

# Issues of Mathematics in Nepalese Education

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In this article, firstly I am trying to show mathematics is an important subject in all areas of life. Secondly the issues of mathematics in the Nepalese education system are discussed. In course of discussion psychological and other relevant aspects of mathematics are also taken into consideration. Lastly, I am trying to mention some aspects for the improvement of learning mathematics.

## Necessity of mathematics

Mathematics is intimately involved in everyday life. Right from the start of human existence on this earth, the use of mathematics has been a part of human activities. When man first wanted to answer the questions: How many ? How much ? How big ? etc. he invented mathematics. mathematics ..... from the needs of societies of people.

There is a definite need of mathematics in both long-term and day-to-day planning of peoples lives. Some knowledge of mathematics is absolutely necessary for everybody (eg. house wife, labour, shopkeeper, tailor, clerk, vendor, salesman, accountant, driver, carpenter, researcher, etc.)

The entire environment is surcharged with mathematics. Prices, rates, discounts, commissions, rebates, interests, taxes, shortages, production, distribution, inflation, etc. are issues which everybody is intimately concerned. Mathematics, like language, is also a basic tool of communication. In daily newspapers we frequently meet the uses of percentages, conversion rates of different currencies, daily weather forecast which are the examples.

## Issues of Mathematics in the Nepalese Education system

Some important issues of mathematics in our situation are as follows.

- Total time for instruction of mathematics
- The school mathematics curriculum
- General and specific objectives (level wise and grade wise) of school mathematics
- Observation from a Swedish mathematics teacher Robber Stride

According to Robber Stride contents of the syllabus should provide :

- (i) Basic knowledge for all students to help them to get along and be

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useful citizens in the complex society of today.

- (ii) The necessary mathematical background for further studies as well as other subjects. Stride also says that present maths syllabus does not meet either of these objectives. Its contents follow the present textbooks chapter by chapter. It does not integrate the various aspects of maths but treats arithmetic, algebra and geometry as three related subjects.
- Shrestha, K.N. (CTSDC 1982:23) states the existing curriculum in school contains too much theoretical material and application aspects are neglected. Both students and teachers have a feeling of dislike for the most topics, just because they could not find them helpful.
  - Another criticism of our mathematics curriculum is that it encourages rote learning without understanding. (eg. SLC result in mathematics)
  - Our textbooks on mathematics (Joshi 1999:4-5) do not represent female in appropriate manner. They over emphasize male affairs and under estimate female phenomena. It is revealed there is only one figure of female character for every 5 figures of males. Mathematics course books are seriously affected and are badly hit by the stereotyped presentation of women.
  - There is no research of evidence which indicate girls (disadvantaged group) inability to learn mathematics. The main cause of their difference to mathematics is I would suggest, lack of encouragement on the part of teachers, parents and guardians. Girls also tend to associate their inability to their fate and natural weaknesses.
  - Masky, S.M. (1985 : 17) with an aim of exploring the relationships between the achievement and class size in mathematics, found that students studying in small sized class achieve more than the students in a large sized class. It is difficult to fulfill the basic learning needs of the disadvantaged groups in such an overcrowded classroom.
  - Most of our mathematics teachers are not adequately qualified in the subjects concerned. According to a report (CERID 1994) about one third of the teachers were found to be under qualified for the level they were teaching in.
  - Result of Lower Secondary and secondary Maths teacher. Published from teacher service commission.
  - It is revealed that the mean achievement score in

mathematics is 43.81 according to National Achievement Level of Grade 3 students (1997). The National Assessment Report of Grade 5 students 1999 also indicates that only 27.25% learning outcomes are achieved. Similar performance of mathematics from the students.

- From analysing various teacher training programs of mathematics the following situations are mainly observed.
- A low level linkage between the curriculum and the process of training, with primary curriculum and primary classroom problems.
- Multiplicity of the types of primary teachers training and the absence of a sustained effort to improve curriculum and training methods.
- Visible decay in the university training programme in terms of curriculum relevance and training techniques.

### **Psychological Aspects**

Some of the difficulties students face are : lack of problem solving techniques, too many incomprehensible formulae, excessive calculations, non-experimental nature of mathematics, lack of interest, poor teaching, extensive syllabus, fear of teacher and the subject. Due to the presence of these difficulties our students are

disadvantaged in mathematics classes with some psychological barriers. According to sam O Ale. (1981: 483) students have :

- (i) the notion that mathematics is difficult,
- (ii) the attitude the mathematics is only for the gifted,
- (iii) a general fear of the subject

Besides these, due to the lack of ability and attitude of their parents our students are getting discouraged in this subjects.

### **Methods**

Our teachers do too much themselves, this is never enough activity on the part of the children. The teaching is too much teacher - centered. The rules, formulae and set patterns are strictly enforced. The study becomes belt tightening not allowing free breathing. When, unfortunately the student can not adjust himself to this rigidity, he starts thinking that he is an unfit student. he is thus discouraged, and either drops out or does not make much progress. In such situation how can it be life-related ?

### **Teaching materials**

Partly due to the lack of teachers specialized in the preparation of instructional materials and partly due to the lack of funds for purchasing such materials, chalk and talk are mainly used in teaching process. From a survey (CERID 1994 : 125) it

was revealed that even basic materials such as chalk-boards and dusters were not available in adequate quantity in about one-third of the schools.

### Curriculum

Our mathematics textbooks are not carefully researched and are written by a limited number of people. There are many similar type of problems in the same exercise. Furthermore, our textbooks represent mathematics as a pure collection of facts, only content, no development of original thinking. For better understanding they should place emphasis on process learning than content learning.

### Text books

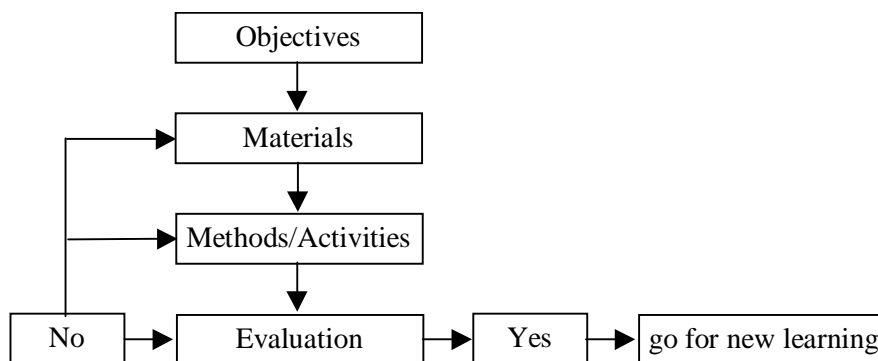
Majority of teachers follow textbooks blindly. Two further techniques exist, some teacher use textbooks partly, some make their own problems.

### Examinations

Selected topics are thoroughly crammed by the students to secure pass and other portions are neglected. Examinations direct an artificial need for reinforcement to many teachers are thier pupils.

Negligence of ‘Four Fundamental Aspects of Teaching and learning.’

- Teaching/learning for understanding
- Teaching/learning for assimilation
- Teaching/learning for transfer
- Teaching/learning for permanence
- Organizers of curriculum are failed to introduce practical problems. For making mathematics life related an underprivileged group such as girls could be given practical problems related to shopping, cooking, knitting, health and sanitation.
- Use of problem solving approach is neglected
- Use of instructional strategy is not adopted.



### **Aspects for the improvement of learning maths:**

- In modern maths teaching the distinction between pure and applied mathematics as well as the separation of maths from other sciences should be abolished. Application of maths from other sciences should be more emphasized.
- Maths in primary grades should be taught by using games and other environmental activities and contents should be made more practical.
- Most possible time should be devised to the child's own activity
- Each mathematics curriculum must answer these questions.
  - Why should students study mathematics ?
  - Does mathematics really contribute something to the development of human being ?
- There are four important steps that children should follow to learn mathematics and to be willing and able to use it effectively to solve problems of all kind:
  - Derive the mathematics from their own reality,
  - Discover and use the power of abstract thought,
  - Practice, and

- Apply the mathematics to something that is interesting to them.

