if we had personal space.

F: So you have many things that are lacking. You said the infrastructures were enough, but a lot seem to be lacking.

R2: There is one more thing too. It would be great if lunch could be managed for kids'upto Grade One. There are any kids who come to school without eating [F: So in the afternoon they must starve.] Yes, they starve. They say they’re hungry and that there stomach is aching and they lay their head down in the bench; and when we ask what happened to them then they tell us that they’ve not eaten anything.

R5: Economic Conditions of our students is very weak, which disturbs their study. They are very often absent in class, they go to fair, or go for works, which leads to absence in class. They’re orphan, they do not have parents so they live in someone else’s home and when they are given works, they cannot come to the school.

F: And for all you ladies teacher, you have girls problem. So do you have gender friendly toilet here?

R: No, there isn’t.

F: Sometimes you might need rest.

R: No, there isn’t.

F: Sometimes women having small kids might need to breastfeed?

R: No, there is no such place either.

R7: Once during a staff meeting we talk to the principal that at least even a small room should be managed, and he said ok. We don’t know whether he will manage one or not but it would be great is such a rest room can be managed. We can rest there during our leisure time. Also its summer time and kids get sick due to the heat. A few days ago a girl got sick, so it would be really helpful at such times.

F: talking about toilets, are there gender friendly toilets here? Is there hand washing station?

R: No, there isn’t.

R2: We’re hopeful there will be one now.

F: We didn’t notice in class, but are the desk and benches in class rooms maintained as per the size, age or height of the students or not?

R4: In grade 5, 6 and 7 and 8 there are bigger benches and some short students they have difficulty to write while sitting so they stand when they write. ((They all talk at once regarding the size of desk and benches.))

F: Nowadays, we shift furniture like cupboard and bed in different direction in our rooms as per the look that we like. So likewise, do you ever manage the desk and benches those of portable manner in circle or square or U-shape?

R4: Yes, we have.

R7: We keep them in V-shape also.

F: Is such kind of portable desk bench available with you or not?

R4: Talking about desks, they are very old desks. Even 2-3 kids together cannot pick them up.

R5: They are very heavy too.

R4: The ones in grade 6, 7 and 8 are quite expensive.

F: Now, talking about the physical infrastructure, you are requested to state in points, what do you requires to be corrected the most in this physical aspect? You’ve told us a lot of the things, however state your opinions in points saying what should be corrected?

R4: ECD should be properly managed. If we can manage to increase students in the ECD then they will stay at our school for 8 years.

R5: ECD is our first concern.

R7: After that priority should be given to ICT like focus should be computer labs too.

F: Just like how Sir just said I request you all to give your opinion on what you think should be changed and developed. You all have seen in various other places and must have imagined how your class should be like or what things you’d like to be there in your school. So tell us what changed should you think should be made and please record your thoughts and opinions today. (.) Say it. There is no need to be shy. You mentioned earlier, right; the wall painting, toys, rest rooms, musical instruments, things like that. Similar of your needs might be missing. You have imagined the things that you require, right? So think about the things lacking in class room and tell us what they are.

R5: Firstly, nursery class should be managed.

F: What sort of management do you seek?

R5: The students are very small so the classes should be of Montessori type. Our courses are boring, the children are not interested, so there should be something that will interest the child. There should be such change that will lead to active class.

F: So in class, do they sit in desk bench or in carpet and cushion?

R5: After grade 1 they sit in desk bench. And the computer lab and science lab requires good management and there should also be availability of first-aid.

F: Don’t you need anything for literature? For dramas? Like a hall or something?

R5: I am an English teacher and for me internet is the main requirement. While teaching it would be good if I could show them how the native speakers pronounce a particular word, or while making a sentence how they use the grammar and internet would help me to show them such information in class. With the help of a desktop and internet I could join the speakers and show the how the natives speak a particular word. Or sometimes, it would be good if the native speakers were brought to communicate live in class. Besides these, talking about trainings; I’m not sure if they fall under the category of physical infrastructure or not but while singing poems sometimes even we do not know the lyrics so we try to memorize those poems by not making them feel like they are reading but by playing and singing. In some rhymes we manage to make up the lyrics however in the TBT training that we are given sometimes we were taught how to sing those thymes exactly. I didn’t find the trainings very effective. In this training we were said to do everything by ourselves, we didn’t learn any new techniques or ideas even though there are so many new techniques of teaching coming up in recent times.

F: Talking about techniques and processes, generally what are the techniques that you apply while teaching?

R7: There should be availability of library. Like in the schools that I was involved earlier I saw that programs were conducted relating to such libraries. Here, books were given to the students on a daily basis with an intention that when they read them their capacity is enhanced. The books are kept by sorting their genre, the students search the books themselves, and after reading they put the books back in their places. If possible the students should be sat down to read in leisure periods and it should be made a routine to have such classes once a week.

F: What methods do you generally use while teaching?

R7: When using teaching material we mostly use diagraph method in math. In social we usually do board markings of the things that come from students.

F: ((to another respondent.)) What do you think? What are your techniques of teaching?

R9: In my view [F: you yourself remain more active] more that remaining active, I solve one problem and make them solve similar types of problems and check such answers in group. For instance, I take two or three benches and check their answers and if they have not done it correct then I sit with them and teach them. Also, those students who can solve the problems teach the ones that cannot.

F: ((To a female teacher)) what are madam’s techniques? Do you always use the same technique of different ones? How involved are the students?

R5: I try to thinks of ways of how they will learn better and mostly use techniques like the question-answer method.

F: So do you use new techniques like conducting workshops, seminars, panel discussion round table discussion, etc? Like while giving special or more emphasis on ECD what type of methods do you use, would you enlighten us.

R5: I make then dance, sing, show mobile phone, tell them stories; I do whatever they are interested in. If they want to sleep, I let them sleep.

F: You also might do activities like involving them or letting them speak in mass?

R5: Yes, I do such activities.

F: And do you ever take them outdoors sometimes?

R5: Outdoors?

F: Yes. Do you ever take them outside of classrooms to teach anything?

R5: I take them outside only to drink water, or to go to toilets or to show that toilet.

F: You do not take them outside for any ECD related activities?

R5: No, I don’t take them outside. If they want to play ball, I make them play it inside classroom. Also it is very out outside [F: Yes, right now it’s hot outside.] In winter, however I take them outside.

F: ((To another teacher)) what are your techniques?

R2: Mine is also of similar nature. I teach social studies.

F: So in Social Studies you must do several activities, right? There are several activities written for teacher at the bottom of the book. Do you perform them? I won’t say the name of the school. But I have been going to a few school to observe their teaching methods, there were given the activities for teachers at the bottom in small letters.

R2: Its not possible to perform all of them, Sir. But we do some of them, the possible ones.

F: There are various matters relating to research, drawing, community activity, development activity, creative arts, etc. (.) we request you madams to say something. Tell us about, “I use this method; I teach in this way, I’ve read about these things”. Tell us about that.

R9: Through those methods we try to make the students as active as possible, we include them. We divide them in groups and discuss in such groups. We make a group of the friends and put a talent student among the less talented ones to teach them.

F: Are there any such innovative approach in English, in literature?

R2: $ We hope they learn and play; we even try to do that. Usually it is straight centered, sometimes we do drill too. And usually once a week, not more, we bring them to the project room.

R5: English is in grade 3 and 4. Usually I am active in English. $ And in grade 6 and 7 there is occupation and Social Studies and here what I do is, I am the one who is active here too, and what I do is while teaching is, in these subjects there is no by material, Sir, so we teach whatever is given in the books by dividing in groups.

F: Actually, while teaching OBT, rather than teaching from books it would be better if they are given examples by taking outdoors.

R5: I try to give them examples that are most possibly found in the village areas and I give them task by dividing them in group. I ask them to find answers from the examples given to them and sometimes I even give assign them with project works.

F: And, lots of new creations are required in science. So, what do you do?

R1: As said, science labs insufficient here. [F: yes the labs are insufficient.] So I show them in books and give them project works and assign them to draw organisms in cardboards.

F: ((pointing to another teacher)) what do you do madam? You teach the primary classes right?

R2: Yes, Sir.

F: There are two of you who teach there, right? Can you please tell us your mixed methods?

R1: We let them play and sing and also teach. If we teach one period, we let them play in the next period. We also make them write in board.

F: How long do you keep kids in school?

R1: Up to 3:20. [F: 10 to 3:20?] Yes.

F: And when you leave them at 3, their brothers and sisters are still in class. So how do they go home?

R9: Their mothers come to pick them up.

R5: Whoever comes to pick their children we send them with them? For those whose parents do not come we send them with their siblings.

F: They are kept for a while and then sent with their siblings?

R5: Yes, Sir.

F: In recent days, though you should have read it, techniques like research methods, seminar papers, panel discussions these types of techniques that you have also studied in your academic degree, has it been possible to use them practically here?

F: If you have any new innovative or new technique, please share with us. For instance, you all must belong to semester system, right?

R1: I am from year wise system.

F: you must be the last batch of year wise system so there must be some new systems through with you studied, so has it been possible to use such methods to tech here?

R5: we used to be taught a vocabulary game called something like ‘last first’; I use this method. Like when the say ‘a-p-p-l-e- apple’ and the other ha to say something starting from ‘e’. I make them play such games. However, what I realized was making them play these games daily has made them a little out of track. Also our schools pay attention to examinations and if they ranking is not good then we are somewhere to blame. So keeping this in mind games cannot be given much focus.

F: Mostly the studies are exam oriented, right?

R5: Yes, Sir.

F: The students are being taught with an aim to bring marks in exams, right?

R5: $ No, it’s kind of a 50-50 situation. We try to educate them too.

F: Do you make any specific regional curriculum as per the surrounding locality? For instance if we go uphill in Gorkha there is no point in teaching paddy cultivation because paddy cannot be cultivated there, they should taught about potato cultivation. In that case here they should be taught how to ride a rickshaw.

((all laugh and say cycle instead of rickshaw))

F: It shows that different locality demands differently. Isn’t it? Our teachers go to different places and learn about different things as per different locality. Likewise, to suit the location here in Chitwan district, what has been applied as per the local curriculum?

R9: In the name of such local curriculum, we are given a book by our social camp asking us to teach these books.

F: What book is made? Environment?

R9 and R5: Grammar.

