CHAPTER-V

CASE STUDIES
This chapter presents the case studies of two schools: a community primary school in a Tharu speaking area in the district of Bardiya and a public primary school in a Magar speaking area of the district Tanahun.

Background of the Case Studies

The results of the major study indicated marked differences in academic performance of simultaneous (SL1) and successive second language learners (SL2). The following table presents. Within school and Inter school status of academic performance of SL1 and SL2 Learners.

Table 5.1
Within School Comparative Status of Academic Performance of SL1 and SL2 Learners

<table>
<thead>
<tr>
<th>Schools</th>
<th>Group</th>
<th>No</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>SL1</td>
<td>173</td>
<td>356.27</td>
<td>26.16</td>
<td>21.78</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>SL2</td>
<td>201</td>
<td>298.58</td>
<td>24.97</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community</td>
<td>SL1</td>
<td>147</td>
<td>464.31</td>
<td>24.61</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SL2</td>
<td>208</td>
<td>308.77</td>
<td>21.82</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: SL1 = Simultaneous Second Language Learners
      SL2 = Successive Second Language Learners

Table 5.2
Inter School Comparative Status of Academic Achievement of SL1 and SL2 Learners

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Public</th>
<th>Community</th>
<th>t</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>SL1</td>
<td>173</td>
<td>356.27</td>
<td>147</td>
<td>364.31</td>
<td>26.18</td>
</tr>
<tr>
<td>SL2</td>
<td>201</td>
<td>298.50</td>
<td>208</td>
<td>308.77</td>
<td>24.97</td>
</tr>
</tbody>
</table>

Note: SL1 = Simultaneous Second Language Learners
      SL2 = Successive Second Language Learners

The comparative status of academic achievement reflects the superiority of SL1 learners over their counterparts in SL2 learners both Within as well as in Inter school comparisons.

Out of academic interest, the investigator planned an in depth analysis to assert the positive factors working behind this phenomenon.

Most of the primary schools in the country are lamenting about inadequacy and lack of qualified competent teachers, lack of bilingual teachers, teachers’ absenteeism, unavailability of visual aids, textbooks and has consequently...
accounted for the low rate of academic achievement in primary schools (DOE, 2008). The use of Nepali as a medium of instruction (MOI) in schools also has had a direct bearing on academic achievement of students (CERID, 2002).

In order to analyze as to why simultaneous second language learners (SL1) are doing better than the successive second language learners (SL2) in all the primary classes and also why the community schools are showing reasonably better academic results than the public schools, the case studies were conducted.

The major purpose was to observe the classroom practices, whether teaching was geared towards student learning, whether students participated in the classroom and how the school leadership influenced school environment. It was broadly in these contexts that the case studies were done.

The focus of the case studies was on:

- School environment
- Quality of teachers
- Teaching learning environment
- Students' motivation to learn and succeed
- School leadership

**School environment** included school structure, class size, funding, access to resources and overall infrastructures and functioning of school.

**Quality of teachers** included educational qualifications, commitment to their profession and concern for the learning of students.

**Teaching learning environment** included methods of teaching in teaching languages and other subjects in the classroom and academic activities performed by the teachers.

**Students' motivation to learn and succeed** included conditions of learning in school as well as at home.

**School leadership** included the functioning of the Head Master, his dedication and commitment towards his job and position.
Field of Case Studies

Out of eight schools from four districts, the Tharu and Magar speaking areas were chosen for further in depth analysis. Thus, Belavari community primary school in the Tharu speaking area in the district of Bardiya and Bhorlee public primary school in the Magar speaking area in the district of Tanahun were selected for the case studies. Location of the case study are given vide Appendix VII.

Rational of Taking the Cases

As compared to Magars, Tharus being an ethnic group people have very limited contact with the outside world. Magars on the other hand are exposed to other cultures and languages mainly due to their employment in the Gorkha army and also as they are part of the Mountain people. Furthermore, Magars have used Nepali as a link language for their cross-thar (sub-division) communications (Bista, 2000). Whereas the Tharus, because of their typical ethnic composition are isolated culturally and linguistically. They have little possibility of the multilingual language for communication or for learning. These considerations led to select one school each from the Tharu speaking and Magar speaking areas. The other considerations of selecting these schools were:

Characteristics of the Cases

The selected schools for case study were characterized by:

- **Typical-ethnic student population**: Both schools had students only from Tharu and Magar ethnic backgrounds, representative of simultaneous and successive second language learning of the Nepali language.

- **Linguistic paradox**: In both the schools Nepali, the language of a few children in class was the medium of instruction (MOI) at all levels of education.

- **Teachers' background**: Out of 10 teachers, four teachers in public school of Tanahun district were Nepali speaking and only one was local i.e. Magar speaking. In the community school of Bardiya district, four teachers were local i.e. Tharu speaking and only one was Nepali speaking.
Field Data

The data for the case studies were collected from the teachers along with Head Master, parents, and members of School Management Committee, social workers, and students.

Procedure Followed

The method of case studies involved overall observation of schools and classroom teaching and conducting indepth interviews with teachers, parents and School Management Committee members, students and other stakeholders. It was supplemented with teachers’ and students’ attendance records, minutes of School Management Committee and Staff meetings.

Data Analysis and Interpretation

Interview data and classroom observations were classified and quantified using narratives to arrive at conclusions and formulate suggestions.

Entering the Field

As the actual data collection began, the ground reality came to the surface. One of the main problems was finding suitable days when the schools would remain open and function and teachers took the classes. In both the schools no body was certain because of holidays and festivals. A lot of time was spent by the investigator in the field, waiting for positive assurance from the school authorities.

Attitude of the Teachers

Teachers of public school were more interested to know what was their gain rather than in what way they could benefit by exploring the assumed problem. They were especially keen on talking about the pros and cons of the country’s education system and the medium of instruction in the primary school and were very straight forward and open. The teachers of community school, on the other hand, were not so open and seemed reluctant to share the information with the investigator.
On the other hand, the students of both the schools were eager to interact with the investigator because they were talking to a person who was new to them.

The following are the details of the case studies of the schools.

CASE STUDY 1
BELAVARI COMMUNITY SCHOOL, MANOHARA VILLAGE,
DISTRICT BARDIA

Location of the Case
Belavari, a co-education community school was established in 2002 with the purpose of educating the children of the community. It is located in Manohara Village Development Committee (VDC) Ward No.6 of district Bardiya. The map in appendix VI shows the location of the school.

The Manohara Village

The village Manohara is situated on bank of river Babaee, which runs through the Bardiya National Park. The village is situated at a distance of approximately 35 Km. from Gularia, the headquarter of the district. Manohara Village Development Committee (VDC) has nine wards in total. Ward No.6 of Bardiya district is one of the Tharu stronghold Village Development Committee (VDC) in the district.