School children should become proficient in the following:

- Problem Solving
- Communication skills related to maths
- Integration of topic within maths
- Relating maths to other subjects and to the learners' real world
- Understanding and using functions, relations and patterns
- Approximation and estimation
- Computational ability - both written and mental computation (with rational and some irrational numbers)
- Understanding and using mathematical structures
- Measurement (Primary)
- Geometry : shape and size of different figures (Primary)
- Algebra : Translation of Verbal (algebraic) problems into maths.

Many attempts have been made to improve the educational situation of children but no attempt has so far made to change the mathematics curriculum by making it life-related. This study is involved with the issue of affecting to enhance by providing life-related practical mathematical contents in our schools. Some suggestions have been made which could help mathematics to make them meaningful and life-related. This article makes some suggestions

for curriculum developers, teachers and education planners for providing appropriate contents for school children.

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# District Education Office Staff's Self-Assessment on Their Work : Decentralization and Individual Potentiality

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*In this article, I have discussed three categories of people's (District Education Office personnel) perception on their work. As the district education offices are considered as central arenas in decentralized education planning and management in the field of education. The article aims to explore the innate working situation (culture) of District Education Office (DEO) and its relation to decentralization. It is intended to show the working situation of power culture, traditional type of hierarchy based bureaucratic culture, etc and the DE office working environment. Information in the article has generated qualitatively from four different districts of Nepal. I hope such information regarding micro and perceptual analysis could give some insight in self evaluating their work for those who are working in the organization in general and to those who are working in the DE office in particular.*

## 1. School supervisor (SS)/RPs perception about their work

School Supervisors and RPs are considered to be responsible to supervise the schools regularly. The primary purpose of SS/RP system is to strengthen the school supervision system, to provide regular professional support to the teachers and ultimately to improve student's learning. Schools and teachers are supposed to be getting regular pedagogical and material support from SS/RPs. In the districts, there are school supervisors ranging 1 to 14 as per the size and number of the schools. The supervisors are working within the permanent structure of the ministry. The major role of School Supervisor (SS) is to supervise school regularly and submit monthly report to the District Education Office. They are also responsible for evaluation of job performance of RPs. Similarly, there is one RP for each around fifteen to twenty primary schools. RPs have been appointed among the head teacher/teachers of respective RCs

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under the scheme of EFA. Several activities (about seventeen) roles and responsibilities of School Supervisor are mentioned in the Education Regulation; Mainly they are class observation, discussion and feedback, model teaching, managing EMIS, curriculum related activities, support for developing SIP and VEP, conduct training, performance evaluation of teachers, national and district level program dissemination, etc (MOES, 2000). Keeping these basic and factual information in my mind in the next paragraphs I will be explaining supervisors perception towards their works.

Various literatures have raised the issues regarding the School Supervisors and supervision system in the context of Nepal. International Institute of Educational Planning (IIEP) (1998) noted that 'one major issue of supervision is the attitude of School Supervisors and RPs; due to their attitude there is long gap between concept of school supervision and actual practice. In the same vein, from other various literatures (Zaidi, 2004; Caddle, 2003; MOES/NCED, 2005) the issues has mentioned that various academic, administrative, financial, institutional, procedural, political, socio-cultural factors are contributing in developing unwillingness and negative attitude towards their job to the school supervisors; such as, the

working condition of supervisors is not supervision friendly; the recommendations made by supervisors are seldom put into account, if ever, acted upon by schools, by the DEOs, or by higher authorities; this is being the cause of dissatisfaction for supervisors).

Similarly, it was found that the perceptions of School Supervisors were not positive towards their service and it is very common phenomenon in the study districts.

In the following paragraphs, I have presented the descriptions about RP Puspa Katuwal's bitter experience that how the situation has dominated the working enthusiasm of field level staff so that they had perceived their job just obeying the order and completing formality. RP Katuwal claimed that he was efficient to do his work; he could give an effective leadership within his RC for formal and non-formal education, but he did not see the working environment.

*It was 10 a.m., I reached to the DE office, sat outside the office, and was observing the flow of office staffs; one man came and asked me who I am? About 5 minutes we made informal talk. The man was Resource Person, Puspa Bahadur Katuwal. He has been working since 1999 as a Resource Person. Before joining this service, he was the head teacher in his village school. After getting appointment as a RP, he requested*

the DEO that he had great enthusiasm to work in his village areas. He was assigned accordingly. He started his work very seriously. He developed an action plan discussing with the entire head teachers within the RC. The plan was developed in such a way that secondary school teacher meeting would be organizing on Monday and other meeting (if needed) would be organizing on Friday. During the other days in the week, he would visit the schools. He sent a copy of plan to the DEO office and started his work accordingly.

Usually, he was spending a full day in one school. In that academic year, he visited about 6 to 7 times each and every school within his RC. When he was participating the RP monthly meeting in the DE office, he would like to discuss about the technical, academic and administrative problem of the schools, however, he found his friends rarely took interest discussing about educational situation of the districts. Most of the meeting hour was being spend on talking on national level issues and criticizing the central level high bureaucrats or central level offices. The DEO also seems to be reluctant taking interest about field realities. After a year he found that schools' were improving. He also felt that he

was able to acquire high moral and prestige in his village and RC areas. Unfortunately, circumstances changed dramatically from the following years. It was the Shravan month; there was summer vacation (Barkha Bida) in the schools of the district. During such holidays, the RPs generally need to present at the DE office. However, Mr. Katuwal submitted a plan of action, because he had set a week long workshop for the RC head teachers. He did accordingly. However, when he came back to his office after completing his RC meeting, he got a letter of clarification (spasticaran patra) because of not being present in the office. There had been already written 'absent' (anupasthit) in the attendance register. He gave the clarification, he was not excuse. Finally, he used his personal leave during the period, though he was in the field and already submitted the field plan. However, he did not take this event very seriously. After finishing the leave (summer vacation), he entered his original job (visiting the schools, providing suggestions, organization of meetings, etc). Teachers were transferred from his resource center one after other within the three weeks, he tried to cancel the first decision (the transfer of the first teacher), but he could not get success. The teacher who was

*transferred became hopeless because the next school was very far from the home place. He could not see any rationale on this transfer. Any way Mr. Katuwal solved the problem saying that it was the exceptional cases. He requested the DEO about the seriousness of the problems. One after other, next other two teacher transfer the newly coming teacher came there who was not as competent as the previous one in teaching. After gaining number of such bitter experiences, his enthusiasm to work in the field and improve the teaching learning situation on the schools of his RC killed day by day and he started just obeying the order and completing formality like other RPs were doing and express with me "Nowadays, my bosses are happy with me. Nobody is complaining me. Sometimes, I get good opportunity by being periphery to the DE office rather than moving around the schools. It is also true that schools are suffering because of our carelessness.*

It was not only the case RP of Puspa, such experiences was commonly expressed during the field visit. School Supervisors and RPs expressed their humiliation that they wanted to do something but there is no way out; they say that they are just completing their duty; the situation does not allow them to initiate innovative, creative and

constructive works. Sukadev Tiwari, School Supervisor of Jumla, who is the senior most among them was not in the district during my Jumla visit. When I met him in Kathmandu (in my office), I was sharing my experience of Jumla visit, and trying to verify my understanding with him, at the same moment he expressed, *I went only three times there, in the last fiscal year sir! First time I stayed about 30 days and I conducted trainers training, second time I went, I took my salary and immediately came back, the third time it was last month of the fiscal year I had to submit some document and I stayed about fifteen days. As you know Mr. Bhatta was DEO in the last year; he is not senior than me. We started this service in the same day. Basu, he is three year Junior than me, now he is a section officer their. I am working since four year in that remote district. I did many effort to transfer from there, but nothing happening. Moti stayed only one year and transferred to his home district. Siva stayed only nine month and he is here in Kathmandu. We had sent there in the same day. There is no favorable situation to go in the field. If we suppose to go, DEO does not feel good. How can spend time? However, I spent my time easily in the last year, about six month I stayed with my family at home.*

During my field visit, I noted many such stories, while I was discussing with the officer level staff in the Dhankuta DE office, explaining his long experiences of school supervision, the school supervisor Mukesh Dabadi stated,

*There are four categories of School Supervisors in the system: Kakha badi (those who are Acting DEOs), sakha badi (those who are Section Officer), Karyalaya badi (those who have no more ambition but would like to be the periphery of DEO) and pakha badi (those who are sometimes in the field sometimes in their home or elsewhere and no body care them, I am in this group Sir!*

Not only from Puspa, Sukdev and Mukesh, I observed School Supervisors do not have motivation toward their works. The whole educational administration system seems to be influenced by culture of **Afnomanchhe**, bureaucratic hierarchy based structured working culture in the educational administration system, value for process not for the output. While viewing such working situation to the decentralized framework, where in education, decentralization means moving the decision making towards the school periphery; there is no compatibility between school supervisors' performance and decentralization.