((The facilitator sounds confused with grammar being a subject of regional curriculum.))

R5: Grammar is a part, but it cannot be used as a subject.

F: The curriculum has been used; however Grammar cannot be used as a subject of local curriculum.

R9: We have understood in this manner. We have Nepali book for Nepali, Math book for Math, Science book for Science, Social Studies book for Social Studies, and for local curriculum we have Grammar. That is how we have understood it.

F: Our local curriculum, in my opinion should be in match with our daily life and our geography.

R1: Here, it would be better if it is related to agriculture.

F: Yes, it’s right. It’s a question whether the one who put it up as the local curriculum has understood it or not. As you said earlier, grammar is only a part of the language which helps to make the language correct, it should not be said as local curriculum.

R9: This is how it works around here, Sir. A committee is formed, they ask a publication to make a book for a year. The next year, yet another committee are formed and it changes another book for that year.

R7: Whatever the publication it is, in Social Studies, 20% falls under local curriculum.

F: Now, if we have the chance we’ll show you powerpoint presentation. You can see urine is placed at the bottom of the vegetable plant and the cabbage which was supposed to be of 2kg has grown to 4kg in the same amount of time or in livestock‘s case, whether to make the buffalo give either 4liters or 12 liters of milk. Do you teach anything by linking it with these types of topics which are directly related to our livelihood? Will we be successful if we brought such types of programs? We are thinking about it. This organization is trying to work in that direction. Specially, our focus in this Scholl is on the livelihood of the people. How do you think we can work on that? (.) On what part should we focus so as to make our curriculum and our livelihood practical? What are your imaginations relating to this?

R7: We educate the students, we teach them, however they cannot learn as per the curriculum and there is no place of application of the study they have been receiving. Their education is only theoretical.

R5: There is no utilization of their knowledge.

F: As you said earlier, there is a tendency of saying that, “we teach what we know”. But it cannot always go on like this; professional development is a continuous process and changes from time to time. Has the school availed you any incentives or facilities here in this area to enhance your professional development? Have you received any new training?

((Respondents talking to one another)): it has been 2-3 years right since we last received that training, right? It was TPD training [F: it stands for Teacher’s Professional Development] yes, it was given in every 5-5 days.

F: And what did you learn in those trainings?

R5: They taught us teaching methods.

F: And you might feel like you want to learn something new,right?Sometimes we feel that too. Sometimes while teaching we feel like it’s insufficient. For instance you teachers have to make the kids want to come to school leaving their mothers even when they are not feeling well. Do you think about such things?

R1: Talking about desires, what we desire is to get good training on ICT so that we will be able to download things from internet and show visuals to the students. But there isn’t any chance of getting such training, so it is only limited to or desire.

F: Where we have desires there are ways to achieve them. There will come several opportunities where you can search for such ways. For now, will you express your desires to us? What is most needed for professional development? Can you once tell us frankly?

R7: The method that we use to teach can be traditional. There are lots of new ways that we might be unknown of. People who know about such new methods, if they teach us, we could impart education to our students in a different manner.

R2: these days anything can be shown visually, and if such visuals were managed then it would be great, the children might be more involved, we teachers would also be more interested.

F: ((To the female teachers)) Just like what sir just said what do you think should be done for professional development? We have taken this teaching profession and what can be done to make this profession a much admired, prestigious and the best profession? (.) What should be done by your school or by Government of Nepal, or by organization like us who come from outside to help you. What should be done, tell us your interests.

R9: Teachers should be taught about new techniques of teaching. In case of guardians, they should create a listening environment at home where the kids can tell their guardians about what they studied in school. When we call the guardians in school, very little number of guardians arrives here. [F: their participation is less?] Yes, very less.

F: For 120 students, how any guardian arrives at schools when called?

((respondents talk at once saying sometimes 20 sometimes 15 guardians arrive aat school.))

R5: Maximum no. is 50.

F: And when do you call them? After result, or?

R1: No, we often call them. There are programs when we call them.

F: Sometimes, the kids do mistakes. No wonder, sometimes even we grownups make mistakes they are just kids. So when they do such mistakes, how do you prefer to correct them? For instance, if the quarrel or tear any friends bag, or write in their friend’s shirt or they are late, or haven’t done their assignment. How do you bring such kids in track?

R1: We tell them that what they did was wrong. Sometimes we call parents to tell them what their children have done.

F: When the kids see you, do they run off or do they come near you?

R2: In my case they sit in my lap $ [F: they sit in your lap, where would they run.] $

R7: If they have committed any mistake they do not come near when called once but if you shout a little, they come.

F: And you know that recently the word friendly is being used a lot. Sometimes it aging friendly, sometimes gender friendly, and now when it comes to teaching it has become child friendly. So have any of you applied the concept of child friendliness in your profession?

R2: ((talking with another respondent)) yes, we have applied it, right?

R5: Applying in what basis, sir? We have not been able to apply it fully.

F: how do you make corrections of their mistakes? You do case study or go to their parents or bring them to the office, or you yourself stay after the class hours. Such questions are frequently asked, it was also asked earlier in the teachers education commission, like there is a very weak student who frustrates everyone, who beats other students, doesn’t study, whose markings are always below 7 upon 100; how do you correct such types of students? This question was recently asked, how would answer if asked to you?

R5: we try to make him understand about what he did was wrong.

((all female respondents speak at focusing on the statement that they would first find out the cause of why the child is acting that way , only them can it be solved.))

R5: First find out the cause [f: yes the cause should be found first.] then instead of punishing him he should be corrected.

F: After this there is a thing about maintenance of relationship with the students. Like you know you said that the kids are very close to you ((said to the one who teaches the small kids)). So now, what can we do to create and develop a friendly relation with them where they remain close to us?

R9: They should be treated like friends.

R2: We should sit near them; ask them about how they have been doing in school.

F: Have you heard about the life skill approach?

R7: we have just heard about it.

F: What skills are there in this life skill approach?

R7: Exchange of thoughts?

F: Yes, communication skills, problem facing skill, happiness facing skill *sukha pardam attinu hudaina ra dukha parda aatinu hudaina,* another is leadership skill, equality skill, equity skill. How can we develop these skills among the students or among ourselves too? Recently you should have seen the curriculum. There is a subject called life skill and under that there are three topics, but we don’t know which three skills will the Government of Nepal select for the new curriculum of grade 9,10,11,12. So here in order to apply these life skills what sorts of methods should be used? Only physical infrastructure cannot develop the education. In order to make the education good and to make our teaching profession excel, we must have technical knowledge too.

F:So now, the things about guardians’ participation which we talked about earlier have touched me deep. The guardians must meet you daily since they are small so they must talk about what they have studied and how they are doing ((facilitator says this to teachers of primary level classes.)) but the rest of the class who teach upper grade, do you get the chance to interact with parents?

R1: Actually, earlier we had a little problem with money at our school $ so every time we called them they thought that it was to ask money. And since then parents do not come much often here even though now there is no such problem of money. Only one or two parents have increased who now come to the school.

F: And, do you ever conduct extracurricular activities for the sake of recreation?

R all: Yes we do it, it’s in the schedule. We take them for extracurricular activities every Friday.

R7: We have a new schedule now, every two Fridays we conduct monthly test and every other two Fridays we conduct extracurricular activities.

F: what sorts or indoor and outdoor activities do you do under extracurricular activities?

R5: In indoors there are handwriting competition and drawing competition.

R7: In grade 6, 7 and 8 we conduct moral and health ‘*NaitikraSwastha”*. In moral, they are given topics to give speech and they are told that the next day there will be a competition and everyone has to give a speech for 5 minutes.

R5: We also record their speech and show it through the projector later on.

F: It’s good that you are performing these activities under ECA. However today there are several other activities which can be done in ECA. Further, recently the term ECA has been changed to CCA these days. Here, CCA stands for Co-curriculum activities. So it seems you conduct these CCAs fairly. (.) Now, there is another thing which is related to business, to OBT; will it be possible to conduct a school garden?

R5: I am the one who teaches occupation. Last year there was a lesson named kitchen garden. I wanted to make the kids to plants flowers and perform the lesson practically but my interest died away. {F: why?] There are lots of area here where such gardening would have been possible but I felt like it would be a lot of hard labor on the kids to make them dig those areas, because the landstructure is very hard it cannot be easily dug, so I didn’t do it.

F: Right now, it’s a serious topic. There’s a project here where the urine from the urinals can be collected and put directly on the vegetable garden so as to dramatically grow them in more amount than that of others and to show them as a model of organic vegetables and impart this knowledge on the community. We were thinking of applying that one component, and we request you to give us some opinion on how can it be done. All of you are active, you students are small, and there is no area in your school, so how can it be done? You can give us advicelike;let’s do these kinds of projects, sir. Like you talked about ICT earlier, that will be done. And now, under this OBT we have kitchen garden and school garden so what new can be done? The aim of this project is not to build this school; it aims towards behavioral change and to impart those changes from this school to the community.

R5: It can be done Sir. There’s a little area at the backside where gardening can be done.

R7: Also every house has a little garden of their own so everyone if familiar to the concept of it.

R5: Yes, sir. People are making huge gardens in their terrace, at least we have a small area in the back which can be dug and gardening can be done.

F: Okay. Now let’s talk about health related issues. In your school is there practice of health inspection and telling parents about such inspections. Well talking about this, there is no such practice in Nepal, but what happens in abroad is that just how we have certificates of classes here they have health certificates with the help of which if a a person goes to the doctor then there is no need to tell him the whole story. He looks at the patient’s medical background and finds out if the illness is effect to any earlier problem. So any such works like health checkup and health record maintenance have been conducted at school?

R5: No.

R7: No. They are only treated when they get sick.

F: Have you ever done something like calling a guest for healthcheckups and giving the medical report to the family?

R all: No.

F: A little earlier we had conducted a project. It wasn’t much but we checked the student’s eyes, ears, height, and weight. Did that leave any message in the community?

((All talk in group but don’t answer.))

F: We had also sent a consent form. Did they bring it back with their guardians’ signature?

R all: Yes, they did.

R5: After the check up one of the students is wearing spectacles. He said after checkup he found out that his eye sight was weak, so he got himself a spectacle.