Manohara Village of Belavari has 1,127 households, and the total population is 8,579, where number of males is 4,307 and female population 4,272 as per CBS (2002). The village has an agrarian society and the villagers cultivate wheat and rice. The size of land holding was approximately one and half bhiga per household except in case of released bonded labour. The houses had largely thatched roofs with a few ‘pacca’ houses too.

The village has electricity and the water is supplied through the water pumps which are situated at common points in the village. The village also has a small bazaar which takes care of the needs of the inhabitants. There is a health centre and a dispensary which caters to the medical needs of the villagers. A few of the homes have Television. They generally watch Indian programs being beamed by the neighboring country.
The village is still being headed by former Chairman of Village Development Committee (VDC), as the government in transition is yet to appoint the government’s representative to look after the village.

During the time of the study, the Tharu villagers were fighting for the cause of bonded labour, which was very prevalent in this area.

At the time of field work Village Manohara was a strong hold of Maoist movement which had revolutionized the country for past 14 years. It sheltered for political activities of the activists. The young students and children with red scarves around their forehead were often engaged and involved in promoting the Maoist activities by pasting pamphlets and posters. Since 2007, the peace process has been in operation with a new democratic government in place, but the Maoist still maintain a stronghold in this village.

In this particular ward there is only one primary school to cater to the needs of Tharu population.

**Infrastructure of the School**

The Belavari community school had a newly constructed building with five class-rooms and three rooms, one each for the Head Master, members of staff and the Management Committee. Classrooms were well sized with adequate furniture, and were neat and clean. Seating arrangement for the students in the classroom was appropriate. There was adequate wide space between rows of furniture to enable the teachers to move around. Rooms were well ventilated and had ample light. There were white boards in each class. Drawings and charts were hung on the wall for ready use of teachers and the students. There was facility of drinking water inside the school compound. The school was well kept. The school also had a play ground for the students. The Belavri community school was situated on the outskirts of the village, hence away from noise and din of the outside world.

**The School Management Committee**

Following table presents the background of the School Management Committee:
Table 5.3
Background of School Management Committee Members of Belavari Community School

<table>
<thead>
<tr>
<th>S.N.</th>
<th>Name</th>
<th>Age</th>
<th>Gender</th>
<th>Status</th>
<th>MT</th>
<th>Qualification</th>
<th>Language Known</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Moti Tharu</td>
<td>45</td>
<td>Male</td>
<td>Chair Person</td>
<td>Tharu</td>
<td>Basic Education</td>
<td>Nepali</td>
</tr>
<tr>
<td>2</td>
<td>Hari Lal Tharu</td>
<td>40</td>
<td>Male</td>
<td>Member</td>
<td>Tharu</td>
<td>Basic Education</td>
<td>Nepali</td>
</tr>
<tr>
<td>3</td>
<td>Sunmaya Tharu</td>
<td>43</td>
<td>Female</td>
<td>Treasurer</td>
<td>Tharu</td>
<td>Literate</td>
<td>Nepali</td>
</tr>
<tr>
<td>4</td>
<td>Ram Righan Tharu</td>
<td>55</td>
<td>Male</td>
<td>Member</td>
<td>Tharu</td>
<td>Illiterate</td>
<td>Nepali</td>
</tr>
<tr>
<td>5</td>
<td>Ram Bilas Tharu</td>
<td>37</td>
<td>Male</td>
<td>Member</td>
<td>Tharu</td>
<td>B.A</td>
<td>Nepali</td>
</tr>
<tr>
<td>6</td>
<td>Bhajan Lal Tharu</td>
<td>50</td>
<td>Male</td>
<td>Member</td>
<td>Tharu</td>
<td>Basic Education</td>
<td>Nepali</td>
</tr>
<tr>
<td>7</td>
<td>Chhota Tharu</td>
<td>60</td>
<td>Male</td>
<td>Member</td>
<td>Tharu</td>
<td>Illiterate</td>
<td>Nepali</td>
</tr>
<tr>
<td>8</td>
<td>Ram Kali Tharu</td>
<td>35</td>
<td>Female</td>
<td>Member</td>
<td>Tharu</td>
<td>Literate</td>
<td>Nepali</td>
</tr>
<tr>
<td>9</td>
<td>Bharosa Tharu</td>
<td>43</td>
<td>Male</td>
<td>Member</td>
<td>Tharu</td>
<td>Basic Education</td>
<td>Nepali</td>
</tr>
</tbody>
</table>

The School Management Committee looks after the management of the school. The members of the management have their own office in the school premises and meet almost every day to monitor school activities. The Committee has nine members including Mr. Moti Tharu, the Chairperson and seven men and two women. The members are the representatives of the Tharu society who contribute and make consistent effort towards running of the school. Interestingly, they are group of Tharu speaking people whose education ranges from being uneducated to BA and all of them know Nepali.

Background of Teachers of Belavari Community School

Following table 5.4 presents the details of the members of staff including the educational background and salary drawn by the teachers and the Head Master.
Table 5.4
Background of Teachers of Belavari Community School

<table>
<thead>
<tr>
<th>SN</th>
<th>Names</th>
<th>Age</th>
<th>Gender</th>
<th>Status</th>
<th>MT</th>
<th>Qualification</th>
<th>Training in Months</th>
<th>Exp. in Year</th>
<th>Sub. Taught</th>
<th>Salary Per Months</th>
<th>Inhabitant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ram Prd. Giri</td>
<td>36</td>
<td>Male</td>
<td>AT</td>
<td>Nepali</td>
<td>SLC</td>
<td>No</td>
<td>18</td>
<td>S St</td>
<td>5000</td>
<td>Local</td>
</tr>
<tr>
<td>2</td>
<td>Hira Tharu</td>
<td>25</td>
<td>Female</td>
<td>AT</td>
<td>Tharu</td>
<td>SLC</td>
<td>10M</td>
<td>8</td>
<td>Nepali</td>
<td>5000</td>
<td>Local</td>
</tr>
<tr>
<td>3</td>
<td>Bhakti Tharu</td>
<td>30</td>
<td>Female</td>
<td>AT</td>
<td>Tharu</td>
<td>10+2</td>
<td>10M</td>
<td>13</td>
<td>Maths</td>
<td>7000</td>
<td>Local</td>
</tr>
<tr>
<td>4</td>
<td>Puma Tharu</td>
<td>43</td>
<td>Male</td>
<td>HM</td>
<td>Tharu</td>
<td>10+2</td>
<td>10M</td>
<td>22</td>
<td>English</td>
<td>9000</td>
<td>Local</td>
</tr>
<tr>
<td>5</td>
<td>Ram Bilas Tharu</td>
<td>27</td>
<td>Male</td>
<td>AT</td>
<td>Tharu</td>
<td>10+2</td>
<td>10M</td>
<td>10</td>
<td>Science &amp; Env</td>
<td>7500</td>
<td>Local</td>
</tr>
</tbody>
</table>

Note: AT= Assistant Teacher, HM= Head Master, SLC= School Leaving Certificate Pass, 10+2 Intermediate Pass, Exp = Experience, MT= Mother Tongue

Background of the Teachers

Altogether there are five teachers in school. The teachers were in the age range of 25 to 43 years old. Out of five teachers, two teachers were females and three males. All the teachers were local inhabitants of the village. The oldest teacher with an experience of 22 years is the Head Master of the school.