Such incompatibility can be understood from different forms, when I was requesting to Suresh Karna School Supervisor of Dhanusha DE office to make some comment about his works, he saw the power culture is the most influencing factor to the supervision system. He stated, "One primary teacher could change the national policy. How can you say sir! We are not supervising the schools." He gave the example that while the Ministry of Education and Sports approved criteria for appointing those teachers who had recommended National Teacher Service Commission for appointing vacant post of the schools, the approved criteria was changed by teachers single delegation to the ministry, because one or two teacher of Dhankuta district did not want to work where the DE office gave them the permanent appointment. I again asked him to be more critical about their works so that I could understand the working culture and the relationship with the concept/principle of decentralization. He said, "Look sir! Supervision system would not be effective unless and until the some authority to take action for the teachers is not provided to us, for example, in the last month I was conducting teacher training for the primary school teacher; a teacher (participants) came with having full of alcohol and

disturbed the training. But, I could not take any step to him.” Though, the existing educational rule and regulation provides authority to the DE office to take action against their unfavorable activities, but because of teachers affiliation in the political parties the DE office does not able to do so. The offices are seems to be paralyzed to initiate their own decision as a decentralized organization.

Ganesh Adhikari (school supervisor) also do not see the environment of taking important decision in the district level. When I found most of the DE stakeholders were worried about the wastage of non-formal education and I was trying to understand why and how things are happening in the non-formal education sub-sector. He argued that *The only one reliable way of eradicating illiteracy over the district is to make the RC powerful. At first, each RP/school supervision would identify the number of illiterate people within their RCs. The nation needs to calculate per unit cost, all the illiterate people whom we need to say literate should be multiply by the unit cost, that much money should be provided to the respective RP/supervisor. There should be the compulsion for each and every RCs. If the government wants to learn*

*such vision I am ready to involve the piloting program. I am ready to show the model initiation in my RC.*

Not only Ganesh Adhikari such local specifies ideas had argued frequently during my field visit, but I found hardly to discuss about such issues and make creative decisions in the district level so that the field innovative ideas would be captured for the educational development of the district. However, it is also true that some of the School supervisors/RPs were doing some innovative activities in their RCs. Supervisor Mukesh Dabadi, even categorized himself in the **Pakhabadi** category, he was trying to keep himself positive. He explained, “nobody is worried about the school improvement, bringing problem in the office is also sometimes become danger for us, so I am trying to do my best within My RC.” He further explained, “Last year, I visited all the schools within my catchments. I presented my school visit experiences and problems in the head teachers meeting. And we decided to initiate three new and innovative activities, which are initiating in this year”. I found within the schools of Mukesh Resource Center the new activities were:

- ‘Hand writing improvement scheme’ in the lower grades - for grade one, grade two and grade three;
- ‘Coaching classes to the grade nine and grade ten students’ for achieving the better result in the SLC examinations and incentive for those subject teacher, from the locally managed resources; and
- ‘Class register maintaining scheme’ –all class teacher should maintain a register about socially and economically backward student’s (dalits, girls, etc) enrolment, dropout, repeaters, promoters related information.

When I got such positive information and tried to understand how other field officers perceiving this? And were there any compatibility between such activities and decentralization? They see the problem of sustainability on the above mentioned three activities, because, according to them if Mukesh transfer from the resource center, school they may not be continuing such initiations.

From analyzing number of these events, observations and perceptions of the people, I understood that for school supervisor, there is not conducive environment to work in a decentralized framework. As I

mentioned in the previous paragraphs that such un-conducive environment is happening because of power culture, traditional type of hierarchy based bureaucratic culture, structured rule and regulation and other various organizational and central factors. Beside such factors, the supervisory system is not functioning because of local stakeholders and beneficiaries readiness and interests; schoolteachers do not like pedagogical supervision, head teacher always expect administrative help from them. During my field visit, I noted many such stories illustrating, how the situation has dominated the working enthusiasm of field level staff so that they had perceived their job just obeying the order and completing formality. Although, they were not satisfying to their work, they also did not see the alternative ways of improving the school supervision system, they argue – they could contribute a lot for educational improvement but need more authority and recognition.

## **2. Section officers’ perception about their work**

The Section officers in the district assesses their work in such a way that they were doing things well there are so many working areas where do not require more support, knowledge and skill, however, there

are some other areas where they need more opportunities and exposure. While I was asking to assess his work himself to Krishna, section officer of Dhankuta district, he said, “ I am using my knowledge and skills adequately, in some of my assigned and not assigned working fields I need to contribute more, but I am not been able to manage it. For example, the service delivery has not being effective in the field of curricula and curricular materials, but we had not been able to address such issue.” He wanted to interact more with NGOs and other stakeholders to mobilize them for the development of non-formal education as it is the government policy, but he was feeling inefficient knowledge and skill for qualitatively accomplishing such activities. He argued, “I have less exposure in these areas. I am doing my work by learning by doing; I found it is not sufficient in these fields. I think some observation of success stories and some more theoretical knowledge is required to me”

It indicates that district people need more capacity building for addressing the local specific activities. The Section Officers see that there is mismatch about the educational activities to be accomplished by DE office and local government. For example, Section Officer Krishna Pokhrel expressed,

"unless and until VDCs are not made responsible, it would be very difficult to eradicate illiteracy in the district". The non-formal educational activities in the district are governed by DE office. But some of the section officers in the DE office of my field district argued that it should be the responsibility of local government.

After interacting to the officers of the DE office, while I am trying to see the relationship between the Officers working environment and the educational decentralization; I found district had given less importance, value, as well as had not had substantial capacity in translating the centrally designed program into the local context. They also had less know how, chaotic working environment to initiate local specific and innovative educational activities.

### **3. Assistant staff's perception about their work**

As I have already mentioned in the last Chapter that for smooth and efficient functioning and achieving the goal of DE office in the decentralized framework the role of support staff is most essential; the degree to which the support staff can function depends upon their skills, motivation, attitude and ability (MOES, 2002). So, the attitudinal (perceptual) analysis of those staff is seems to be important for understanding the organization culture of DE office in the

decentralized perspectives. The working behavior (culture) of DE office assistant staff was tried to understand through their perceptual analysis and by observing the educational activities initiating everyday in the office. The assistant staff perceived their work mostly as job of reply the centrally asked activities and their boss order, direction and suggestions (lagae Arhrae co kam garne). They are working under the structured framework. Discussion with the assistant staff about the educational problem of the district is rarely happened. The following expressions may give some insight about the assistant staffs perception towards the decentralization of educational activities.

**Siva of Dhankuta:** We do what our senior boss asks us to do. Our (assistant level staff's) working style depend on the DEOs, some DEOs like to discuss more some less. However, I think we need to discuss more about the educational problem of the district among the office staff.

**Suku of Kaski:** For the improvement of the education system the work done by the DE office need to be evaluated at first, the potentiality of the DE office is utilized properly many expectations would be fulfilled. But we are trying to decentralize the roles and responsibilities to the SMC, this has

created schools as a place of political battle.

**Karan of Dhanusha:** If decentralization is worked properly in the education system, our role would be the same or may be little bit different because we are the followers of the direction from the senior officials.

**Jiva Mahat of Jumla:** We are doing but what are the results we do not know

**Ruplal of Dhankuta:** We are such people that just follow the order and direction. I do not see any other important activities we need to do if the system is tied with the decentralized framework.