F: Yes, for sure because the team that was here for health checkup were all professionals. They could not treat because that was not the aim of this project. However they did inform because not all the parents know about the vision and hearing capacity, correct height and weight of their children. Here in fact if we have tools we do not need outer people, our own eco club, child club can conduct such programs. So in relation to this topic what sort of health related programs can be conduct? What are the things that we need to improve. How can we move forward on the issues of sanitation, personal hygiene, and domestichygiene? We request you to think about this and tell us because we have to conduct a project.

Next thing, I would like to talk about is gender. There are only 2 male teachers and rests of all are female. So have you found anything about gender disparity at home? First let’s talk about our houses then about school.

R all (females): we haven’t seen anything such thing at our houses. Outside it can be seen sometimes, but nothing in our houses.

F: On whose name is the property at your home been kept? $

R9: Mine is after my mother’s name.

F: If they respect you they might have had the property named after you.

R5: No, this is only limited to our generation. It won’t be so from the next generation.

F: So have you felt any sort of discrimination? Who cooks at home? Is it always you or your husband cooks too?

R all: They help us, buts usually we cook.

F: You yourself are a job holder, you go home at around 4 or 5 pm, your husband also probably arrives then, and still you have to do the work, is it right?

R5: That is true however (her sentence is broken from another question asked by the facilitator))

F: ((to another respondent)) Madam please tell us what is the situation of disparity in your house?

R9: There is no such thing at my house. We are 7 sisters; there is gender equality at my place. We were all given equal and good nourishment and education.

F: ((to another respondent)) And what is your situation with gender, madam? Have you felt discriminated?

R8: $ NO, there is no such thing.

F: Or you see, whether your brothers they were sent to Kathmandu to study and you studied here, that is also a type of discrimination.

R8: A little discrimination is inevitable. Like when I was masters it used to be late when I got home. And I was asked questions like where I was, so I had to leave a class to get home on time.

R6: Also when the son is going somewhere, no one is afraid to send them alone, but when the daughter is going somewhere they wish if someone would go with them.

R8: My husband is also a teacher, and I cook when I go home. [F: do you share things?] yes we share other things like property, but I do all the household related works.

F: Do you have property right or not?

R3: My works is to cook only. I don’t have property in my name. $ We have 50-50 property.$

F: ((to another respondent)) And have you felt discriminated?

R2: Mine is also similar. I do not get any help in the household work. In the morning and evening I have to work with rush, children come to me if they become late,so I do things alone.

F: ((to a male respondent)) and what is the situation at your home, Sir?

R7: We both do equal work. I help her with her works.

F: while you were growing up, did you have any sisters?

R1: I had a brother. He went abroad leaving studies.

F: and what is the situation in the community?

R all: It has decreased compared to before.

F: Let’s link this matter to the school. How does the administration see male and female teachers?

R5: In regards of giving responsibility there is discrimination.

R7: Yes there is discrimination while giving works. The two of us male teachers have to undertake all the responsibility. $

R5: It’s true, we have noticed that.

R7: There are a few groups here at school and I alone have to take charge of three groups; Red Cross, ECA and one more group. $

R2: You’re free so you have to do it; we have to handle home too.

F: So that is why you don’t do it. Now let’s talk about by nature issues. For example, a student menstruates while at school and she comes to you due to her abdominal pain and if she vomits who cleans it? Sir or madam?

R5: The helper brother cleans it.

F: And when you menstruate during the school hours, how do you manage it? There are no separate toilets. You must feel frustrated. You must want to leave the job. What do you think at that time?

R6: Yes there are times when we get frustrated, it’s difficult too and sometimes the difficulty makes us want to leave teaching to. But then we think that this is our job we have to do it.

R2: We come to school prepared. But it’s very difficult during those times.

R all: We teach even when we are suffering. But there is no supporting environment.

F: Now what I’d like to request to you is that we have been sitting and talking for a long time now and I want you to tell me things that you think we have forgotten to mention till now. It is very important because your voice will reach upto the policy making level and not just in Nepal but I will go to the topmost people of this project. So think for a moment and frankly tell us about the problem you have and the problems that you want to be solved, how you want your professional development, physical correction of your profession, academic correction of your school. As a teacher, whatever you desire, we request you to tell us here.

R5: At times teachers should be taken to observer at school. It would be good to have this system.

R7: I joined this school in 2071 B.S. The computer teacher here left school in 2072 B.S. I had no idea on how to use a computer, and then all of a sudden I was made the computer teacher. $ I learned by teaching. [F: it implies that whoever are talents on the field should be allowed to teach.] So if a subject is put in the curriculum either training should be given to the teacher relating to that subject, or a teacher talent in the field should be sent to teach. The first year I was myself learning, so I doubt how much the students have learned.

F: from this we can understand that from entry level the responsible teacher should be orient in the field. So here lots of problem were seen like due to lack of science lab sir has a problem because you have to teach new compositions every day, also the condition with is ECD problematic. As likewise as a teacher if you feel anything is missing, please state those.

R2: teaching material also requires attention.

F: will you make that yourself, or you require readymade?

R7: we can make the reading material related to any subject ourselves but for that it would be better if we received training on those subject matters.

F: So you gave us a lot of your valuable time, thank you for it. Now we’ll take your statements, your opinions, and your demands for a analysis process, and with all the views that we received we will use it for a better picture of the school, we will analyze the convenient aspect, good and bad aspect and we will meet with you again. For now, we end this discussion programs here. Thank you.

**Shree Janajeewan Secondary School**

FGD Teachers

Date: 2075

Venue: Janajeewan Secondary School, Ratna Nagarpalika, Ward No. 2

No. of Participants: 9

Facilitator: Govinda Devkota

Note Keeper:

Translator: Nisha Makhim Subba

Total length of Audio: 1:47:13

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **SN** | **Name of the teacher** | **Sex** | **Age** | **Ethnicity** | **Qualification** | **Experience** | **Subject** |
| 1 | Krishna Raj Baruwal | M | 48 | Brahmin | M. Ed. | 25 years | Science/ Health |
| 2 | Pratibha Sharma | F | 33 | Brahmin | M. Ed. | 7 years | Nepali |
| 3 | Pratap Dhungana | M | 42 | Brahmin | M.B.S/ B.Ed. | 19 Years | Science + Management |
| 4 | Hemanta Magar | M | 33 | Janajati | MBS | 9 Years | Account |
| 5 | Hari Khabas | M | 38 | Chhetri | MA / B.Ed. | 15 | Economics |
| 6 | Devi Thapa Magar | F | 31 | Janajati | MA / B.Ed. | 12 | Nepali |
| 7 | Benju Rawal | F | 33 | Chettri | M. Ed. | 10 | Social |
| 8 | Sanju Ghimire | F | 27 | Brahmin | B.Ed. | 6 | English |
| 9 | Subhadra Bhandari | F | 30 | Brahmin | B.Ed. | 13 | English |

Seating Position:

9

F

4

7

8

1

F

2

3

6

5

F

***Note:*** *Signs used (.)= for small pause, $= laugh, [F: …]= talk by facilitator in between conversation, CAPS= talks louder than usual, []= repeated saying, Italic = for Nepali word, ((...))= words of translator F= Facilitator, R= Respondent, R all: All respondents*

F: Introduction.

F: How do you feel is the environment of the school? How do you define it?

R1: Talking about physical infrastructure the environment is very good. The desk benches in the classroom are not child friendly. They are not how it should be for the level of grade 11/ 12 students and primary level students. We can say that the students of Nursery don’t have proper seating. There is not enough number of trees outside. Toilet is not enough and there is no good provision of clean drinking water. It is not like there is no drinking water at all but we do have need for clean drinking water. There is no managed child friendly toilets; neither for the students nor for the staffs and teachers. We have enough number of classrooms. We have been unable to build a gathering hall but in terms of compound and other facilities this school is very good comparing to others.

R5: I feel that the library is only here for demonstration without its proper use. The library does not have text books so the books in the library are mostly literature which has normally no use after reading once. We also are unable to create a silent environment for the students to study in the library in peace. Now talking about the computer labs, we don’t see the students using the computer lab the way we had vision while building it. Like sir said we do not have female friendly toilets. Drinking water and clean drinking water are two different things. We are behind in providing clean drinking water.

R6: There is not enough cycle stands for the students.

F: The cleanliness in the classroom and the environment of the school how is it?

R5: Comparing to the previous times it has been maintained a lot.

R6: Yes, it looks good comparing to the old times. Looking at it now in the beginning of 2075 B.S. it is good. By the end of 2074 B.S. it was somewhat not clean.

R1: We have room for science lab but we do not have enough materials so it is not in usable state. There are few things but not in a state which can be used. We are using the equipments we have.

F: How child friendly is the school in terms of education, classroom and environment?

R5: I think the classroom should not have the same layout every time. If the desk benches (layout) are changed from time to time then the students will feel newness. The height of the students differs with each class and we don’t see benches suitable for students with different heights. In learning activities there are 3 factors teachers, students and parents. In my opinion they are very important and we don’t see that situation here. Parents don’t visit the school that often. At the end of the year, they visit the school to check their child’s result. After admission if the parents visit the school often then the child will receive more care.

R6: The parents once come to admit their children in the school and visit the school only at the end of the year. Many of the parents don’t show interest in their children’s education as well.

R1: Nursery, K.G. classes are also not suitable for them, not child friendly. [F: Nowadays there are not only child friendly toilets but disability friendly as well.] There is no place to sleep for the children. When we talk about staff we have to talk about the sources. They say the government has given this and that but haven’t given enough resources. Like we have more than 25 students in Nursery so there is a need for 2-3 asst. teachers but we don’t have. There is no situation where they can sleep when they are sleepy. When they are crying there is nothing to console them. It is not clean enough to even sit on the floor. The room is supposed to be cleaned daily but it doesn’t. The desk benches are also not of that kind.

F: You said earlier that this school is comparatively better than the others. How are the achievements in the education of the students? Improvement from the past years in classrooms or education system.

R5: We are giving care to the students more than in the past. The students are more disciplined. Previously, the students would run out along with the teacher which is not prevalent now. We have been successful to bring students in the class but we are feeling that the students may not have been achieving as we expected. We work hard in class by showing charts and giving out contents. We don’t hold back on providing contents to the students. We don’t see the chance of meeting this expectation without developing their learning capacity first. Their capacity may be affected by the social factors, cultural factors or the family.