Qualification and Experience

All the teachers had the basic qualification and training as per norms for teaching. 3 teachers were 10+2 pass with 10 months training and two were School Leaving Certificate pass with 10 months training which the basic requirement of teaching in primary school is. The teaching experience of the teachers ranged from eight years to twenty two years.

Salary

The salary of the teachers ranged from five thousand Nepali Rupees to nine thousand Nepali Rupees. The salary given to the teachers in this school was lesser than what is earned by the employees of the government schools.

Subjects Taught

The teachers taught one subject each along with one local subject. Altogether they taught 6 periods in a day.
Background of the Students

The following table 5.5 presents the details of the students.

Table 5.5
Background of Students of Belavari Community School

<table>
<thead>
<tr>
<th>S.N</th>
<th>Class</th>
<th>Group of Learners</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SL1</td>
<td>SL2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>1</td>
<td>I</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>II</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>III</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>IV</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>V</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>Total</td>
<td>26</td>
<td>35</td>
</tr>
</tbody>
</table>

Note: SL1= Simultaneous Second Language Learners  
SL2= Successive Second Language Learners

Background of the Students

There were 136 students in Belavari public school. Out of 136 students, 56 were boys and 80 were girls. In respect of language background, 61 students were from simultaneous second language learning background and 75 were from successive second language learning background. There were 32 students in class I, 23 in class II, 27 in class III, 26 in class IV and 28 students in class V respectively. The following table presents the academic achievement of the students of class I, III and V which was collected for the major study. The following table presents academic achievement of school.

Table 5.6
Academic Achievement of Belavari Community School

<table>
<thead>
<tr>
<th>S.N.</th>
<th>SL1 (N=39)</th>
<th>SL2 (N=48)</th>
<th>t</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>1</td>
<td>362.35</td>
<td>25.92</td>
<td>299.85</td>
<td>19.30</td>
</tr>
</tbody>
</table>

Note: SL1= Simultaneous Second Language Learners  
SL2= Successive Second Language Learners
Interaction with the Subjects

Interaction with the subjects centered around to elicit their reactions/ views/ impressions on the overall environment i.e. infrastructure, qualitative aspects of teaching and learning and the impact of school leadership on children.

School Environment

Physical comfort and environmental condition are often considered as essential elements for student learning and subsequent academic achievement. However, there is no conclusive evidence on the relationship between school resources and student performance despite a multitude of studies on the determinants of student performance. Given below are the impressions of students, teachers and Managing Committee members regarding the school environment of the Belavari community school.

Impressions of the Students on School Environment

"We have newly constructed building with five classrooms and other rooms. We have separate classrooms for our separate subjects. Our school functions regularly. There is whiteboard in every classroom. Our teachers solve problems on the whiteboard." (A girl student of class V age 13)

Views of the Teachers on School Environment

"We use white board. All the students are asked to do their class work together so that slow students can learn with the bright students! We do not have any problem of infrastructure in our school". (A science teacher of class V)

"We have no resources to purchase the materials needed for better learning and learning outcomes and government does not provide budget to us even for the salary of the teachers. But we are lucky because local community has built this school and managed for every thing needed for learning in school". (Class teacher of the 5th grade)

Assessment of the Chairperson of the School Management Committee on School environment

"We have newly built this building. District Education Office has given 1 lakh Rupees. We have collected donation from the villagers and made five big
sized classrooms and three other rooms, one for Staff, one for Head Master and one for Management committee. We have made water tank for drinking water. The compound wall is under construction". (Chairperson)

Quality of Teachers

Quality of the teachers includes qualification and commitment to their profession and concern for the learning of students. This fundamental question prompted the investigator to seek answer from the perspectives of the actors in their own contexts.

Given below are the views, impressions and reflections of the various stake holders.

Teachers' Self-appraisal

"It is not the head master or school administration who is to get credit for the success of students. Teachers' whole hearted support and positive working attitude were behind the success of the students." (All Teachers in group discussion)

"My hands are for giving awards. I am fortunate enough that I do not have to punish the teachers from my hands" (A teacher quoting the SMC Chairperson what he heard in the last year's schools' annual day).

Head Master' Views

"Since they (teachers) are qualified and many of them are locals and know the real problems of the students especially language problems of students. There is no reason to suspect them. It is the school setting that makes teachers good or bad"

"If you want to be a good teacher, you should lead. If you go ahead others will follow"

Assessment of the Chairperson and Members of School Management Committee

"Teachers of this school are so active and devoted to their job. They do not leave class with out information. There is cooperation between them. They
are not politically active in school. Students are satisfied with them”. (SMC Chairperson)

“Generally, at the time of appointment itself, we are concerned about the performance and commitment of the person to teaching. We give orientation as well. Therefore, after observing the classes we let the person continue in most cases”. (Head Master and School Management Member)

Parents' Views

The teachers are loyal to their jobs we have more trust in them”. (Mother of a class V student)

Teaching Learning Environment

All the efforts creating conducive environment make for effective teaching and learning and students' motivation to learn and succeed yields high results only when the opportunity to learn is provided. This study focused on exploring this phenomenon. The following statements and situation illustrate the point.