The officials were expressing their perception to their own experiences and understanding, for Siva of Dhankuta decentralization in the district depend on the intention and ability of DEOs and the same perception could be understand from Karan of Dhanusha, Jiva Mahat of Jumla and Ruplal of Dhankuta, however the assistant staff Suku of Kaski there should be a demarcation which agency do what; he did not believe in decentralizing more authority to the school, which could bring better achievement in the system.

Some of them perceived themselves having little knowledge and skill for working under the decentralized framework. They feel the need of

public relation skill if decentralization is put into practice more efficiently. They expressed their enthusiasm to accomplish their structured task more qualitatively and customer oriented. Assistant staff of the examination sub-section of Kaski DE office, Mr. Badri Nath Subedi, who was one of the youngest staff of the office; he had already completed M. Ed. Degree in curriculum and planning, he could handle computer and photocopy machine efficiently. His experiences in the same office were seven years. He assess his work as "The foundation of our service were academic course from the campus and the public service examination, but we never did the practical activities related to our working areas. Nowadays we have to respond a number of people in the office, we are doing without training. I think, we need training about the social dealing. We need the skill that how to respond to the local people".

The assistant staff did not make any comment about the decentralization; they viewed it in a narrow sense. They see narrowly may be because of limited knowledge and exposure in this field. They opined that the potentialities human resources in the DE office have not been utilized fully. They further argued for effectively utilizing the potentiality, the DEO should be efficient and

should have positive attitude. From their perception, it can be understood that DE can work more efficiently in the decentralized framework if the office human resources is utilized properly, the office can deliver service more efficiently according to beneficiaries interest and concerns. Not only the service delivery, it can strength its roles on educational planning, implementation and facilitating to the schools.

### **Reflection**

The analyses of the stakeholders' perspectives towards the DE office educational activities led me to have feeling that the district level stakeholders are not satisfied with the performance of the DE office. They examined that the DE office staff were not serious toward the teaching learning activities of the schools. It was very difficult to establish the linkage between the DE office people's concerned and activities to children's learning. The district education stakeholder saw the pleasing culture, unprofessional work behavior, reluctant to respond to the clients, lack of motivation, weak leadership, and political alliance, busy in non technical work, structuration and bureaucratic upward accountable working culture, and number of environmental complexity for the low performance. At the same time they also argued that there were capable and potential

resources in the DE office for providing educational service more efficiently in the district. Amidst this contradiction what I felt from the analysis of stakeholders perception was that despite the low performance, the district educational stakeholder gave high importance to the DE office for the development of education in the district.

To some extent, the DE office people themselves agreed that they were undertaking the DE office educational activities with rigid, unimaginative, and inflexible and in some case pliable toward the powerful politicians and senior officials. From the perception analysis, I experienced they were doing more coordinating and administrative work rather than technical and academic. If we compare the role of DE office as a technical organization with the people's perception toward the DE office, it seemed obvious to be dissatisfied of district stakeholder toward the performance of the office as they were not expecting much more different service from the DE office as the government envisaged as a technical institution (as the government has made MOES and its constituent institutions as a technical institution and has developed roles and responsibilities to be accomplished as a technical officer).

Despite the low performance of the DE offices, the common point that I learnt from the DE office people and stakeholders' perception analyses were that both of them see the capacity and potentiality in the DE office people. These reflected that the DE office was not working under the decentralized framework (they were not using their full potentiality as well), however, if favorable working environment is created with some motivating initiatives it could work as a technical organization, i.e. the work activities of DE offices could link with the teaching learning situation of the schools. It could address the district specific educational affairs more efficiently. It could coordinate the local and state educational affair more efficiently. Hence, by creating working environment as a technical office by linking its activities for enhancing the teaching learning situation of the schools, the DE offices could work as a more decentralized and coordinating office.

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# Innovation in Education for Relevancy and Effectiveness : An Appraisal in Nepalese Perspective.

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## Abstract

*The author, in this article, has tried to shed light on the need for innovation in education in Nepalese context. In this context, he has presented the real situation of the education system in the country with the present scenario. He has tried to highlight over the education system of Nepal comparing them through the angle of national phenomena. In this connection, he has rightly observed over the educational policies that are incorporated in the Tenth Year Interim Plan by Nepal Government. The author, presenting his suggestion states that the world has entered into advanced scientific and technological type of education and the children of Nepal are required to be given the best education and opportunity to develop individual excellence and enable them to contribute to the advancement of the society. It is constantly being felt that the system of education in Nepal must be modernized, at least in the Asian standard. Demand for education can*

*be created by the modern welfare government through the use of more advanced techniques. Democratization process in education started since 1951 followed by liberation in Education in 1990 and attraction of foreign investors in educational areas where it is impossible to invest by Nepal after Nepal's entry into WTO. Nevertheless, the political instability in the country to some extent obstructing qualitative development of education for mass people and attracting foreign investors in education sector. He has also analyzed over the Three Years Interim Plan which has just prepared by Nepal Government. The author further says that recently, in our country, education sector has been badly affected and ruined by the politics. Therefore, quality education is very far from our vision. All the academicians, educational planners and intellectuals believe that political stability is pre-requisite for the development of education system in the country.*

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## Prologue

It is known to all that education is the most important infrastructure and means for all round development of human being and human society and it appears us to think positively and more purposefully and to continue further research and exploration for the betterment of mankind.<sup>1</sup> At the outset, It may be appropriate to present the factual literacy rate, poverty situation and the Nepalese education system currently existed in Nepal. According to 2001 population census, Nepal's population was 23.1 million now it is estimated to be 25 million. Total literacy rate is 53.7 % in 2001. Despite Nepal's richness in human and natural resources, the present reality is that income poverty is pervasive in the country. Nepal is one of the least developed countries where about 45 % of the total population is estimated to be below poverty line.<sup>2</sup> It attempted to mould education sub-system to suit the total system of Nepalese life. The History of educational development in Nepal is very short. With the political change of 1951, the fundamental changes have been brought in

educational scenario. Government of Nepal is committed to achieving the goals of Education for All (EFA) as predetermined in the Framework for action agreed in the year 2000. By this end, Government of Nepal has developed National Plan of Action covering the period of 2001- 2015 and EFA 2004- 2009 programme to guide development in education over the next five years. School education system at present in Nepal comprises Early Childhood Development, Pre-primary, five years of primary level education from grade one to five, three years of lower secondary education from grade six to eight, two years of secondary education from grade nine to ten and two years of higher secondary education from grade eleven to twelve. A national level School Leaving Certificate (SLC) examination is conducted throughout the country by the government at the end of grade ten. Basically, there are two kinds of schools such as community schools and institutional schools. Community schools are government funded schools whereas the institutional schools are the private funded ones which do not receive government aid. Nevertheless, they are bound to follow the national curriculum and participate in the S.L.C examination. As regards the higher education system in Nepal, Bachelor degree comprises of three to four years

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1. Prof. Shyam Kanta Silwal, (Dr). 2006 "Need for Innovation in Education for Relevancy and Effectiveness: with Special Reference to Nepal." Nepal Law Review, Nepal Law Campus, Vol. 19.No. 1 & 2.. p. 1.
  2. Jebin Adhikari, "Situation of Micronutrient Malnutrition in Nepal," *Ilam*, (Annual Educational Journal), Vol.6, 2007, p.1.

education depending upon the subject and two years master's degree. Some universities offer Post Graduate Diploma and Masters of Philosophy (M. Phil) courses. Degree of Doctorate of Philosophy (Ph. D) is regarded as the highest degree offered in the country. At rest, the intermediate level equivalent to the higher secondary level is being offered under the university system which has been planned to merge into higher secondary education system by the government. Similarly, while talking about the Sanskrit subject, a separate line of Sanskrit is existent in Nepal that runs from the school level to the higher education. Technical schools or centers scattered throughout the country also offer a technical stream of education. It is clear that innovation is needed in education for quality education with effectiveness, relevancy, growth and search for higher objects and ideas. In this sense, an innovation must have a goal or purpose. Innovation in education are therefore, naturally characterized by novelty, uniqueness, greater efficiency, greater cost effectiveness, attractiveness, usefulness and above all relevance. We have our astringent experience that different forces operate in an educational context which either facilitate or block or impede the rate and process of educational innovation. Continuous educational

changes and progress are no exception. Each education system has its problem of efficiency, effectiveness and relevance which is expected to be solved by education all in appropriate way.