F: (( I do not understand the question.))

R7: It is not satisfactory but it is progressive comparing to the past times.

R2: The drop out rate is very high in that one.

F: Comparing to the Primary level and Secondary level which one is better?

R2, 3, 9: I think the secondary level is better. In primary level most of the students don’t have food before coming to the school so leaves the school in the afternoon to have food. The focus is done more on secondary level than the primary level. If there is anyone absent in the secondary level then we are questioned who is not present but if there is anyone absent in the primary level no one cares. In primary level the students won’t be even outside but the teacher never notices.

R1: We are now requesting one of the two asst. teacher to be present at the primary level. We have named this English zone. We also are forgetting to speak in English as we are always talking in Nepali. It feels quite embarrassing to talk in English.

F: What do you think can be done to improve the physical environment outside of the class? What can be improved in the physical environment or the environment in the classroom?

R 1, 3, 5: Toilet is very necessary. The students wait that if the teachers used the toilet first then they could use them after them. We have to try 3-4 time to go to toilet. The students have to stand in line to use the toilet.

R 1, 2, 3: The benches in our classroom are not easy to move as they are not portable. The rooms are pretty small too so setting different layout would not be possible. I think the school has to change the plan. The rooms are small and the number of students is high.

F: Has this issue been raised in the meetings?

R 6, 7, 9: They physical infrastructures are connected to the financial so it is not discussed. As soon as it is connected financially it is automatically backed out. It happens once a year so it has not much meaning. In our teachers meeting the agendas related to the physical infrastructures are not raised. We only discussed about the educational achievements.

F: It seems that there is a need to have discussion on whether the academic achievements are affected by the physical structures.

R6: Yes, it does improve. We have to teach 70 students in a class if we could keep 40 students then academic achievements would definitely be achieved.

F: How do you teach in the class?

R6: Talking about Nepali subject, sometimes the students are made to participate but when we make all the students participate then we lose time. ((Someone said they make more noise)) Yes, more noise and time loss. The completion of course in schedule is not achievable for all subjects.

F: What methods do you use to make the students active?

R3: In my science subject there is measurement in grade 6, 7 and 8 in first classes. So I first teach them measurement techniques and ask them to bring the inch tape from home. Few students bring. At first we focus more on practical and later we have to rush in order to finish the course. So I requested the Head Sir to let me teach 2 periods of science class on some days. He said that the routine does not allow. If you look at the routine of class 9 it is not even continuous. If I have first class today I have 3rd class tomorrow. So there is no chance to have 2 continuous periods for science class.

F: Madam, How do you teach?

R7: As a social teacher I ask them about what they learned in the previous year so that I can identify their level of understanding and give my input based on it. I use mostly the lecture method and in between use have discussions. Prepare questionnaires and divide them in group and make them interact as a group. At the end of the session I give them numbers as well.

R 9: I teach English and first I make them read the paragraphs. While they are reading it I make corrections if they need any. I make them underline the difficult words. Then I write the meanings of those words in the board. I start the lesson after they are able to understand the meaning of the difficult words.

R8: I also teach English. Firstly, I tell them to write down all the difficult words. After everyone gives their difficult words then I write their meanings on the board.

R1: I teach Science. I use examples. I also ask them to note the difficult words and tell them the meanings. I make them read along with me. [F: How often do you make the students do the group discussions?] When we make a group and make them discuss the leader is active but the others are not.

F: Do you use problem solving techniques?

R 2: I teach Nepali. The technique you mentioned can be used while teaching biographies. For example if we are learning about the biography of *Parijat* I ask them to write a short biography of someone from their neighbourhood. We face problems due to language as most of the students have different mother tongue. We teach them to read correctly and make them write correctly. If the students understand the topic then the students have already understood the lesson by 50%. [F: How often do you make them do cooperative learning? Its objective is to get the ones who understand more to teach the ones who understands bit less.] We do teach them with that method. We have set the classroom in that way, one intelligent student with one less intelligent one. We make them correct each others papers. When they have to find mistake in their friends work they put more effort in finding them. That is why we make them exchange notes and check.

F: What new techniques do you think should the school focus more on? You have been using the lecture method and the discussion method.

R7: We have to more focus on practice and motivate the students to learn by themselves. More than our teaching they should have willingness to learn. [F: There are too many chapters in a course.] It is not the chapters but there are too many students in the class. The students are too passive; they don’t want to be active. If we ask them to do something and bring they don’t. They say they couldn’t. They don’t want to put any effort in learning.

R1: I feel like the trend of self-study is getting lost.

R7: The current grade system. There is a misconception among the students. There is practical, class and theory. In theory they get 5 when they should get at least 30 marks, in practical they bring 25 in 33 and adding the class marks they get pass marks but when we look at the theory that student only has 5. The government of Nepal has already brought this rule. Now, the students have started thinking that they can pass even without studying.

F: It has become a challenge to remove these misconceptions of the students. The rule is actually good but the students took it in a different way.

R1: In practical why is it mandatory to give 8 marks just for being present? The student doesn’t know a single thing, didn’t want to learn anything now we have to give 8 marks just because he is present. I don’t understand this.

R7: This is one of the reasons for the decrease in quality of the students.

R1, 3, 4: We teachers also don’t have that additional skills or know new techniques. The trainings given by the government also doesn’t focus on honing this kind of skills. The trainings are not useful at all.

F: What kind of planning do you do before going to the class to teach?

R3, 2, 9: This kind of plan is followed when the teachers are new and this trend fades away as the time passes. The pressure of the course becomes too much that we won’t even have time to write. If one or two teachers leave then the Head sir will add that load to us. There is no leisure time and even if we had we don’t get to do anything (he sends us to fill other teachers class).

R3, 4: We mentally prepare a lesson plan but not on paper. We have been teaching the same thing for a long time so we have them all in our mind. By the time we reach the school building we have a plan in our mind what we will be teaching. Sometimes the plan changes when we reach the class, we plan to teach one thing the something else happens.

R1: I think the plan is just waste of time, we write one thing and do something else. Yes, we do need to be up-to-date but I do not accept that it has to be in written form. If the school management cross checks us from time to time then we may be up -to -date.

F: How much Teaching materials do you use in classes? In some places we see charts but the teachers barely use them.

R All: These charts are used very much.

F: We are in computer generation so do you sometimes use the computers or show them videos while teaching?

R1: I sometimes show the videos in my cell phone for my physical education classes to show them how to perform high jumps and low jumps.

R 6, 7, 8, 3: We show them videos on mobile phones. The projector is used very rarely. [F: Is it because there is no projector in school?] Yes, we do have but when we need the projector it is not easily available to us. Computer and English class teachers mostly use the projector while teaching.

F: While teaching science are the students confined within the classroom or are they also taken outside to show the garden and other things?

R3: In science class I usually take them outside to show them medicinal plants and other plants. As a part of ECA we do science exhibitions. I guide them how to search for things in youtube and later they have to explain about it.

F: I also used to teach science to grade 7 and 8 students in a village. I used to take things from the way related to that day’s topic like if we were studying about butterflies I would take butterflies and so on. I think they easily understand when we show them the real being. If there are no live things available then I would show them pictures.

R3: I also show them real flowers when we are learning about flower parts.

R2: I am teaching math to grade 1 and I tell them to bring a stone from outside and group them in certain numbers.

R 6, 5: When I teach about vegetables I ask them to bring potato and they bring.

F: What have you known about local curriculum? You must have heard about it before. How much is it in implementation? Has it been made?

R 3, 4, 6: No, our school does not have local curriculum. Actually, it builds of fills whatever is needed in that place.

F: How to link the curriculum with the local condition to our daily teaching and learning? How to you link the information from house and society while teaching?

R 2, 6: For example when we are teaching about distillation we ask the students at whose house the alcohol is prepared then he explains the procedure. I also haven’t seen it with my own eyes but I have learned from hearing it from them again and again. They explain verbally but haven’t used charts. Those kinds of things matches with OBT as well there are various kinds of occupations like poultry farming, vegetable farming, etc. I don’t know which vegetable should be grown in which season but some child can tell me.

R3: They know many things about the herbs and its usage. Time to time I make them write as well by preparing a chart. They write it down while having group discussion, it happens maximum.

F: For example the things about drinking water, cleanliness, toilet, people have toilets in each house and some may even have filter or may have used different things. Do you ask the students what they do at home and how do you link them with the studies?

R1: About that while teaching Health I check cleanliness and sometimes I have even clipped their nails in our class. I told the students in class 3 and 4 that this time I clipped it for them but now onwards they have to clip it on their own. Relating to their habits at home, I asked how many times they brush their teeth and told them to brush twice a day after food for 2 minutes.

R2: When talking about local curriculum I don’t think it is useful teaching about apple farming to the students in Chitwan. I have to teach about the apple farming, jatamansi, yarsagumba. Instead of teaching that as we say Terai is the food store of the country and Chitwan is in Terai. We can teach them about the types of paddy or how to farm the paddy I think they can relate more with them. We are teaching them about sheep and yak farming which they won’t be able to even remember for a long time as they can’t relate to it. Our teaching is very rigid and not flexible.

F: After few years there won’t be textbooks only syllabus so that the teachers can decide what to teach based on the need.

R2: That sounds better.

F: What kind of activities is done in order to develop your Teacher Professional Development(TPD)*?*

R6, 7: We haven’t got any training for that.

R 5, 6, 7: I have completed 3 phases.

F: Is it only training or what do you think should be there in TPD?

R5: I believe it is the training given to improve the capacity of the teachers. There we have discussions similar to this. I teach social and all the social teachers sat together to discuss how the subject is taught by each one of them like how to teach about maps for example using colour, directions, etc. We had 5 classes there and 5 classes in the school so there were 3 classes for 10 days. The techniques/ methods we learned there we used to use it for first few days but later we don’t use it.

F: Why is that? Why it is only followed for few days?

R 5, 6: At first, we try to learn it to apply it in our teaching but the things we learn there is always used in the class so later we do not. ((I translated the exact words of the speaker.))

F: What do you do to improve yourself at the school level? How does the school help you in the process of making yourself better as a teacher? Have you ever thought that you would like to teach better than yesterday or better than last year?