Teachers' Experience

"Many students come from non Nepali speaking background. We try our best to make them familiar with the concepts by translating the subject matter in their own mother tongue. But the students are very poor especially successive second language learners. Their parents work in the field of others. They have to look after their siblings and also their cattle. They are mostly absent in the class”. (Teacher of class I)

"The teachers' effort is not sufficient for teaching and learning. Our school is well equipped with physical facilities but students come from poor background. Most of the parents leave their house early in the morning and come late home. Children do all the household chores. They admit their children in school but in the harvesting season, they remain absent " . (Teacher of class III)
"When we teach in the classroom, we face many problems with successive second language learners. They do not go with other students because they are usually absent in the harvesting season." (Teacher of class II)

Students' Lament

"Teachers are concerned with our problems. The reason we liked the school is the good teachers. We understand what is taught in their classes". (Students of class V)

"The teachers encourage us in our class to do well in all the subjects. Language is not the barrier. They tell that we can improve our language if we do a lot of practice. They tell us, "If you are weak in one subject, you won't be able to pass examination." (SL2 students of class III)

"I do not understand what the teacher teaches to me. I have two sisters and one brother. They also study in this school. I have to do all the jobs at home. My parents work in the field of jamindar. So I usually get late or do not come to school. When I come, I do not follow my teachers". (SL2 student of class V)

Parents' Helplessness

"People say, most of the teachers in this school have high qualification and abilities. They teach our children in a good way. They have the knowledge of our language. They understand the problem of our children. " (Mother of a SL2 student of class III)

"I leave home early in the morning. I drive tractor of Jamindar and my wife works in his kitchen. We come back home at 10 P. M. My son and daughter have to look after sheep. They go to school alternatively." (Father of a SL2 student of class V)

Students' Motivation to Learn and Succeed

Students' motivation to learn has been identified as one of the critical determinants of learning outcomes. It includes conditions of learning in school. Good examples set by the students of previous batches influence the
succeeding batches. Expectation for the high level of education by students and role model at home or in the neighbourhood act as determinants significantly contributing of academic success of the students.

   The attempts of Belavari community school to motivate students to enable them to learn are given below.

   The gist of prayer which is recited by all students every morning in chorus is given below.

   "Merciful God, please lead me to the right path and forgive my mistakes. Help me improve my learning and understanding. Bless upon my efforts to be a very good student".

   Students’ Views

   "We are so lucky that our teachers play and sing with us. They encourage us to involve equally in extracurricular activities also"(A girl of class IV)

   "Our teachers once a month in winter take us to the field trip. It’s a nice outing once a month. We like it very much". (A student of class V)

   Teachers’ Views

   "We sometimes organize extra classes for the weak students but the students do not come to take extra classes for their personal problems." (Teacher of class V)

   "Government provides books free of cost to the students of community school also but the students take the books and remain absent’ (Teacher of class III)

   "We are using every possible means to motivate the students of poor family in school but our efforts are not working because of their economic condition." Head Master

   School Leadership

   The leader in the school alone can make and ruin the future of the children. How effectively the school leadership is contributing to student’s learning and success was one of the important issues of this case study.
The following statements directly quoted from the parents, Village Development Committee Chairperson highlighted this about the school leadership of Belavari community school.

Chairperson of Village Development Committee

"Since the Head Master is solely responsible for demonstrating good results of the students, he should not be under the pressure of anybody. We have never compelled him to recruit our supporters though this school is run by the community".

Parents' Views about the Head Master

"The Head Master and teachers have tackled the problem of language that our children face in the classroom very well. They understand our problem and spirit. They are qualified and self disciplined." (Father of one of the SL2 students of class 1)

"The Head knows well enough how to make students familiar with unknown concepts and make the teachers work towards students' betterment of learning". (Mother of one of the SL1 students of Class III)

"Head Sir has made a wonderful contribution to bring this school at this stage." (Father of class V student)

"The Head knows well enough how to teach to the students of non Nepali speaking background". (Brother of one of the students of class V studying in college)

"I seldom have problem with the students of linguistic background because I am also from the same background and I try to manage teaching and learning in such a way that children can understand the lesson easily. But the problem is that children from poor families remain absent for a long time". (Head Master)

Teachers' Views

"If the pillar (Miyo) is good, other things become good themselves. If the ploughman is efficient, ploughing becomes effective. The Head Master is able to do so". (All 4 teachers)
Investigator's Observation

Having spent a considerable time amidst the stakeholders the investigator also observed various aspects of the school.

School Environment

The infrastructure of the school, the playground and other basic amenities were up to the mark in the school. There was a sense of achievement and pride in all the stakeholders regarding the physical infrastructure of the school.

Quality of the Teachers

The qualification of all the teachers met the basic requirements set by the government for being a primary school teacher. The investigator spent a week observing different criteria’s such as competence of the teachers and their methodology of teaching.

The classroom observation of all the teachers demonstrated that they had a basic qualification and training of teaching to the students of primary school.

They were not found as much competent as they should have. In the way how they dealt with the students in the class was not found satisfactory though they were trying to satisfy the management.

Their commitment to the profession seemed to be a kind of compulsion. The personal interaction with the teachers revealed this reality. They were not satisfied with the incentives and other terms and conditions of their job. The views given by them and the other respondents in public place seemed to be artificial.

Qualification and quality are two different aspects. Their qualification did not match with the quality of teaching they imparted to the students of primary level.

Teaching Learning Environment

The classroom observation of all the teachers revealed that they had basic knowledge of the subject matter. All teachers had unit plans. The lessons they taught and teaching methods they used did not match with their unit plans. The students were not involved in group work in each and every subject. Visual aids for the relevant topic were rarely used in the teaching. Teachers were not
so much concerned and sensitive to the language problems of the weak students in the class though they were local. The distribution of time for the presentation, practice and evaluation was not appropriate.

The investigator observed the classes of the teachers. The focus was on:

- Subjects taught and medium of instruction used in the classroom
- Methods used in teaching subjects

**Teaching Nepali**

Nepali is taught as a compulsory subject to the simultaneous second language learners of it and successive second language learners of it. Hira Tharu taught Nepali subject in all the classes and local subject in class II. She relied on textbook and translation method to teach both the subject. English was taught as a local/optional subject in this school because they had not prepared their own curriculum of local subject. She did not concentrate on the successive second language learners. She taught Nepali as she was teaching Nepali to the Nepali speaking students. Particularly, in class I there was complete communication gap between students and teachers.

The textbook method which is now regarded less effective was followed by her in both the subjects. There was no use of visual aids.

**Teaching Mathematics**

Teaching of Mathematics was quite satisfactory and impressive. Bhakti Tharu taught Mathematics in all the classes and local subject in class V. She used prescribed method of question answer and problem solving to teach Mathematics. Use of visual aids made her teaching more effective. The students of both the groups were equally treated in her class. Her focus was more on the weak students than the bright ones. She translated the problem into local language. Students were quite active in her class.

**Teaching English**

The Head Master, Purna Tharu taught English in all the classes and local subject in class IV. He relied on translation method. He had no lesson plan and no visual aids. Class seemed quite active during his class because he encouraged students to read in their own way. Reading aloud was the main focus of his teaching.
Teaching Social Studies

Ram Prasad Giri taught Social Studies in all the five classes and local subject in class III. He used prescribed method to teach social studies but in local subject, he also used text book method. The use of locally prepared teaching aids added more sense to his teaching. But the division of time for presentation and evaluation was not found quite satisfactory in his teaching.