So far as innovation in education for relevancy and effectiveness in the Nepalese context is concerned, education sector is in progress. Education transferred from the elite circles to mass in the year 1951 in Nepal and democratization of education commenced since then and education has been taken as great equalizer in society. Benefits of education go far beyond an economist's domain of growth, production, marketing and distribution. Education is the most important factor for economic and technical progress of the country as well as achieving overall development of an individual and society. Fundamental transformation of society is brought by changes in the organization of knowledge and technology.

Similarly, preparation of experts and specialized manpower is felt because of modernization and strive always for preparing of specialists, experts, educated manpower in various fields within the country because such manpower reflect a educated manpower in various fields within the country because such manpower reflect a heightened level of human

articulation, including the urge to question and improve oneself, or to improve one's immediate working and living environment and improve the quality of life of people.

In this context, it may be appropriate to observe the goals of national education and principle objectives of the Tenth Five Year Plan hereunder:

1. To mature and develop the personality and inherent talents of each person.
2. To instill respect for human values and the will to safeguard national and social beliefs so as to help in developing a healthy social unity
3. To help individual keep her or his identity in the national and international context and help her/him lead a socially harmonious life in the modern world
4. To help for the modernization of the country by creating suitable human resources for its development
5. To teach about the protection and prudent use of Nepal's natural resources; and
6. To help them who are disadvantaged and underprivileged into the mainstream.

The long term visions of education of the Tenth Five Year Plan have set as follows:

1. It envisioned to help for raising standards of living of disadvantaged communities and women by implementing literacy, post-literacy, income generating and functional non-formal education programme;
2. Improve quality of education and universalize quality of primary education according to the development needs of the country;
3. Supply basic and medium level skilled technical workforce required in the country;
4. Employ education as an effective means of economic and social development for poverty alleviation by developing human resource potential to produce skilled workforce that is essential for all round development in the country and that can complete at the international level and can contribute to the economic development to the nation;
5. Define, standardize and review quality of education;
6. Increase educational opportunities for women and the disabled in the context of Education for All and mobilize youths and sports activities to prepare competent and disciplined workforce required for the country.

Nepal Government has recently prepared a three years Interim Plan

(2064/065-2066/067). In that plan the government has also incorporated some noteworthy plans relating to educational issues for the different groups of society i.e., peoples of different ethnicities, women, poor sections, disabled persons of the society and so like. We can hope that the plan also may be able in providing quality education needed for the country in order to solve the ad-hoc educational problems in the country to some extent.

### **Some of the Imperative Issues and Problems**

Now, it may be worthwhile to discuss upon some of the imperative issues and problems relating to education in Nepal. Indeed, Asian countries have done many efforts for providing equal opportunity in education but even now, elite circles and children of higher echelons in the society are getting more opportunity and property in the acquisition of better education and lower stratum people's children in rural areas educational situation is found very slow and low. Education system in Nepal is also not free from any flaws. Despite the five decades of development planning at the local level, basic socio-economic development structure such as schools, primary health centers, communication, technical advances for agriculture, infrastructural

facilities etc are still lacking in Nepal. Similarly, problem of management in education is emerging due to limited resources, lack of planned typed of manpower, controlling problem, compulsion problem, action and operational problem, party politics and so on. Similarly, equal and qualitative demand for education from the indigenous nationalists, backward and undeprived sections of the society are still unfulfilled. Likewise, education results are also inconsistent.

As we know that the recent development of information and communication technology has made possibility of creating virtual age of knowledge based industries. In the present day world, peoples can have accessibility of instant information on aquatic of things with the help of information and communication technology devices. But, Nepalese people in rural areas do not access communication facilities and information devices as providing in the heart of capital. Similarly, language barrier and financial adversity also have become some of the major ingredients for the educational development of the country. Nepal is one of the poorest countries in the world with a per capita income estimated to be around \$ 237 per annum. In fiscal year 2004 an estimated overall

poverty incidence of 38% and increase in the absolute number of poor since the mid-1980s widening interregional and national income inequality. The gender dimension of poverty is reflected in women's unequal access to food, education, health care, long GDP of working hours, exclusion from productive resources and community activities. Nepalese society is characterized by complex various in ethnicities, castes, languages, religion which influence access to schooling, employment and resources.

The rotted structured inequalities and exclusionary practices also impede upward mobility of disadvantaged ethnic groups of castes. Political instability and weak governance have lowered the returns of government poverty reduction efforts. Continued political instability and its adverse consequences have contributed to fueling the insurgency and weakened the government's ability to resolve the conflict. The period from the restoration of democracy in 1990 to May 22, 2002 had been marked by constant inter and intra party fighting and frequent changes in governments in 13 years many of which were fragile coalitions. Nepal is facing unprecedented development impediments. Nepal's development challenges are immense where approximately 80 % population lives in rural areas and the country is

characterized by small landholdings, rapid population growth, fragile ecology, which make poverty chronic in many parts for the country. The National economy sandwiched between two economic powerhouses (India and China) is shrinking. Both manufacturing and agriculture sectors are stagnant, export is dwindling, inflating is creeping up steadily and fiscal balance is in disarray.

### **Conclusion**

To sum up, the world has indeed advanced scientifically and technologically and the students of Nepal are required to be given the best education and opportunity to develop individual excellence and enable them to contribute to the advancement of the society. It is constantly being felt that the system of education in Nepal must be modernized, at least in the Asian standard. Demand for education can be created by the modern welfare government through the use of more advanced techniques. Democratization process in education started since 1951 followed by liberation in education in 1990 and attraction of foreign investors in educational areas where it is impossible to invest by Nepal after Nepal's entry into WTO. Nevertheless, the political instability in the country to some extent obstructing qualitative development

of education for mass people and attracting foreign investors in education sector. Similarly, Appointment to the academic positions together with all the educational activities should be done only on the basic norms and values of quality education i.e., efficiency, experience, qualification instead of political ideology with party yeshmanship, sycophancy, toadyism and so like.

All the academicians, educational planners and intellectuals believe that political stability is pre-requisite for the development of education system in the country. Last, but not the least, the students also should not be affected by the politics. The entire educational sector should be made free from politics and that should also be made more academic in nature. Then only quality education can be achieved as hoped by the

nation otherwise, all the efforts and investment done in the educational sector may be in vain.

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# Continuous Assessment System: Analysis of Policy Practice Gap

Tulasi Prasad Acharya\*

## Background

Student evaluation/assessment is an integral part of teaching learning activity and it is linked with teaching learning practices. There are different types of evaluation techniques, out of them formative and summative are the main types. They can be used on the basis of need and context of learning environment. The Continuous Assessment System (CAS) is an approach which is related with the formative evaluation system. It is a practice in which teachers manage their classes adopting the techniques of student centered teaching learning process and assess individual student all the time using judgment based interaction with a wide range of formal and informal techniques in teaching learning process regularly and remedial treatment is provided continuously to improve their learning achievement.

CAS is a mechanisms whereby grading of the learners in the cognitive, affective and psychomotor domain of learning systematically takes account of all their performances during a given period

of schooling (Falayalo, 1986). According to him it is a mechanism that enhances the learners' holistic development not only cognitive one. CAS as an assessment approach which should depict the full range of sources and methods, teachers use to gather, interpret and synthesize information about learners (Airasian, 1991).Learners are evaluated gathering maximum information as far as possible which are related to them.

CAS is an assessment approach which involves the use of a variety of assessment instruments, assessing various components of learning, not only the thinking processes but including behaviors, personality traits and manual dexterity.

## Characteristics

- It is carried out frequently along with teaching-learning activities.
- It is formative evaluation system.
- Regular feedback is applied in teaching learning activity.
- It is informal evaluation system.
- Weak students are assisted to improve their learning outcomes and talents are encouraged to learn more.

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## **Objectives of CAS**

To increase attendance rate of students.

To reduce drop out rate of students.

To maximize cycle completion rate of students.

To minimize the stress of examination.

To maximize the learning achievement level of students.

To reduce repetition rate of students.