R 3: At first we gave more focus on teaching but in reality no one can teach someone. Learning is something the student has to yearn for and they learn mostly from society and friends. No one is trained to teach in my understanding. I don’t even like the basis of evaluation, make them sit for exams, who pass or who got how much marks. While teaching science, students pass class 6 or 7 and come to class 8 but have never seen a beaker or a magnet before I will show it to them they will at least know what those are and I will be satisfied with that. While teaching measurements we measured the marker pen. We were 6-7 people measuring it and all of us got different measurements.

F: How much support do the teachers give to one another or share knowledge?

R All: We do support each other. There is cooperation among out team.

F: Another thing is self- reflection. After teaching getting feedbacks from the students if they understood the lesson or not.

R3: We feel happy on the day the lesson is done but when it is time for the results it is very humiliating. It makes me question my choice of occupation. Everybody fails. After teaching I ask if they understood and everybody say they did but when they are asked the same question in the exam none of them gets it correct. At that time it feels very humiliating.

F: There is a misconception that it is the teacher’s responsibility if a child fails but we know its the students that do not study. In the other Asian countries there is a concept of without CAR (Classroom Action Research) there is no teacher. The teacher has to find out on his/ her own why the students were not able to understand the teaching. It is not much used in Nepal but how often do you use it here?

R1: The students would be very happily learning in the class saying they understood everything but when they reach home they say they do not understand. Some of the students were not in the science class so the two teachers went out to find them and when they were asked why they did not stay in the class they told that the teacher was not teaching properly. When asked, which teacher was that they took my name. I do not understand as they said they understood when I asked them in class. Likewise in class 9 the students are happy in class but are not able to get the answers correct when given homework.

((Too many people talking at once some are telling him to do a research.))

R3: To make them pass and make them understand the lesson are two different things. If we sit with the stick and make them rote learning we can make them pass but I don’t think it is the way to make them understand.

F: About the science teacher, you said that you taught measurements to the students practically but they were not able to write its definition in exam correctly. Now let us look at it this way if their parents ask them to take measurement for say a carpet if the student is able to give the correct measurements to his parents then I think it is an achievement. They weren’t able to answer the question by rote learning but their life did change.

R2: Let me add another example if we ask the students to write an essay on discipline then even though the student may be much undisciplined but he/ she may write the best essay and even if the student is much disciplined he/she may be unable to write it perfectly.

R3: But that is not the basis of evaluation here. Where is the promotion, appraisal from the Head sir or the acknowledgement from the parents? Where is the understanding? We also have those kinds of expectations. It doesn’t show in the results. Talking about results, only 3 passed out of 40 students. I even had a discussion with the Head Sir. I told him to consider the fact that now the ones who were not able to identify the beaker are now able to do so and think if they have understood what I have taught them or not. He replied by saying “what to do by understanding it what we need are the certificate and the pass results”. $$$ When we sit for teachers meeting other teachers show their percentage of pass students and when it comes to mine it’s just like this. $$$$ I can’t even say anything.

R 2: It is also about the subject which interests the students. There are 9 subjects. They do not have interest in all subjects so they do well in the subject of their interest. The learning of that subject is affected by the students’ interest.

F: The teacher has to find himself what has to be done to make it better. That culture has yet to be developed.

R3: We do not have time to research about all of that. The government has not been able to make us satisfied with the current salary. It is satisfying too when the students understand everything we teach but what to do empty stomach is not satisfying.

F: If you have 40 students it does not mean that you have to study all 40 students. You can take a sample of 2 students which can be applied for others too.

R All: There are differences in issues. Each person has different behaviour so it will definitely affect in the results.

F: How is the relationship between the students and the teachers? How openly are they able to talk about their personal life to you or do they hesitate to share with you?

R1: In my subject I feel that the students are looking down on me. They do respect me and when I ask student from any class if they are afraid of me they answer “no”. There are colleagues who have pounded my table saying I am being too lenient in the class or the exam but you can go in and ask any class they say they enjoy when I teach. Like I said the problem is they understand here but unable to understand when they reach home. All of them understand but some forget. They say they wish my class was longer and no one is ever unhappy.

R6: I feel that the students relationship with me is very good. The relation between me and the student is very good but I feel they are still not able to achieve good results. They should be able to achieve good results as they are close to me but they aren’t.

F: The students come here from poor or *Dalit* families so intentionally or unintentionally have you ever used the discriminative words towards them in the class? Do their friends discriminate?

R All: No, not at all. There is no discrimination based on gender, caste or economic status of the students.

F: We come from a society which discriminates people based on gender like when there is a cleaning related work we say that it is a woman’s job and when there are work which requires more physical effort then we say it is a man’s job.

R4: Yes, that happens when there is case of physical work.

R 5: They have stopped using the idiom “*kaaley kaami, kaami kaaley*” as it might indicate caste discrimination.

R 6: I feel like it is not that good to have a really close relation between the teacher and the students. If we are too close then they will dominate us. It is alright to keep the relationship just comfortable enough for the students to share their problems but not too close.

F: There are lot of skills that has to be taught to the students for example to talk properly, to ask questions properly, to share their views properly, leadership skills, etc. Have you done anything to teach these kinds of skills?

R 5: We have extracurricular activities where the students can participate in quizzes, debates to sports. The students take leadership as we tell them to choose a leader among themselves. They take leadership for talent shows.

F: Speech and interaction. ((Everyone talking at the same time.)) Collecting help if somebody is in need.

R 3: These kinds of activities are done through ECA. We haven’t done any separate skill building programs and I think the ability to identify their talents has yet to be developed in us. One of our students Rojina participated in the dance competition so after that I started feeling that we don’t have the capacity to identify our students capability. [F: Multiple capabilities need to be identified.] She was zero in studies so when she reached in top 5 of the national level competition I was very amazed. We did think that she was good at dancing but we never thought that we could help her participate in such events and reach to that level. The only thing we are focusing is studies.

R 7: What we are not doing is that we do not encourage or motivate those who are good in ECA. We should encourage the students in those areas as well but we are only focused on their studies.

F: There are lots of skills we need like problem solving, being sympathetic towards other or being helpful are the things we need daily. So how much of these skills taught to them?

R 9: While in class even if it is not included in the chapter we teach them about moral values by matching with suitable conditions.

R 3, 1, 9: Every day I talk to them about moral values for 5 minutes.

F: How invested are the parents in their child’s education? How often do the parents visit?

R All: Do not come at all. We hope that the parents of the students would come and question us. Even when we call or send letter they do not come. Feeling that later I might forget I call the parents while I am in the class to ask why the child was absent for so many days, they do not come. [F: Do you invite them sometimes?] Yes, we invite them. They do come when the school calls them.

R3: As soon as they are absent for 2-3 days we call from our mobile phones to know the reason.

F: Some parents come to school even if many don’t. So on the basis of their socio-economic condition how are they?

R All: The parents with good socio-economic condition visit when we call and the parents with poor economic condition do not come. Some primary level students’ parents even when they are from a well off family do not come when we call.

F: How much are the students taken out of the classroom for the ECA?

R 5, 4, 6: ((Again! Everyone is talking at the same time so unable to understand them)). It is done every week. Previously it wasn’t but since 2 years the trend has been continued. The school calendar has plans for a whole year. Everything was included debates, speech, dancing, singing, essay writing, cultural dress presentation, etc. In the middle there was science exhibition.

F: We have talked about kitchen garden or garden. How have you understood about the school garden? Should it be made or how it should be?

R 6: I think it is excellent to have kitchen garden in the school and until now there is no or say minimum.

R 3: We can say it does not exist. We did start the garden, we planted few plants here and later the dozer levelled the land without even telling us. After that we were really disheartened.

F: That means you had developed a kind of kitchen garden?

R 3: Yes, we worked hard on it for 2-3 days. The school ordered us to develop a kitchen garden so we also put our effort on it but later when it was about using the dozer we weren’t informed a single thing about it. The plants we planted were all destroyed. At least we would have moved the plants to a different place if we had known.

F: What kinds of skills will be required to develop a kitchen garden? What kinds of things will we need to do?

R3: There should be some knowledge about agriculture. We will need to prepare estimate. Compost manure and irrigation system.

R 1: The biggest problem of government schools is planning. We will only plant them if we receive saplings kind of mentality.

R All: Plant it and then destroy it with dozer.

R 1: This place will be used for kitchen garden or this place will be used for this purpose, there are no such kind of planning.

F: If the kitchen garden is developed in the school is there guarantee of the teachers’ involvement?

R 6: In my opinion planning and developing does not mean everything it requires protection and conservation as well. In my experience I found the conservation very low. Interest is very low.

R 1: Who is supposed to do that?

R 6: I am also not clear about that. There are no clear guidelines indicating the responsible people. During drought it was very difficult to protect these flowers so I didn’t talk to the Head sir but asked the staffs to water the plants. I also helped them along with some students. It didn’t feel like anyone was doing it from their heart or had a feeling of treating it like own asset.

F: Even from teachers?

R 6, 3: There is no support from the teachers. I felt like I was working on my private property as no one was participating.

R3: We have trend here; if one teacher is given one responsibility then no one helps that person. She is from ECO club so they are treating it as her sole responsibility.

R6: Even this is lacking in students. During drought/ holidays I had made a schedule for the students to take care of the flowers turn wise. I had planted around 1800 rupees worth of flowers but when we came back only 4 or 5 plants were alive.

F: What kinds of fruits or trees can be grown here or the kind of fruits which will give fruits immediately? In Chitwan everything grows.

R All: Everything can be grown here. Mango, lychee, papaya, hybrid of lemon and orange (*muntala*).

F: Among vegetables what can be grown here?

R All: Seasonal cauliflower, coriander almost all types of vegetables can be grown here.

R3: Will we sell the vegetables grown here or distribute among the students?

F: I would like to ask that question to you what can we do?

R3: Growing vegetables takes a lot of work.

F: Which subjects can be related with the kitchen garden for study?

((Seems like some teachers are confused about the question so R3 is explaining.))

R 7: Sir, meant to say for example there is a chapter in OBT about the fruits and vegetables farming so we can use the kitchen garden for practical study for that chapter.

((Facilitator explains about the use of the garden as the practical for better understanding by the students of that particular subject or chapter.))

R3: In science it is like a necessity. Roots, stem, flowers everything can be showed and taught.

F: In language subject the students can write essays about the garden or the flowers. In math the garden can be used as a practical method to teach about plot measurements.