Teaching Science and Environment

Teaching Science and Environment Education is a newly introduced subject in primary level. Ram Lal Tharu taught science and environment in all the classes and Local Subject/ English in class I. He used prescribed methods in teaching science and environment and students were involved in group work. Locally prepared visual aids related to local environment were used. But in local subject/ teaching English he was not found as efficient as he was found in Science and Environment.

The investigators' personal talk to the teachers and the deliberations expressed by the students and local community members and teachers themselves in the public place were found contradictory in respect of teaching and learning environment.

After observing the classes of the teachers, the investigator was not satisfied with the real problem of the successive second language learners'. The question why successive second language learners perform poor in comparison to simultaneous second language learners remained unanswered.

The investigator visited the village to find out the reality and it was found that successive second language learners were from poor background mostly of bonded labour families. They remained absent half the time in academic session (source students' attendance record).

The investigator visited their homes and found quite unfavorable condition of learning. Most of the students lived in huts too small to even stand. Learning environment at home was not conducive at all.

Students' Motivation to Learn and Succeed

The investigator observed that the Morning Prayer recited in the morning assembly was one of the ways of motivating the students towards their learning. The Head Master in the morning assembly checked bags, the nails, teeth and clothes of the students. These were also the ways of motivating
students to be healthy and punctual in their studies. But, most of the students were found in torn clothes and dirty hands. The school was maintaining the norms but the reality was different. The learning environment at home was not suitable for the children.

School Leadership

In this school the Head Master was so busy and totally involved with the teachers, parents and students including his routine teaching. He was found teaching 6 periods in a day. He was good at maintaining social relations and mobilizing local people in the development of school because of himself being a local and one of them.

Thus, it is found that there are three factors: teachers’ background, students, background and infrastructure which play a role to enhance learning and achievement of the students in school. Another factor relating with policies of the government where in teachers are required to use Nepali as medium of instruction.

This school was only seven years old established completely by the community. The building, necessary furniture etc everything was bought by the funds raised by the community. They also invest their resources in the salary of the teachers. Community dreamed to make this school model community school but there seems a gap between the reality and dream in case of the successive second language learners.

CASE STUDY: II

BHORLEE PUBLIC SCHOOL, RAMKOT VILLAGE, TANAHUN DISTRICT

Location of School

Bhorlee, a co education public school was established in 1978 as a Government school with 12 students and 1 teacher. It is located in Ramkot Village and 30 Km to reach the Bhorlee public school from district headquarter, Damauli. The Map in the Appendix VI shows the location of the school.

The Ramkot Village

The village Ramkot is situated far away from the headquarters of Tanahun district. It is situated approximately 5 Km from the main road and takes one hour uphill walk to reach the village. The village is situated at a
distance of approximately 30 Km from Damauli, the headquarters of the district. Ramkot Village Development Committee (VDC), ward No. 3 of Tanahun district is a stronghold of Magar population in the district.

Ramkot Village of Tanahun has 753 households, and the total population is 4608, where number of males is 2162 and female population 2446 as per CBS (2002). The village has an agrarian society and maize, millet, potatoes are cultivated here. The houses have largely thatched roofs with a few of the houses having slate roofs.

Though remotely situated, the village has electricity and the water is supplied through the water taps which are situated at common points in the village. The village also has a small bazaar which takes care of the needs of the inhabitants.

The village was still being headed by former VDC (Village Development Committee) Chairman, as the government in transition is yet to appoint the government’s representative to look after the village.

Village Ramkot like rest of the nation was a strong hold of Maoist movement which has revolutionized the country for past 14 years. Like other villages, it sheltered political activities of the activists. The young students and children with red scarves around their forehead were often engaged and involved in promoting the Maoist activities by pasting pamphlets and posters by the activists. Since 2007, the peace process has been in operation with a new democratic government in place, but the Maoist still maintain a stronghold in this village.

The particular ward under study had only one primary school to cater to the needs of Magar population.

**Infrastructure of the School**

School has an old building with 6 rooms. The classrooms were small and furniture was placed in such a way that an easy movement was not possible in the classroom. The students were sitting mostly on the floor on the mats which they brought from home. The classrooms were narrow and dark. Every classrooms had a cemented blackboard. It seemed that they had not used them for many months. The school was situated within the village and
consequently there was a regular movement of villagers and cattle through the school compound. There was no drinking water and toilet facility in the school.

**The School Management Committee**

The following table 5.7 presents the background of the members of the school management committee.

<table>
<thead>
<tr>
<th>S.N.</th>
<th>Name</th>
<th>Age</th>
<th>Gender</th>
<th>Status</th>
<th>MT</th>
<th>Qualification</th>
<th>Language Known</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Surendra Thapa Magar</td>
<td>60</td>
<td>Male</td>
<td>Chairperson</td>
<td>Magar</td>
<td>Basic Ed.</td>
<td>Nepali</td>
</tr>
<tr>
<td>2</td>
<td>Hark Brd Magar</td>
<td>45</td>
<td>Male</td>
<td>Member</td>
<td>Magar</td>
<td>Basic Ed</td>
<td>Nepali</td>
</tr>
<tr>
<td>3</td>
<td>Sita Magar</td>
<td>34</td>
<td>Female</td>
<td>Treasurer</td>
<td>Magar</td>
<td>Basic Ed</td>
<td>Nepali</td>
</tr>
<tr>
<td>4</td>
<td>Buddha Magar</td>
<td>46</td>
<td>Male</td>
<td>Member</td>
<td>Magar</td>
<td>Basic Ed</td>
<td>Nepali</td>
</tr>
<tr>
<td>5</td>
<td>Mayila Magar</td>
<td>48</td>
<td>Male</td>
<td>Member</td>
<td>Magar</td>
<td>Basic Ed</td>
<td>Nepali</td>
</tr>
<tr>
<td>6</td>
<td>Dilshova Magar</td>
<td>35</td>
<td>Female</td>
<td>Member</td>
<td>Magar</td>
<td>Basic Ed</td>
<td>Nepali</td>
</tr>
<tr>
<td>7</td>
<td>Dan Bahadur Magar</td>
<td>51</td>
<td>Male</td>
<td>Member</td>
<td>Magar</td>
<td>Basic Ed</td>
<td>Nepali</td>
</tr>
<tr>
<td>8</td>
<td>Burman Magar</td>
<td>54</td>
<td>Male</td>
<td>Member</td>
<td>Magar</td>
<td>Basic Ed</td>
<td>Nepali</td>
</tr>
<tr>
<td>9</td>
<td>Mahendra Magar</td>
<td>38</td>
<td>Male</td>
<td>Member</td>
<td>Magar</td>
<td>Basic Ed</td>
<td>Nepali</td>
</tr>
</tbody>
</table>

School had a Management Committee which looked after its management. School Management Committee comprised 9 members including Surendra Thapa Magar, the Chairman and seven men and two women. The members were the representative of Magar community. All had Basic educational qualification. The age of the members ranged from 31 years to 60 years. All the members spoke Nepali language.