## **CAS practice in other countries**

### **Malawi**

Integration of the continuous assessment in all primary school curricula and teacher training materials. Policy makers are now considering integrating the continuous assessment model into all of Malawi's primary schools' curriculum and the teacher training colleges.

### **Honduras**

In the process of developing integrated curriculum materials educators established continuous assessment process to enhance the quality of the non- formal education experience and to learn what students were and were not mastering in the curriculum.

### **South Africa**

Teachers share assessment results with parents, teachers, community members and the learners themselves. Students are supported by teachers and parents in their

studies during the school years continuously. Regular reports from the teachers based on continuous assessment allow the parents to know about their children's progress.

## **CAS practice in Nepal**

BPEP-11(1999-2004) mentioned some key features and one of them is to introduce CAS and LPP (Liberal Promotion Policy) for the improvement of quality primary education. We have started CAS linking with liberal promotion policy at primary level since 2000. It was piloted in all schools of five districts (Illam, Chitwan, Syangja, Surkhet and Kanchanpur) where compulsory primary education (CPE) was launched. At present it is being applied in grade four in fifty schools of ten districts, five schools in each district where textbooks of primary level are being piloted. The piloting districts are Taplejung, Dhankuta, Bhaktapur, Rasuwa, Dhanusha, Baglung, Jumla, Doti, Kapilbastu and Kailali. From the academic year-2064 it is declared to implement in all schools up to grade two and in grade three by the academic year 2065. Liberal Promotion Policy (LPP) and continuous assessment system are being used together with the concept that the CAS can be the base of LPP. It is true to some extent and it could be the foundation of LPP but the essence of CAS is beyond LPP and it is not only to support the

LPP program but to improve learning achievement of the students with a view to maximize internal and external efficiency of the school education system.

#### **Policy about CAS and LPP**

- a. CAS is one of the components of improving learning achievement to provide quality primary education (BPEP-11)
- b. CAS and liberal promotion policy should be applied from grade one to seven (NCF of School Education & SSR)
- c. CAS should be launched up to grade five on the basis of pilot experience. (Tenth National Plan)
- d. School examination system should be improved through the introduction of formative assessment system instead of annual examination. (EFA Action Plan- 2001-2015)
- e. Liberal promotion policy is brought in practice on the basis of continuous assessment up to grade three. (Primary Education Curriculum, 2062)

#### **Policy practice gap**

Policy is seen very lovely to implement CAS in all schools but practice is being weak in the real context. It is hardly found to be implemented in almost schools. Child centered teaching learning is catchy slogan but practice is different and has not been applied yet. It can successfully be applied where

teacher student ratio is suitable but reality is different and has to do in crowded class. Its vision is to improve achievement level of students whereas practice has to pass and fail the students paper pencil test. The policy is not supported by program and program is not being assisted by practice. There is vast gap between policy and practice. "Policy making is like an imagination whereas implementation is struggle with reality" has been relevant in the implementation of CAS and LPP.

#### **Findings & comments regarding CAS**

CAS could not be helpful to improve students' achievement level. Teachers think that CAS is only for upgrading purpose not for formative purpose. Students of CAS piloted schools scored low marks than non CAS students in achievement tests (study Report-2003). Lack of teachers to conduct the program. It is comparatively expensive program, lack of commitment and honesty of concerned authorities to run the program, time consuming and difficult to manage, lack of support and guidance from the stakeholders. (Participants' views - curriculum dissemination of grade two, 2064)

#### **CAS related issues**

1. How can be CAS successfully implemented?  
It has been serious issue because CAS could not be implemented

successfully and efficiently. The concerned authorities must think either to implement it or to revise the program.

2. How to change the examination oriented attitude of all stakeholders?

Another issue is related with the attitude of the concerned stakeholders regarding the traditional evaluation system. They are seen as change resistant and hardly believe to CAS. So their attitude has been another barrier to implement CAS smoothly.

3. What could be the effective and supportive strategies and programs to implement CAS successfully?

It is another issue to find out and develop effective strategies and programs regarding CAS. Till now, it is not implemented to the extent of desired degree in our country. It has been just nominal program without real implementation.

4. How to create responsibility to run the program from local level to central level?

By creating responsibility in each level they can be made responsible for its implementation. Otherwise no one would be responsible for this Herculean job and they tend to blame for its failure to each other

instead of practicing and taking own responsibility about it.

## **Challenges of implementation**

### **Appropriate size of classes**

The classes are not in appropriate size. A teacher has to teach in crowded class where a number of students are studying in a class. As a result the teacher can not manage their record effectively.

### **Commitment and enthusiasm**

School staffs are seen reluctant towards this program. They are not so enthusiastic and devoted to implement it in the schools. They think that it is monotonous task to maintain records of individual student regularly.

### **Degree of concern of the policy level**

Implementation is more difficult job than the policy designing. The designed policy remains incomplete until it is not successfully implemented. But the policy making level have to rethink about the implementation mechanism. Otherwise the good policies remain only in documents without implementation.

### **Work load of teachers**

Teachers have to teach daily more than six periods in different classes. They hardly have leisure time and are very tired by teaching. They don't have extra time to maintain portfolios of the individual student.

So they think that it is extra burden for them.

### **Skill and knowledge of maintaining records**

Most of the teachers are unaware of record keeping system of CAS. They have not got enough training regarding the record keeping process. So they are unable to apply it as the intended level or degree.

### **Availability of resources**

The financial position of most of the schools is not satisfactory. Schools are unable to purchase individual record files (Port folios) for each student. Central authority is not providing materials regularly in enough quantity to each school.

### **Status of support programs**

It is very difficult to find out the support programs for the enhancement of CAS. CDC (Curriculum Development Center) should be well equipped technically and financially to move ahead this program but it has not been as prioritized as curriculum development activities to support and drive it towards the successful implementation. Sufficient budget should be allocated to CDC to run the program.

### **Recommendations for the improvement**

1. Teachers' preparation and understanding of CAS is a crucial factor. As they are the key persons of implementation they

have to be ready to apply it with sound understanding.

2. Teachers' knowledge and skills for the test construction and administration should be strengthened. For this they should be provided skill based and demand based training.
3. It is necessary to create positive attitude towards the program. Knowledge, skill and attitude are the multiplied factors. If the attitude is zero with sound skill and knowledge the result would be zero. That is why creation of a positive attitude is a must for it.
4. Right sizing of teacher student ratio should be maintained. If the teacher student ratio is very high, it is difficult to bring it in practice. A teacher cannot evaluate many students at a time. So number of teachers should be increased as the number of students increase for maintaining teacher student ratio.
5. Regular monitoring and supervision system should be done to support teachers. They should be technically assisted according to their need. All school supervising and RPs should be well trained.
6. Enough budgets should be allocated to run the program. Due to lack of enough budgets, it is difficult to manage instructional materials. So the schools should

be well equipped with enough resources.

7. Coordination should be maintained with line agencies to run the program efficiently and effectively. Single effort may not be effective and enough. So there should be good linkage among various agencies.
8. ECD classes should be run where CAS is implemented. It helps to maintain appropriate teacher student ratio in primary level.

### **Conclusion**

CAS is a formative evaluation system though it is a bit difficult to manage and implement. The focus of CAS should be on the improvement of learning achievement along with LPP. It is not so easy to apply as it is said and mentioned in the program and policy papers. So it could be futile effort to implement CAS without managing basic infrastructures. AS aforementioned challenges and issues regarding CAS, they should be addressed as far as possible to make it alive by the concerned authorities. If it is not possible to apply and is not so practical in our context, it is necessary to adopt alternative approach so that it can be implemented efficiently as an

evaluation process. Similarly there should be appropriate balance between policy designing and implementation framework about CAS. All policies should be based on the context of implementation. It would be better to pay attention in different recommendations provided by study report and the views expressed in workshops as the valuable suggestions regarding to take remedial steps for the further improvement.

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# Gender Issues : Equity, Equality and Discrimination

Bharat Raj Tripathee\*

## Background

Women worldwide are in a secondary position to men and have been raising their voices for equality for centuries. Though their situation has changed and is improving in all spheres of life there still exists a gap between men and women and their participation is low in all developmental activities (UN, 1996). In 1948 the UN General Assembly unanimously adopted the Universal Declaration of Human Rights relating to matters of human rights such as individual security, slavery, torture, protection of the law, freedom of the movement and speech, religion, assembly and right to social security, work health, education, culture and citizenship, without discrimination in whatsoever form (Koirala, 2003). This declaration was supposed to be adopted and followed by all nations in respect of their citizens without any discrimination on the basis of race, colour, sex, language or other status. In spite of this article having been adopted by all nations much discrimination continues.