R All: That would be nice. I feel that it would be more helpful to the primary level students.

F: In your understanding what are the barriers for the development of the garden?

R 4: At home we are for longer time but still we are unable to preserve so comparing to that we are here for 6-7 hours so after that who will take care of the garden? There is a problem of security. That thing will be connected to finance. [F: How to manage money?] Yes, where to bring source from? [F: May be we can hire a person to take care of the garden from the project for a year or so.]

R3: We have to give it continuity.

F: At first we need to raise the income then we can think about other things. What about water for irrigation?

R All: There is no problem with the water. [F: During the holidays would there be a problem where the cattle may come and eat the plants?] No, that won’t be a problem but there may be a problem with the manure. We can ask the students to bring manure.

R 5: Once we start doing it for business purpose we can buy the fertilizers.

((Someone was saying from the toilet.))

F: Have you heard that we can use the human feces and urine as fertilizers?

R All: Heard but do not have idea how to use it. Is it like biogas plant?

F: No, biogas has been used by many.

R3: There is majority of people in this place who would not eat the vegetables grown with the use of the human feces and urine as fertilizers.

R2: There are people who do not eat the food cooked with the use of biogas.

F: Like sir said, let us say we started a garden used the fertilizer from the ECO SAN toilet and the vegetables are grown; now who would consume/ buy it is a matter of concern.

R5: We have to take it to the market.

R 3: We have to sell them saying organic vegetables but it will take time to make them understand.

R 7: At first, we should be able to show them by starting with ourselves (consumption).

F: In foreign countries I saw the vegetables grown were prepared at the school itself so do you see the possibility in the future to use those vegetables at the canteen?

R7: It may be difficult at the start but people will accept.

F: Talking about lunch, how many of the students bring lunch from home?

R 3, 8: Most of them buy at the canteen. In the past there was no canteen facility for students so during that time they used to bring form home and some did not have lunch at all. There is no trend of bringing home made food. They bring money.

F: What do the students do who do not bring money?

R All: They don’t eat.

R 8: More than 50% of the students do not bring lunch.

F: Everyone feels hungry and everybody has the need to eat so what can be done so all the students can have lunch?

R8: Not only lunch there are students who do not even eat before coming to school.

R3: We are providing lunch to the students of Nursery and K.G.

F: The hungry students do they go home at the middle of the class?

R 8: The students from primary level mostly go home during lunch to have food. They go home have food and come back to school. The students live close by. The students who live far once they go home they don’t come back. Their parents go to work at 6 am in the morning and return at 11 am.

F: The students who stay hungry in the class how concentrated are they in the studies?

R3: We haven’t watched it. We know that all students don’t eat but have not pinpointed which ones don’t.

R8: They say they have headache, feeling sleepy or hungry. It is mostly among the primary level students they don’t bring the lunch and don’t eat before coming as well.

R3: We don’t ask if they are hungry if they are sleepy we at least tell them to wash their face.

R8: But in primary level students they do tell us if they are hungry. Even he himself is not telling then his friend tells us that he hasn’t had anything. The older children can prepare themselves and have but he younger ones can’t.

F: Can we manage something to provide lunch for the poor students by collecting funds or colleting minimum of 10 rupees or 20 rupees and providing them lunch at school.

R9: We also had a plan to at least provide lunch to the primary level students.

R3: We have started birthday collections so we are thinking of plan to provide lunch with that collected fund.

F: How is the condition of drinking water here?

R All: The water is enough but not very clean.

R1: We are drinking that water and nobody has suffered any health problems. The students are drinking that water and no one has ever complained of diarrhoea or anything. The boring water has been checked from time to time and the results show it is safe to drink.

R3, 7, 8: The water tank is not clean. We can see it is not clean even with our naked eyes. Arsenic is tested from time to time. It is free from arsenic.

F: You said there are not enough toilets, right?

R 6, 7, 8, 9: Not enough at all. There are only two toilets; one for ladies and one for gents. There are no separate ones for primary and middle school or for teachers. We have to stand in line to use the toilet.

R5: If we are suffering from diarrhoea sometimes then it is better to not come to school.

R 7, 8, 9: There is a big problem due to lack of enough toilet. Since there is only one small toilet, there is a high chance of urine problem.

F: In days to come if we collect urine in different tank will the people be able to use it as fertilizer? The feces can also be used but it needs to be decomposed. Will the people use it?

R 2, 3, 4: It will be difficult for us to do that. Instead of taking out the feces and moving it into different place it needs to have 2 storage areas. It is not possible for me to take out the feces. Urine is possible to use but feces is bit not okay for me.

F: You may feel unappealing to use urine as fertilizer but in some countries the people have started completely discontinuing the use of the chemical fertilizer. Urine contains phosphorous, potas and nitrogen which is better than the chemicals used to create manure. It does not have any side effects to our health. Carcinogen means the substance which has the potential to become cancer, urine fertilizer is free from such substance. In many places the schools with the gardens have started using such type of organic compost.

R 2: We know it is used in developed countries but that machine has to be brought here. It should be done by machine; people can’t do it on their own. In developed countries too I don’t think it is done by people. If it is collected in one place and is transferred through the machine then it can be done.

F: In that case, the human feces and urine can be used as fertilizer?

R2: Yes.

F: How is the waste management done in the school? What kinds of wastes are produced.

R 6: Plastic and paper is burned.

F: Does the plastic come with biscuit and instant noodles?

R All: We had declared this place as plastic free zone but it keeps coming. At first of the declaration they used to bring minimal plastic packed foods but in recent times it has become the same as before.

F: Where do you collect paper and plastics?

R3: We keep paper waste in a sack in every class and the municipality waste truck takes it. We have 2 sacks for plastic and paper waste.

F: Do you burn it here?

R All: We used to burn it outside of the compound but we have stopped doing that and send the waste with the municipality waste management truck.

F: Are there decomposable wastes?

R All: We haven’t done collection of decomposable wastes otherwise it might have been in big amount. We had a plan to collect them but haven’t seen much of such kind of waste. ((These two statements are said by two different teachers.)) The quantity of these types of wastes is very low. Such types of waste are produced daily but we do not have the provision for its management.

F: This type of waste is produced from canteen. How is the canteen managing it?

R7: They have a garbage bin for that and later they supply it to the external buyer who buys it to feed the cattle.

F: In the classroom what kind of health problems do you see happening most in the students?

R All: Most of them complain of headaches and stomach aches. Last year or year before that many students had symptoms like mass hysteria. It was seen mostly in middle school level female students. When they are crying they can throw 4-5 people, throw the metal benches. It happened during summer. It doesn’t happen in winter. If we try to hold them down when they show these symptoms the next day our whole body would ache.

F: How is the current situation?

R 2, 3, 6: We don’t have this problem since last year. Another thing is we don’t understand the children if they have to go somewhere then they say they have stomach ache. We could check if they had fever but with stomach ache we can do nothing but believe. How will we know if that child has stomach pain or not? And it is also one of the reasons for the female students to go home. If we ask if they are having menstruation then they get shy so we have to let them go. We do not keep records of such things. If we had then we could know if she was telling the truth or not. $$$

F: What do you do when the child falls seriously ill while he is still in the school?

R5: We take them to health post. If the injury is minor then we do first aid and take them to the health post otherwise if they are really serious then we call ambulance and call the child’s parents. Health post is close by.

F: What about when the students get into accident while playing in the classroom? How often do these happen?

R 4, 5, 6, 7, 8, and 9: It happens pretty rarely. Maybe once in 6 months.

F: What do you do when that happens?

R 4, 5, 6, 7, 8, and 9: Amrit sir is trained from Red Cross so we call him first.

F: Are there first aid boxes here?

R 8: Subhadra miss is also trained from Red Cross. [F: Is there a kit to clean the wound or bandage?] Yes, we have. We used to keep oral medications as well but later stopped keeping them and now we only have creams for external use.

R3: Do you know what to do if the student has a fracture?

R8: Tie a bandage and take the student to hospital.

R3: You have to keep the limb straight where the fracture has occurred.

R8: We haven’t done any training about that.

F: How often do you ask the students how they are feeling on that day? You have it in the register, right?

R3, 8: It is limited in the register book only but has not been brought to use. If the student is lethargic then we ask them if they are alright otherwise we don’t ask to each one of them.

R2: When the register came in that format we did follow it but it took 15- 20 minutes and how much to teach in the remaining 20 minutes? So due to that problem we do not follow that nowadays.

F: For example if someone was absent the previous day.

R All: We ask them in that case.

R3: Some feel irritated when we ask them. They are like “I can go wherever I like what’s it to you?”

R8: The students from senior classes may say that but juniors don’t say.

F: Do you give them deworming medicines or send them for health checkups?

R2: The deworming medicines are given from health posts from time to time.

R7, 8: The check up camps is organized. They are at least done once or twice a year.

F: So it is not organized by the initiation of school?

R8: No, the check up camps visit the ward and we have not organized such camps on our own initiative.

F: Can’t we organize for health checkups every 6 months?

R3: May be we haven’t thought about it yet. They may come if we request but it didn’t come to our mind.

F: There are interns who can measure height, weight of the students or measure the blood pressure of the teachers. It is their learning process too.

R3: From time to time blood tests were also done.

R8: We Nepalese have the concept of not getting check up if we are not feeling unwell.

F: What does it mean by gender?

R3: It may be gender discrimination.

F: Does it include only female or only male?

R3: It includes all three; male, female and third gender.

R5: I do not understand the concept of the third gender.

F: Based on physical anatomy is sex (as in male, female).

R5: Gender is a different thing. The society’s concept which divides work as masculine and feminine is gender.

F: It is a characteristic defined by the society rather than the physical structure. It divides the work based on male or female. How often do you discuss about this in the school with the students and is the work division done on this basis?

R All: It comes naturally. The cleaning works are done by the female and the ploughing or digging works which requires more effort is done by male. Even among us teachers, if we have to go to a bit further place the female teachers put male teachers forward for that task.

R2: I think it is fair because even if they are equal mentally the physical structure is different.

F: I don’t think it is true. The amount of energy and hard work a female has to put to deliver a child is not less than the hard work that is needed to climb Mt. Everest. Male would never be able to do that. So in that sense even in physical toughness male and female are equal.