**Background of the Teachers of Bhorlee Public School**

The following table 5.8 presents the details including the educational background and salary drawn by the teachers and the head master.
Table 5.8
Background of Teachers of Bhorlee Public School

<table>
<thead>
<tr>
<th>S.N.</th>
<th>Name of Teachers</th>
<th>Age</th>
<th>Gender</th>
<th>MT</th>
<th>Qualification</th>
<th>Status</th>
<th>Exp in Year</th>
<th>Training in Month</th>
<th>Sub. Taught</th>
<th>Salary</th>
<th>Inhabitant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ramesh Bhandari</td>
<td>50</td>
<td>Male</td>
<td>Nepali</td>
<td>SLC</td>
<td>AT</td>
<td>29</td>
<td>10M</td>
<td>S St</td>
<td>8200</td>
<td>Outsider</td>
</tr>
<tr>
<td>2</td>
<td>Sita Gautam</td>
<td>23</td>
<td>Female</td>
<td>Nepali</td>
<td>10+2</td>
<td>AT</td>
<td>5</td>
<td>10M</td>
<td>SC</td>
<td>7800</td>
<td>Outsider</td>
</tr>
<tr>
<td>3</td>
<td>Pabitra Regmi</td>
<td>42</td>
<td>Male</td>
<td>Nepali</td>
<td>10+2</td>
<td>HM</td>
<td>25</td>
<td>10M</td>
<td>Eng</td>
<td>9500</td>
<td>Outsider</td>
</tr>
<tr>
<td>4</td>
<td>Tej Raj Paudel</td>
<td>37</td>
<td>Male</td>
<td>Nepali</td>
<td>SLC</td>
<td>AT</td>
<td>17</td>
<td>10M</td>
<td>Maths</td>
<td>7500</td>
<td>Outsider</td>
</tr>
<tr>
<td>5</td>
<td>Bishnu Ale</td>
<td>27</td>
<td>Female</td>
<td>Magar</td>
<td>10+2</td>
<td>AT</td>
<td>10</td>
<td>10M</td>
<td>Nep</td>
<td>5000</td>
<td>Local</td>
</tr>
</tbody>
</table>

Note: Teacher, AT= Assistant Teacher, HM= Head Master, SLC= School Leaving Certificate Pass, 10+2 Intermediate Pass, Exp = Experience

Background of the Teachers
Altogether there were five teachers in school. The age range of teacher was from twenty five to fifty years. Out of 5 teachers, 2 teachers were females and 3 males. The Head Master had an experience of twenty five years. Only one teacher was local and others were outsiders.

Qualification and Experience
All the teachers had basic qualification and training as per norms of teaching in primary school.

Salary
The salary of the teachers ranged from five thousand Nepali Rupees to nine thousand and five hundred Nepali Rupees. The salary given to them was based on the government salary except that of one teacher.

Subjects Taught
Teachers of this school taught only one subject in each class along with one local subject. Altogether they taught 6 periods in a day.

Background of the Students
Following table presents the details of the students.
Table 5.9
Background of Students of Bhorlee Public School

<table>
<thead>
<tr>
<th>S.N.</th>
<th>Class</th>
<th>Group of Learners</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SL1</td>
<td>SL2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>1</td>
<td>I</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>II</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>III</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>IV</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>V</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>24</td>
<td>31</td>
</tr>
</tbody>
</table>

Note: SL1 = Simultaneous Second Language Learners
SL2 = Successive Second Language Learners

Background of the Students

There were 130 students in the school. Out of 130 students, 57 were boys and 73 were girls. In respect of language background, 55 students were from simultaneous second language learning background and 75 were from successive second language learning background. There were 32 students in class I, 22 in class II, 28 in class III, and 20 in class IV and 28 students in class V. The table presents the background details of students in school. The following table presents the academic achievement of the students of class I, III and V which was collected for the main study.

Table 5.10
Academic Achievement of the Bhorlee Public School

<table>
<thead>
<tr>
<th>S.N.</th>
<th>SL1 (N=36)</th>
<th>SL2(N=49)</th>
<th>t</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
</tr>
</tbody>
</table>

Note: SL1 = Simultaneous Second Language Learners
SL2 = Successive Second Language Learners
Interaction with the Subjects

Interaction with the subjects centered around to elicit their reactions/views/impressions on the over all environment i.e. infrastructure, qualitative aspects of teaching and learning and the impact of school leadership on children.

School Environment

Bhorlee public school had inadequate infrastructural facilities in spite of it being a government school. The classrooms were not in a good condition. The school environment did not seem conducive to learning. Classroom management was not proper.

The following observations and views of the stakeholders reflect the reality of school environment of Bhorlee public school.

Students' Regret

"The school looks like a shed for the goats; the environment of learning does not exist in the school". (A student of class V)

Parents' Anger

"The government should take care of the school. It is surprise to have poor background in such a school run solely by the government". (Parent of class V student)

Quality of Teachers

Bhorlee public school exhibits some distinct factors as in case of the quality and commitment of the teacher to the learning of the students. The stakeholders of the school shared different views and perception of the teachers, students and the school as a whole. This, in fact, constituted and reflected the poor public image of the school.

Indifference and blaming others for low level of teaching and performance were overtly expressed by the parents. Teacher absenteeism, low morale, students’ irregularity, lack of discipline, indifference about school performance and lack of accountability of teachers are some of the features that characterized the Bhorlee public school.

The following observations and statements expressed by all the actors reflect the despair about the quality and commitment of teachers in the school.
Parents’ Views

“Teachers are irregular in the school and as a result, there are no classes. All students are let free in the school and students are promoted without considering their ability.” (Father of class V student)

“The head teacher (not any one else) should manage if teacher is unfit or remains absent for a long time in school. He himself is not regular how can he tell other teachers to be regular”. (Mother of a class III student)

Likewise, students and some parents had terrible stories about the teachers and the school. The following remarks speak of the gravity of the situation of quality of the teachers of Bhorlee public school.

Parents’ Views

“Most teachers are outsiders. Teachers go home in the name of office work. They remain absent without information. No action is taken against absenteeism”. (Mother of a student of Class I)

“Teachers drink alcohol during school hours. How can we expect better learning of the students from such teachers?” (Father of a student of class V)

“The teachers sometimes made mistake while teaching in class. When I pointed out their mistakes they scolded me as “are you the teacher or are we? Rather than realizing their mistakes”. (A Graduate of the village)

Local people expressed their anger about the policy of appointing teachers, training and supervision and monitoring of their works.