Traditions, prejudices, social, economic and political interests continue to exclude women from fully enjoying the provisions of the Declaration. Prevailing definitions of 'general' human rights put them in a secondary position or 'special interest' status within human rights considerations (Pathak, 2002). Such marginalization of women in the area of human rights is reflected as gender inequity in the world in general and in the condition of women's rights in particular (Jayaweera, 1999). It has contributed to women's continuing subordinate status. This suggests that the universal human rights agenda could not reflect the issue of women's subordination and it was felt imperative to bring in a specific agenda to encompass the needs, constraints and interests of women by special consideration. The social relations analysis seeks to understand the social processes that sustain the unequal distribution of resources. This would address the issues of the distribution of power directly.

In 1995, looking forward to the UN women's conference in Beijing, Stromquist presented a feminist

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critique, 'Romancing the state: Gender and Power in Education' as the presidential address to the Comparative and International Education Society. She argued that women have less power and fewer civil rights than men, and that transformative policies by states are needed to create more equitable gender orders (Heward, 1999). Despite critical feminist perspectives on the patriarchal state, the women's movement has expended considerable effort promoting legislation, which has then been poorly implemented (Das, 2000). Due to the rhetoric of successive UN women's conferences, echoed by aid agencies, many countries have hurriedly put in place legislative frameworks on gender equity. These have then been implemented with weak access policies (Poudel, 2002). They avoid radical policies addressing content, which might transform gender orders and empower girls and women. Stromquist concludes: 'women have obtained more symbolic than real victories from the state and have constantly underestimated the ability of education in the reproduction of conventional gender identities' (Heward, 1999:9). This indicates the necessity to improve the implementation of gender equity policy in the country.

To understand women's situation in society, it is crucial to examine the double role that women perform as mothers and workers (Bhasin, 1993; Das, 2000). For this, understanding the household is a vital site as women's consciousness is structured partly by the socialization process, which acculturates the gender ideals of the dominant ideology, and partly by women's pragmatic negotiation of gender roles. Poverty is an essential factor in the subordination of women because of its association with a limited domestic infrastructure. Unlike schools, which are easily observable, households are private settings to which researchers rarely have access. (Das, 2000). It is difficult to document the various negotiations and resulting decisions between husband and wife, adults and children within households. These decisions can be reconstructed from certain indicators disaggregated by sex, such as literacy, years of schooling, health, nutrition and poverty. Because social statistics do not always distinguish between men and women; and often fail to differentiate between socio-economic levels we know relatively little about gender differences within the household (Stromquist, 1999). It doesn't only raise the question of the reliability of published facts about gender disparity; it also indicates that the real problem of gender

discrimination is higher than published. Such cases are very common in the developing and resource-poor countries like Nepal where most of the people are uneducated.

### **Gender Equality and Equity**

Sometimes we find that the term equality and equity are used as synonyms. Therefore, it better to be clear about these concepts. It is hoped the discussion given here will be helpful in developing such clear concepts. Gender equality 'refers to norms, values, attitudes and perceptions, required to attain equal status between women and men without neutralizing the biological differences between women and men' (Bhattachan, 2001:155). Gender equality means equal facilities and opportunities for women and men.

Equity is concerns with legal rights (Poudel, 2002). It means fairness and right judgement. It is based on the broad principle of justice. Gender equity refers to 'fairness in women's and men's access to socio-economic resources' and also it is a 'condition in which women and men participate as equals and have equal access to socio-economic resources' (Bhattachan, 2001:155). Equality does not necessarily mean equity. Equality is a more straightforward mathematical concept that reflects the extent of differences with respect

to the possession of any desired goods, resources or services (Bhattachan, 2001).

There is a structural gender inequality in society (Heward, 1999). Therefore, the traditional role of female and male should be changed to provide equal opportunities to women for physical and mental development (Bhasin, 2000). Their access should be at the policy-making and decision making level (Poudel, 2002). In every area and sector women should have the same rights as men. Sometimes equal rights are not sufficient for the equal development of disadvantaged groups because they cannot compete with advantaged group. In such situations positive discrimination is necessary for a certain period of time (ibid). The provision of positive discrimination for disadvantaged groups can help and encourage them to develop. Lastly, the aim of gender equality is to reach gender equity (Bhattachan, 2001). Therefore, if there is no gender equity, then policies of gender equality and gender equity should be applied.

Gender inequality is found more or less in every part of the world (Heward, 1999). Inequality is mainly found in one, or more than one, aspect of the following :

- (a) Education,
- (b) Consciousness,

- (c) Politics
- (d) Culture
- (e) Property
- (f) Earning power
- (g) Technical skills and knowledge (Subedi, 1997).

The above discussion shows that gender inequality exists in every part of the world in different sectors. But the degree may vary. This indicates the need for gender inequality elimination programs in different parts of the world. What effort is being made with this issue? A brief discussion is given in the following paragraphs.

There is currently an impressive array of international declarations and agreements concerning women's right to equality in status in many aspects of life. In addition to the 1979 convention on the Elimination of All Forms of Discrimination against women, there are agreements on equal pay for work of equal value, equal political rights, maternity protection, equality in employment, equality in education and equal marriage rights (UN, 1996). High emphasis is given to eliminating gender disparity from the world. The question can be asked: How is this emphasis influencing society?

Although there has been some real improvement in the position of women, the reality continues to fall short of even minimally acceptable standards in many parts of the world,

and no where can women be said to enjoy complete equality with men (Unterhalter, 1999). Evidence of women's inferior status ranges from failure to recognize the economic value of their unpaid labor, to lack of access to education, and from sexual harassment in the work place to domestic violence, culminating in some cases in murder (Subedi, 1997). Conditions are the worst where poverty exacerbates the burden of economic, social, political and legal discrimination (Poudel, 2002). Change has generally been slowest in regions where discriminatory practices are deeply embedded in the prevailing culture, often with the sanction of religious and customary law (UN, 1996). Poverty and conservative beliefs and practice seem the main barriers to gender equality.

Women make up half of society and they should have equal rights to live in the society like men (Majupuria, 1996). Education plays a very important role in the improvement of social equity. In many ways social equity is inseparable from economic development, as improved education for all enhances the overall quality of human resources within the economy. Concerning this, ADB's Framework and Criteria for the Appraisal and Socioeconomic Justification of Education Projects pointed out that:

- Education can play a direct role in poverty reduction by enhancing the remarkable skills of the economically disadvantaged and vulnerable groups and by expanding their ability to take advantage of income generation possibilities and available social services.
  - Education plays a key role in promoting the interests of women and increasing their diversified impact and contribution to national development goals. Women must have equal access to, and participation in educational activities.
  - Through its impact on employment opportunities and earning potential, education alters the value placed on children and the willingness of parents to invest more in each child's development.
  - Education contributes directly and indirectly to a higher level of socio-cultural and economic development that provides sufficient resources to address environmental issues (Lee, 2002:3).
- should be expanded and consistent measures must be taken to reduce disparities.
- For basic education to be equitable, all children, youths and adults must be given the opportunity to achieve and maintain an acceptable level of learning.
  - The most urgent priority is to ensure access to, and improve the quality of education for girls and women, and to remove every obstacle that hampers active participation. All gender stereotyping in education should be eliminated.
  - An active commitment must be made to remove disparities in education. Underserved groups, such as the poor, street and working children; rural and remote populations; nomads and migrant workers; indigenous people, ethnic, racial and linguistic minorities; refugees; those displaced by war, and people under occupation, should not suffer any discrimination in access to learning opportunities (Lee, 2002:4).