R2: It may be but in the physical toughness I think the female are not physically strong like male.

R3: I also think so too. I have seen the male and female rose in the same type of environment and of same age having different physical strength.

F: There was an article about gender discrimination in Kantipur daily. The female staffs are addressed as *didi or bahini* and the male staff as sir. How is the situation in this school?

R8: We do not face that kind of discrimination in this school.

F: Lastly, let’s say about the infrastructure, school garden, classroom, etc. what kind of things need to be done to improve them? To put it in point what kinds of needs are there?

R1: i) Our first necessity is the toilet. Child friendly toilet, female students’ friendly toilet.

ii) In second place, the bigger classrooms so that we can do group discussions. It may not be possible for all classes.

iii) The garden is very important. We now understood there are a lot of things we can teach from the garden.

R2: Same

R3: We need tools to develop positive attitude. I understand that we have a feeling that we cannot do it. [F: Appreciative enquiry and leadership is needed.] May be the coordination between us is bit low. There needs to be more participation in discussion and meetings.

R5: The benches are on the same level. So it would be best to have the benches in the stepwise layout. There are always students complaining about not being able to see the boards.

R7: We do not have enough teaching materials. We sometimes show the videos from the youtube.

R3: It is not like we do not have it at all.

R5: The available materials are also seen as not fully utilized. There are maps but we don’t see it being used.

R6: Same

R7: Cleanliness is also not that well managed.

R8: It would be good if the students who cannot bring lunch had the provision of free lunch from school.

F: Do you think it is necessary to give them classes about the importance of having balance diet?

R4: I think it would be needed to the teacher first.

F: There are 48 students in class 6?

R4: There are about 43-45 students.

F: Among them how many of them wear corrective glasses?

R7: Not much students wear glasses.

F: That means we can understand that they consume more green vegetables. In the schools in Kathmandu if there are 40 students in class 6 then more than 20 students are seen wearing glasses. It could be that they couldn’t eat the green vegetables or they don’t like them.

F: Any other points to bring improvement in students learning.

R7: Like I said earlier if we provide lunch to the students then maybe they could have better concentration in class than when they are hungry.

((They are discussing among themselves about responsibility and are going off the topic.))

F: Any more? Okay, then thank you for taking your time to have this discussion with us.

**NawaDurga Basic School [Teachers FGD]**

Teachers FGD

Date: 2075-02-30 (13 June 2018)

Venue: NawaDurga Basic School, Gaindakot-1, Nawalparasi

Number of participants: 6

Facilitator: Yadu R. Upreti

Note Keeper: AnupamaBhusal

Translator: Yadu R. Upreti

Total length of Audio: 0:47

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S.N.** | **Name of guardian** | **Sex** | **Ethnicity** | **Age** | **Marital Status** | **Qualification** |
| 1. | Yam Kumari Sharma | F | Brahmin | 44 | Married | B.A |
| 2. | PrashantGurung | M | Janajati | 18 | Unmarried | 12 |
| 3. | RajuKandel | M | Brahmin | 25 | Unmarried | 12 |
| 4. | SaraswotiRimal | F | Brahmin | 38 | Married | 12 |
| 5. | Ganga Devi Sharma | F | Brahmin | 51 | Married | I.A |
| 6. | Devaki Dhungana | F | Brahmin | 42 | Married | B.Ed |

Setting position:

4

3

6

5

N

F

2

1

***Note:*** *Signs used (.)= for small pause, $= laugh, [F: …] = talk by facilitator in between conversation, CAPS= talks louder than usual, [] = repeated saying, Italic = for Nepali word, ((...)) = words of translator F= Facilitator, P= participant, P all: All participants*

F: Now, we will beginour discussion ahead. I would like to welcome you all. We can talk informally by taking the snacks. How do you begin your classafter you get entered?Like simply as the class was managed ever or you rearrange the seating position of students. How do you beginit?

P1: I rearrange the seating position of students as well as I ask them to arrange desk and bench since students keep it in disorder. We keep talent and normal students together so that they could learn from one other.

F: What you do?

P2: Yea! I do manage the position of desks and benches before I run my class but I do not rearrange the seating status of pupils. I let them to sit wherever they like.

F: What about you?

P3: Yea, I also do the same as he does.

F: And you?

(Other participant side talking)

P4: I do teach in lower class (ECD). So, I keep the children sometime at the corner of the room, sometimes on the either side of the class, sometimes at front. Then (F… you teach?) what to teach to junior (others laugh), playing, talking, singing with them and they learn this way. I keep them accordingly wherever they feel easy to learn.

F: What about you?

P5: When i reach to classi find messy there. So, at first,i rearrange the desk and benches properly. Then,i ask the students sit properly then after only I begin to teach [they just sit themselves or you point out them like you sit here and you sit there, what you do?] Sometime, they sit properly and occasionallyI ask them to sit properly. Sometime even one student sit at the corner of room, sometime one sit last. I call them in front.

F: What is yours?

P6: I manage the classroom at first. I do it based on the subject that I teach [Based on subject means?] Like social, science, practical class [which subject do you teach?] I do teach Nepali in class four, some class science, and somewhere social, mixed subject.

F: Most often, which teaching method do you use?

P6: Question answer in the beginning and sometime I do use experimental method too. In the beginning, I start my class with question answer, I write difficult words on the board. I show them [it means you use demonstration method?] Yes demonstration, sometimes role playing too.

(Others are talking to each other…)

F: Which subject do you teach mam?

P5: Mixed [which method you follow?] I do follow (.) question answer, demonstration method.Sometime, I ask them to roleplay [oh is it role playing method?] Yea! I do it.

P6: Once we had attended in training, trainer asked to use question answer method. Since then we have been frequently using question answer.

P5, 6: That is why we have been using question answer method.

P5: Sometimes, we use to show real object in the class.

(Participants talking to each other …)

F: What about you mam?

P4: I also do the same. I am ECD teacher [what method do you use in ECD?] I have to speak with them together, playing with them, singing, dancing [we have also to be child?] Yea, we have to be a child [what word do you use them to call?] I often call them as *timi* sometime *ta* also.

P5: The children she teaches are from her own local area. So she often says *Timi*. Otherwise, students will not trust if she uses *Tapai* word. $

(P5 is speaking …)

F: Let me ask him, What about you? What method do you use?

P3: I do teach science. At first, I read the lesson of book myself then I ask students to read and in the meantime, I make them understood if they have any unclear. It is because, students do not easily understand English [Is there English medium instruction?] Yea we have here English medium instruction. I do question answer with them. I provide them with classwork [If you find yourself difficult to understand the English term, in such condition, what you do?] I have not faced such problems yet.

F: What about you? Please share your idea? Which subject do you teach?

P2: I do teach Maths and Science. I do solve the problems myself on board then after I let them to solve the problems in their exercise book. Sometimes, I call some students to solve the problems on board [It means you follow problem solving methods?] Yes.

(Some participants are having their snacks Samosa and talking too)

F: What you do Mam?

P1: I do practice discussion method. When I enter in the class, I discuss with them about last day taught lesson. I use problem solving method while teaching Maths. While teaching Nepali, I do use discussion and question answer method.

F: Nowadays, there are innovative methods being used in class room teaching. Do know about it?

R5,6: We do not know. It became long time that we have not been attended in training.

Pall: We have not received training these days.

F: How do you response if else one asks you about what is innovative teaching method?

P1: Using abstract teaching aids, (.) is it?

P all: Will you please repeat what you ask to us?

F: I mean what are innovative methods that can be applied while teaching. Do you know it?

P1, 2,5&6: May be new teaching methods!

F: Let me tell you again, like using projector while teaching?

P all: Oh, we have not got training.

F: We are thinking to launch some innovative teaching methods here like teaching through projector (participants are acknowledging about innovative teaching methods through verbal and facial expression). Like if you are going to teach life cycle of animal, in such condition, teaching them usingaudio-visual aids through projector would be rather fruitful to the students.

P2 & 6: Butterfly life cycle is there in book [Yes, we can teach it through ICT based pedagogy]. But we teach life cycle using the figure of books.

P5: Sometimes, we use to draw figure in the board.

F: Nowadays, there is peer teaching method? Do you know it? Have you practiced?

P6, 5: Is it friend to friend teaching?

P3: Sharing to friends?

(Facilitator telling the meaning and use of peer teaching as an innovative teaching method)

P3: It might be like conversation between one to another.

F: In your school, is there provision of developing instruction plan (work plan, unit plan and daily lesson plan)?

P6: Yes

P1, 4, 5, 6: We know it. We just mentally prepare.

F: I mean, do you have to prepare daily lesson plan and submit to head teacher? Do you have such practice?

P1: No, we do not do it since we have to teach 6-8 periods daily. How is it possible? We prepare it mentally.

F: Do you have school diary, which mentions about what lesson you taught and what materials and methods you used?

Pall: No, we do not have such practice.

F: What about class log book?

P all: No, we have not practiced yet.

P5 & 6: We have to teach multi-grades together. It is not practicable to us.

P1: Once, when I used to teach in Parbat District, we had to carry out continuous assessment system (CAS). In such system, we had a table with locker in our class. We teacher had to do at least three times evaluation of each student. For that one register like log book was there, where we had to mention the attendance of student, homework submission, evaluation we did to them, etc. This way we used to teach up to grade three but for 4 and 5 fifty percent was theory and 50 percent practical. But, here we have not been practicing yet.

F: We do not take final examination up to class three, right?

P all: No, we take. But, we do final evaluation based on CAS.

F: Can you make lesson plan?

P6: Yes, I do.

F: If you are askedto prepare lesson plan right now, can you?

P6: Umm (.) yea I will try.

F: Can you prepare mam?

P5: I am not sure. 8-9 years back we had practice but now we might have forgotten.

F: Will you please tell me any one component of lesson plan?

P5: Umm! Objective and teaching learning activities.

F: Ok. Do you know?

P2, 3 & 4: We don’t know.

P2 &3: We have just started teaching. We do not know it.

P1: Yea! I know it. I can make it but now days we have not prepared since it is not mandatory.

F: Do you use technology in class?

P all: Technology?

F: Yea, like use of smart phone, personal computer, AVAs, etc.

P5: No, I have not.

P1: Once, I used my cell phone to teach Maths. I showed my cell phone to teach them about the shape of rectangle.