“Government decision of appointing the teachers is not impartial. Any one who holds SLC qualification and has good relation with the leaders is appointed for the post of teachers. The quality is to be a teacher of public school is not considered. The government is spending money like water in the name of teachers’ training. But the teacher burns the training manuals when they come back to school. This is embarrassing ”. (Father of a student of class I)

“Teachers who do not know students language have been appointed. How can they recognize students’ problem and teach them?” (Local Parent of a student of class I)

“Teachers come to school drunk. They do not teach but spread terror in the class by talking nonsense and beating students. The School Management
Committee decided to take action against those drunker during school time". (From Minutes of SMC meeting Kartik 30, 2064)

**Views of School Management Committee Chairperson**

"Due to the pressure of teachers' organization (Political party affiliated) decision taken by SMC can not be implemented". (SMC Chairperson)

**Teaching Learning Environment**

Lack of concentration on the teaching adversely affects teaching learning and subsequently, students’ achievement in the examination. The teaching learning environment of Bhorlee public school seemed to have large gaps. The following statements further illustrate and highlight the gaps.

**Students’ Views**

"My teachers ask me to do home work but they do not correct home work. (Student of class V)

"Our teachers do not understand our language. We do not fully understand their language. We are afraid to ask them in our language." (A student of class I)

**Head Master's Remarks**

"Government has introduced one language policy. The medium of instruction is Nepali. Only the students of class I have language problem. For them we have managed grade teaching. Our local teacher teaches them".

**Teachers' Views**

"Now people have become well informed. The children of class one also understand Nepali. In class I, Nepali speaking children have also problem in writing. Writing begins at the same time. We treat them equally but question is that how many students come school regularly. Students from poor background remain absent. They are mostly from successive second language learning background". (Local teacher)

**Parents’ Views**

"Teachers only think about how to get salary and how to pass time. They do not concentrate to the problems faced by students. If the evaluation of the
teacher is based on their performance, they will come to the right tract". (Father of a student of Grade V)

Views of School Management Committee (SMC) Members

"There is no cooperation between teachers in the school due to political backing. Teachers are divided. They are loyal to one or the other political party, not to the school and student's future". (SMC Member)

Students' Motivation to Learn and Succeed

It is an established fact that motivation is one of the determinants of learning outcomes of students. It may include all the prerequisites of learning. Bhorlee public school's environment regarding motivation to learn was reflected by the following views.

Students' Grievances

"Most of the time classes remain off. There is not a single week in a month when all teachers are present and all classes are run. There is someone absent every time. (Students of class V expressing their frustrations)

Teachers' Views

"There is a debate going on about the Morning Prayer. Our national anthem is not yet decided by the government. If old national anthem is recited, Maoist will punish us. We start the classes without prayer in the morning assembly". (Teacher)

Parents' Concern

"Students of primary schools are used for vested political interest. They do not respect their teacher nor they concentrate on their study' (A local parent)

School Leadership

A good inclusive leader and team work is what leads to success of any school. Head Master of the Bhorlee public school was found to be indifferent to the headship. Lack of trust, confidence, accountability, indiscipline and unclear intents between the head and the teacher were perhaps what added to the dissatisfied voices regarding the school.
The views of the respondents are as below:

School Management Committee Chairman

About Head Master, Chairperson stated "He can not teach the children and perform his job properly. Without prior information he sometimes goes to the district headquarter. He comes late under the pretext of office work. He does not have good relation with the teachers and students. He does not understand the problems of the children as he has no interaction with them. We can not change him because he has good relation with the ruling party leaders. District Education Officer (DEO) is compelled to depute him in this school".

Head Master's Views

Head Master of this school, on the other hand, does not seem to accept the blame and stated:

"Leadership alone is not sufficient for learning and academic achievement. There are so many causes behind learning and achievement. Many students of this school are from Magar community they are backward. They do not have learning environment at home. Their parents are uneducated. Mostly they are absent. Head Teacher alone can not do much".

Students' Views

"Our head Sir, rarely takes our class. Most of the time he is absent in school. When he is in school, he sits in the office. (A student of class V)

Investigator's Observation

School Environment

The school was in a pitiable condition. The building was in a very bad condition. The classrooms had blackboard but it seemed that they had not been used for many months. The blackboards were full of graffiti. The teachers didn't seem to care of all these things. Girls in the classroom seemed to be embarrassed to see the foul language written on the boards. Teachers were disinterested in the classroom. The few of teaching materials/ aids hung lifelessly on the wall and were kept on the table. They seemed to be only for
decorative purposes. No teacher was found using these teaching aids to make the students familiar with the content.

One wooden cupboard containing some textbooks, guidebooks and dusty old answer sheets were lying in a corner of the office room. Only teachers had access to it. Students were not allowed to use it.

Village people and livestock moved freely through the school compound during the school hours. Outsiders peeped through the windows during the class hours. Students rushed to the jungle for toilet during the class time and Tiffin time because there was no adequate toilet facility available in the school. Majority of the students were in sandals and torn clothes and some of the students especially from very poor family were bare-footed.

The students and teachers expressed their frustration about the poor condition of the school. Instead of taking initiatives, they exhibited a tendency to blame others especially the government for not providing them with adequate resources. All this indicated lack of commitment on the part of teachers in improving the teaching and learning environment of the school.

**Quality of the Teachers**

Teachers' profile of this school was quite impressive. All had required basic qualification and training. So far as the language background was concerned, 4 teachers were outsiders. There was one local teacher appointed to teach the students of class I. The teachers were found doing subject teaching along with local subject. Teachers had basic and satisfactory knowledge of the subject matter. They were observed to be lacking in their effort and dedication towards their profession. There was also a lack of cooperation between the teachers which lead to lack of team work. Teachers were seen to be very actively involved in politics. They talked more about politics than teaching in the classroom. In investigators opinion, the students were misled by them.

**Students' Motivation to Learn and Succeed**

Classes started without morning assembly. There was no control of any body over students. They could go wherever they liked. Students were
observed not to seek permission to go out side. Some of the students were not interested in their study. From the teachers and students behaviour it seemed that there was no motivation to learn and succeed in this school. Most of the students were found absent. They had no proper environment at home also because of their economic background especially at successive second language learners' home. The investigator visited the village and most of the homes of the students to observe the condition of learning at home.

Teaching Learning Environment

Investigator observed the general and classroom teaching learning environment of this school. From the observation it was found that teaching learning environment was affected by internal and external factors. Internal factors were that teachers' disinterest in their job and external factors were the political imposition on teachers and students.

In the class most of the students were found absent. Teachers only relied on text book method in the class. It seemed that the text book was the de facto curriculum for them. Child centered activities were totally neglected. Their language caused problem for the students in some cases. There was communication gap between teachers and students. They were found on focusing on bright students in the class, Group work and other classroom activities were totally neglected.

The investigator observed the classes of all the teachers for full seven days to observe the basic issues of this case study. Teachers were found doing subject teaching along with one local subject. English was prescribed as a local subject in this school.

Teaching Nepali

Bishnu Rana, the local female teacher of this school taught Nepali subject in all the classes and local subject English in class I. She used text book method to teach Nepali and English (Local Subject). She had no lesson plan and no visual aids to make the concept clear. The student participation was found satisfactory in her class. Students did not hesitate to ask her any question. Sometimes, they asked her questions in their language but the investigator did not understand their questions. She replied in Nepali because
of the fear that her class was being observed. From her teaching it appeared that group work, discussion and interaction popular methods used in language teaching were beyond her level. Division of time for presentation, practice and evaluation was not found proper.

**Teaching Mathematics**

Sita Gautam taught Mathematics in all the classes and local subject in class III. She had good knowledge of the subject matter of both the subjects. He used problem solving method in teaching mathematics and question answer method to teach local subject. But she did not use blackboard even in a single day during seven days observation. Sometimes, she talked about local politics in the classroom. By and large, she was found good at teaching.

**Teaching English**

Head Master Pabitra Regmi taught English in all the classes and (English) Local subject in class V. He had good knowledge of the subject matter. His accent in English indicated that he had good pronunciation of English. He used translation method. He had no lesson plan and visual aids. Some relevant visual aids in the book rack in his office were unused. There was no interaction between him and students in the class. The investigator found him teaching teaching 6 periods in a day though there were many accusations expressed by the teachers, parents and SMC members about him.

**Teaching Social Studies**

Ramesh Bhandari taught Social Studies quite interestingly in all the classes and Local Subject (English) in class IV. He told the jokes to the students. He presented lesson with examples. His class seemed quite impressive. But the noise from the other class made his teaching less impressive. By and large, he was found good at teaching.

**Teaching Science and Environment Education**

Tej Raj Paudel taught Science and Environment in all the classes and Local Subject (English) in class II. Students in his class were silent. He used question answer methods to teach science and text book method to teach English. But most of the students remained passive in the classroom.
School Leadership

Head Master of this school was candid and outspoken. From his words it seemed that he was the sole authority of the school. He was beyond the rules and regulations. Regarding the complaints of the parents, the investigator had a private chat with the Head Master. He refuted the accusations. During school observation, he was found to be punctual. By and large, the leadership of Head Master was questionable.

According to the students, parents and School Management Committee (SMC) members, the school seemed to be in a pitiable condition which was a matter of concern for the investigator as the students suffered. The lack of dedication and commitment towards to the profession and disinterest towards the school on the part of the Head Master and teachers perhaps lead to deplorable condition of the school. It was unfortunate, that in the governments policy and lack of interest that the student was the sufferer, without any fault of his/her.

Major Conclusions

The multiple sources of data have illustrated problems and prospect along with the complex multiple realities of public and community schools.

According to the views of the respondents, it can be concluded that the school with good team is doing justice with the students and the school with divided mind is not doing any justice to students. Public school is sinking and trying hard to survive. School with impressive task oriented leadership is praise worthy from the stakeholders but school with disinterested leadership is blamed by the stakeholders for lack of learning and achievement. Community school has exhibited positive learning, creativity, personality development and socialization of students while public school has definite issues with lack of learning, creativity, problem solving, personality development and socialization of students. Students are being deprived of the learning opportunity by putting extreme pressure of medium of instruction on them.
School Environment

According to the views of respondents, physical comfort and environment influence teaching and learning and affects achievement. The teachers and students of public school did not have access to adequate environment to expedite learning whereas community managed school had sufficient access to adequate environment for learning.

The investigator also found adequate physical facility for learning in community school whereas there was lack of all these things in public school.

Quality of Teachers

According to the respondents, teacher commitment determines the level of teaching, learning and achievement. The teachers of community school work hard and cooperate with each other for student learning and success in the examination. Public school exhibits the problem of teacher absenteeism. Teachers of public school have no knowledge of students' language. This is the primary cause of low academic achievement. Teachers of public school have tendency to avoid teaching. Teachers are politically divided. They are found loyal to one or other political parties. Activities of political parties have been contributing to damage public image of public school and consequently affecting the students' future.

Teachers’ irregularity, no proper classroom management, and teachers teaching without the background of children's language were the factors contributing to the low academic achievement of public school whereas teachers, regularity devotion, readiness contributed to the better academic achievement of community school.

There is no question that the qualification, commitment to the profession and concern for students learning is integral part of teaching and learning. The views expressed by the respondents about the qualification and commitment of the public school teachers seemed biased. The quality of teaching and classroom practices followed by community school was not admirable as the respondents admired. From there views it seemed that being a local meant to be qualified and committed.
Students' Motivation to Learn and Succeed

According to the respondents, students of public school lack good example of success and achievement in their environment. The lack of opportunity to learn and succeed had resulted in low motivation among students of public school. Students of community school were well motivated. There was an consistent way of motivating them in school.

But in case of these two schools the results contrast. School with poor infrastructure (Bhorlee public school) produced better results than that of the school (Belavari community school) which was equipped with facilities. The students’ motivation to learn and succeed was found better in case of Bhorlee public school than the Belavari community school. So far as the question of poor motivation of SL2 learners is concerned, it was because of their socio-economic background and language background but not only because of the school.

Teaching and Learning Environment

According to the respondents, schools are not doing justice to students. They are ignoring joyful learning for creativity and social development. Classroom teaching is discriminatory. Teachers are not free from bias. Observation of teaching showed that teachers only focused on bright and simultaneous second language learners (SL1) while rests were ignored. Students' participation was rare. Textbook method, predominated, and seemed only known method of teaching in school.

The investigator after observing the classes of all the teachers of both the schools came to the conclusion that classroom practices had an effect on the learning of the students. The teachers of both the schools used Nepali medium of instruction. Most of the teachers relied on traditional methods to teach languages and other subjects. The way of teaching of both the school was similar. In some cases teachers of public school was found better than that of community school.
School Leadership

According to the respondents, School leadership is a fundamental determinant of enhancing academic achievement. School with the stable devoted Head Master receives support from the community for better learning. Head Master of community school did not agree that he faced any threat, problem from parents, students and teachers. He was committed to school performance whereas the Head Master of public school exhibited lack of commitment. He expressed frustrations and complaints about parents, teachers, students and the government for the lack of support.