F: Who teaches English here?

P2: I do teach in class 4 and 5.

F: How do you teach?

P2: First, I will read out the lesson then I let the students to read.

F: How do you teach word meaning to them?

P5 & 1: We use dictionary

P2: I will read out the lesson then I let them to read.

P1, 5 & 6: We read at first then ask them to follow us.

F: Do you have smart phone?

P2: Yea, I have [let me see]

F: We can download dictionary in this cell phone, do you know?

P1, 5 & 6: Yes, we have.

P5: When i get confusion, I look my mobile and tell the students.

F: We can capture good handwriting of any student and can demonstrate to others who need to improvise their writings. In such situation, we can use our cell phone as a teaching aid. Isn’t it?

P1: Yes, it’s true. I used to use my cell phone as a teaching aid. I had downloaded dictionary too. But once in Parbat while I was using my cell phone in the class as a teaching aid in the meantime head teacher came and blamed me that I was killing my time with cell phone. After that I afraid of using cell phone in the class.

F: Is it? What about others?

P5: When I get confusion, then I look dictionary in my cell phone but I afraid if anybody comes and see it. I really get afraid of it. However, I often use it.

F: We should clarify to the school authority that we use our cell phone as a teaching aid. It is better to inform your school authority.

F: Do you know local curriculum? Have you heard about it?

P4: Mother tongue based curriculum?

P1, 5 & 6: We do not know.

(P2 and 3 not spoken)

P5: Does it mean the objects around us.

(Facilitator clarified what the local curriculum mean)

F: Weren’t you called to develop the local curriculum in the school yet? No discussion about it in the school?

P1 & 5: No we do not know.

P1: We have kept here GK subject instead of local curriculum. It was decided by resource center. We are not allowed. *ShrotKendra* does everything.

(Facilitator clarified how the local curriculum was being prepared and implemented)

F: Didn’t you know about it?

P all: No we do not know yet.

P1: Our school has no such right. It is being decided by *shrotKendra*.

F: In text book, there are mentioned some activities and exercises, do you know it?

P all: Yes, we know it.

P1, 2 & 5: We do follow it.

F: Are the instructions mentioned in the text book relevant?

P 1& 5: Many of them are not relevant.

F: Could you point out them?

P all: We have to see the book once.

P5&6: It is not possible to follow all the instruction.

P1: There is instruction to take the students in David fall (one of the tourist places of Pokhara, Nepal). Is it possible to take them in Pokhara?

P1, 2, 3 &5: And this is not possible for us. Our children are small. It is very difficult taking them for outings.

P5: School and parents both are poor they cannot afford the cost of outings.

F: Have you got any professional related development training since you have been teaching here?

P5&6: 5-6 years back we got it. But, we have not got these days.

P 1, 3 & 4: Yea we got before.

P3: I read teaching learning activities related book.

P5: I have received 3 times training here.

F: After attending in training, did you do any new activities? Did you find any change related to your teaching learning activities?

P 5 & 6: We did not find any change at all.

P6: I did not much learn from the training. No new ideas I brought and applied here.

P5: I realized little change in my teaching activities after training.

(Other participants are laughing)

F: What changes did you notice?

P3&5: We applied role playing and question answer methods after training.

P4: Yes, we made little change. After training, we started using locally available materials.

P5: I started using locally available materials in science class.

P1: I changed my teaching styles. Before training, I used to teach the lesson from where I am supposed to teach. But after the training, I start after reviewing the lesson what I taught last day. And, nowadays, I get feedback from last day’s class and unless they get understood from last day’s lesson, I do not teach the lesson what I have to teach on the day.

F: How do you initiate the class when you reach there?

P1: I greet them at first. I make them fresh and only ask them to be ready for lesson. I often ask some questions from last day’s class.

P2: I discuss for a while about last day’s class.

P3: I ask them how they are keeping; I check homework, write lesson to be learnt, and talk about new lesson.

P4, 5 & 6: Yea! We also do the same.

F: Did you discuss with teacher if you get problem while teaching?

P2: I have not got such problem yet (Have you practiced team teaching?)

P1,4 &5: Exactly not yet. Instead, we do multi-grade teaching here.

(Participants laughing and talking to each other)

P5: I do ask with my colleagues at tiffin time if any unclear remains there.

F: What do your students do when you enter in the class?

P5&6: They look smiley.

F: How many students do you like in the class? Do you like all? You like either girls or boys?

P5&6: We like both. We do not like absentees.

P3: I do not like noise making students. I teach them after counseling.

P5: I like both boys and girls. Regarding absentees; I immediately ask them about the reason of being absent when I enter in the class. And I convince them to come to the school regularly.

F: Do you take stick in class?

P5: I do not use stick [we just asked your pupils in FGD half an hour ago please be truthful] $

(All the participants are laughing)

P6: No, we carry it in junior class to control them not for punishment. They remain silent when we carry the stick. We need not to charge them.

(Every participant are laughing)

P3: I do it rarely.

P2, 4, 5 & 6: Yes, sometime we do it but only for junior class. We just convince to senior boys and girls.

P1: Yea! I do carry it to point the words on the board.

F: Is there caste discrimination practice among the students in your school?

Pall: No, there is not. No at all.

F: What about gender discrimination?

P all: No

P1: We keep boys and girls together.

F: Do you teach life skill and moral education to your pupils beside bookish education?

P3: In moral subject we teach it [I mean aside to your daily teaching task, sometimes, do you provide practical knowledge to your students?]

P3, 4 &5: Yes, we do it sometimes contextually.

P1: I teach them use respectable words to the seniors.

(Facilitator explaining relevant examples)

F: How do you response with your students if they made you angry?

P1: I would convince and scold them.

P2: I scold them. If they frequently trouble me, I bring them in first bench in front of me. $

P5: At first I get angry and latter I convince them not to be naughty. I control my temper myself.

F: How often do the children’s parents come to the school to know their progress on study?

Pall: Very rare.

P6: Never

F: How do you feel if any parent come to the school and observe your class?

P1, 5 and 6: We like it.

P5: I wish they would come frequently.

F: Is there school garden at present in your school?

Pall: Not now. But, there was beautiful garden in the past.

P5: Since school has no fencing, domesticated animals frequently entered in the class. So, it is not possible.

F: Have you heard about Eco san? Have you seen it?

Pall: No we do not know.

P1 &5: I heard about it but not seen yet.

(Facilitator is explaining about how the eco san is and how it is used)

P3: Such technology has not been introduced here.

F: Are you ready to eat the vegetables or fruits obtained from the plants irrigated with human urine?

P1: No problem to me.

P3: We have to properly wash before we consume it.

F: Do your students and community people accept it if we develop such latrine here? What you think?

Pall: Yea! They do support us.

F: How frequently do your students remain absent?

Pall: Most of them come to the school.

P1 & 5: They do absent in festivals, weddings. Otherwise, they do come.

F: Why don’t they come to school other than festival and weddings?

P5: Feeling lazy to be school.

P4: Due to illiterate parents.

P1,4,5 & 6: Parents are not aware. They have to regularly send their children at school.

F: How often do your students get sick in the school?

P1, 5 and 6: Yes, they become sick. Most often they suffer from stomachache, vomiting, fever and headache.

F: Does your school havemenstruated girls? Do you know it?

P2,4&6: Yes fewer girls are menstruated. They talk with us (female teachers).

P4&5: We do not ask to the students of class five and below it but we do ask for six and above girls.

F: Did you ask to the girls regarding how they manage the sanitary pads at school?

P1, 4 &5: School has not provided such facility since fewer numbers of girls are menstruated here.They do manage themselves. We have not seriously thought about it.

F: I request you to have counsel with those girls regarding the issues related with menstruation. Will you?

P1,4 5,6: Okay, we will try.

F: Did your school conduct health checkup and counseling programme yet?

Pall: Not yet. 1 month back some people came and conducted screening test.

F: Any organization came to conduct such programme?

P5&6: 4-5 years back eye checkup programme was held.

P1: Health workers from health post had come once.

F: We are at the end of our discussion. Now, I will ask you a different type of question. Did you think that you would become a teacher before you joined in teaching profession?

P6: I did not think. Later I adopted teaching.

P5: Before I passed I.A, I did not think that I would become a teacher [who inspired you to become a teacher?] After I.A I thought myself to be a teacher. Nobody asked it.

P6: I used to determine to be a nurse.

P3: Doctor and Engineer

F: What about you?

P4: I am not a perfect teacher yet. I am not sure if I would sustain in this profession.

P3: I did not think that I would become a teacher. I used to think to be a doctor [are you sure you would sustain in this profession since you are still young?] No I am not sure that I will sustain in this profession.

P2: But, I am utilizing my leisure time since I have not passed my 12th grade examination yet. I am yet to determine to be an army. Let’s see what the profession I hold latter. But my both father and mother are teacher. I came here due to them.

F: What is your experience mam? What you used to think?

P1: My father was the chairman of school committee when I was child. Every people used to come in our home and used to greet to my father. Since then I determined to be a teacher. I had passion to be a teacher and finally what I am. I am proud of being a teacher since we produce a doctor, engineer, nurse and what not.

F: Are you really enjoying the teaching profession? Please be truthful!

P6: Truly speaking, I am being frustrated with this profession since my desire was different. I thought to be nurse.

P5: I spent more than three decades in this profession. Now, it’s okay to me.

F: Do you like your son and daughter being a teacher? Have you ever asked them?

P5: These days’ children do not obey us like we did. I am sure my child will do that [did you convince them?] I did $

F: What about you though you already told us that you are not being a perfect teacher?

P4: It’s okay till date.

P3: I am not sure yet that I will sustain here. Till date it’s okay and not bad.

F: What is your saying mam?

P1: Sir, I am really proud of myself that I am a teacher(she looks very confident and happy while saying this). It is because we are producing president, prime minister, ministers and so called great people of the country. Once, I found my student as a nurse in the hospital who kindly helped us when my hubby went to admit in the hospital. Since then I got more encouraged that I am a teacher. I really love my profession [can you convince your son to be a teacher or professor?] If we convince him he would follow our suggestion [did you propose yet?] Not yet.

F: Now, I would like to heartily thank to all for your warm interaction with me. I am grateful with you. Thanks to all.

(Facilitator telling his own story about how became a teacher)