Similarly, Article 3 of the 1990 World Declaration on Education for All pointed out that:

- Basic education should be provided to all children, youths and adults to this end. Basic education services of quality

Nepal is committed to following the 1990 World Declaration on Education for All and different gender inequality programs launched by UN, ADB and other international organizations (MOES, 2003). Though equal opportunity in

education falls within the arena of women's human rights, the socio-cultural scenario is not conducive to their education in Nepal (Koirala, 2003). Conservative attitudes and behaviour still persist and the need for women's education is viewed as benefiting only women. It is not seen as something that would benefit the family, the society and the whole nation, having a beneficial impact on the family and quality of life. It indicates that intervention is necessary in traditional practices to eliminate gender disparity from our country.

### **Gender Discrimination**

Discrimination according to gender is known as gender discrimination (Bhasin, 2000). Generally the term 'Gender Discrimination' is interpreted as discrimination against women. It implies that only women suffer with gender discrimination problems. Are women globally, the only ones suffering from this problem? Does gender discrimination mean only discrimination against females? Research studies are necessary to find satisfactory answers of such questions.

I have some experience about gender discrimination in Scandinavian countries like Sweden and Denmark. My main source comes from discussion with people in various professions and my observation in

different field visits in these countries. The status of women in these countries is among the highest in the world (Pathak, 2002). The Head of State is a woman (queen) in Denmark. There is strong female participation in universities, in offices and in firms as students, personnel or workers. Are women in these areas satisfied or do they feel there is gender discrimination? My teacher Ulla (female) said in a discussion that there are no women in key posts in Danish government. She declared that most of the top positions in different institutions are males. One of the main officials of the Library of Danish University of Education, Anne, (female) said that she is happy because more than seventy-five percent of library staff are female. However the Chief Librarian is male and that makes her unhappy. This shows that even in this area women feel gender discrimination. Then a question can be raised. 'What is the experience of men in the area of gender discrimination? I discussed about it with young males. They said that for some jobs it is difficult if you are male. If male and female apply for a same job, priority/preference will be given to female. This is not due to her qualification, ability and capacity but to the fact that she is female. Most institutions are afraid to complain to a court by female if they

do not give priority to females. When both man and woman are not satisfied, what types of gender equity/equality are we looking for? Gender discrimination means the socio-cultural discrimination on the basis of gender, either discrimination to female or discrimination to male. Plato have said that women are unqualified to be guardians of the republic (Nooding, 1998). However in the selection of guardians, only those traits and competencies long associated with male public leadership were sought. Plato held that some highly talented women could develop these traits usually identified with men (ibid). Clearly, to become a guardian, a woman had to become like a man. Today, some feminists take a similar position. Jane Roland Martin criticized Plato's opinion. Martin objects that such an approach entirely neglects the central importance of 'reproductive' child-bearing and the raising of children; caring for the ill and elderly; maintaining a home and responding to the physical and psychological needs of families (ibid). All these tasks are brushed aside by Plato. Martin's arguments raise crucial social issues. If all able women become like traditional men, who will raise the children, care for ill and elderly, and maintain supportive home environment? This invites a

crisis of manpower for household work.

After 1970 attempts to reduce gender discrimination have done a lot at national and international level in favour of gender parity (Acharya, 2002). In spite of these attempts, there is a lot to do to eliminate gender discrimination. We can find different amounts of gender discrimination in any part of the world. Women in most societies lack institutional and decision-making power. They are seen as inferior to men because of their gender (Stromquist, 1999). How can females develop confidence and leadership skill in such discriminative environments?

Education can play an important role in eliminating gender discrimination (Jayaweera, 1999). With more education, women may be better equipped to protect themselves against violence or at least have greater access to legal representation (CERID, 1997). For the majority of women, such a solution is too simplistic. For example, female teachers and female students may find it difficult to stay on school if they try to challenge the system, and many feel isolated as well as physically threatened. But to bring change to a system is not easy.. It needs sacrifice and revolution.

The apparent lack of incentive to learn on the part of some girls, and

their difficulties in competing or setting high goals for themselves, could be accounted for by the problems they face in many schools (Fox, 1999). It was reported, for instance, that in co-educational schools nearly all leadership positions and responsibilities are given to boys, so that girls rarely have an opportunity to develop confidence and self-esteem (ibid). Such practices undermine girls' abilities and capacities. When social practices are directed towards conserving a way of life, they tend to be concerned with reproduction (Hamilton, 1990). It shows that school is playing a role of agent to reproduce gender discrimination.

As women begin to reflect on men the fragments of these experiences gradually start forming a pattern and, they realize that each one of them has had to struggle in one way or another against discrimination. The feelings and experiences of subordination destroy self-respect, self-esteem and self-confidence; and set limits on aspirations (Bhasin, 1993). Women's movements against gender discrimination are the result of experiences of discrimination. This shows that in spite of many attempts to reduce gender discrimination it remains a serious problem.

### **Conclusion**

From the above discussion we can conclude that a traditional social

structure preserves and reproduces gender discrimination. In order to bring about true gender equality, there needs to be a complete change in the traditional attitudes of the family and society towards women. This can only be brought about when women themselves recognize their own value and contribution to society and develop the confidence to talk about themselves - their own ideas and feelings. Educational awareness is slowly influencing and changing conservative attitudes. Rational discourse about traditional practices and change to the present education system is necessary if conservative practices are to be avoided.

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## **OARE : Online Gift for Nepalese Researchers in the Field of Environment and Nutrition**

Arun Kumar Rai\*

Internet can play vital role for all the people who are seeking the latest information on various subject areas. information can be transferred easily, quickly and correctly with the help of Internet. Internet can play very important role to fulfill the Lancaster's dream 'Paperless Society'.

Most of the Nepalese researchers may depend on the offline or hard copy resources to fulfill their research work. It means they may not access the right information at right time. For providing the right information to the right person at the right time through internet, lots of programs have been launched in different subject areas. Easy way to get the right information at the right time is to know the ONLINE programs of different subject areas.

Here short introduction is given about one of the latest and very useful ONLINE programs (OARE), which provides nearly 1800-research journal articles in full text freely.

### **What is OARE ?**

The full form of OARE is **Online Access to Research in the Environment**. The OARE program,

set up by United Nations Environment Programme (UNEP), Yale University and leading science and technology publishers that enables developing countries to gain access to an outstanding digital library collection in the fields of environment, nutrition, food, agriculture and related social sciences. It provides a collection of 1747 foreign overseas journals to institutions in 107 countries. It is designed to enhance the scholarship of the many thousands of students, faculty and researchers in environment, nutrition and life sciences in the developing world.

Launched in October 30, 2006, OARE will provide access to 1747 journals from the world's leading academic publishers. The website of OARE is <https://www.oaresciences.org>

### **Who can participate ?**

The OARE Publisher Partners offer free access to relevant institutions in the Band 1 countries (70) and low cost access to the Band 2 countries (37). The country lists (Band 1) are based on GNP per capita (World Bank figures, 2006). Institutions in countries with GNP per capita below

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\* Library Officer, CDC

\$1000 are eligible for free access. Institutions in countries (Band 2) with GNP per capita between \$1000 - \$3000 pay a fee of \$1000 per year. Individual publishers reserve the right to add to or delete from these countries eligibility lists.

All institutions joining OARE Band II will receive an initial free trial period of three months. Registered institutions will be invoiced in due course by UNEP for the \$1000 fee for access during 2007. The income generated will be invested in local training initiatives. Within these countries OARE will benefit not-for-profit national academic, research or government institutions in environment and related biological, environmental and social sciences.

#### **Founding publishers of OARE**

1. Blackwell Publishing  
<http://www.blackwellsynergy.com>
2. CABI Publishing <http://www.cabi-publishing.org>
3. Elsevier  
<http://www.sciencedirect.com>
4. Kluwer Academic Publishers  
<http://www.wkap.nl/kluweronline>
5. Lippincott, Williams & Wilkins  
<http://www.lww.com>
6. Nature Publishing Group  
<http://www.nature.com>
7. Oxford University Press  
<http://www.oup.co.uk>
8. Springer-Verlag <http://link.springer-ny.com>
9. John Wiley & Sons  
<http://www3.interscience.wiley.com>

These are the founding publishers of OARE providing access to over 1700 of their journals. Currently 38 publishers contribute journal content to OARE.

#### **How can we participate with OARE?**

To participate with OARE institutions should be registered. Individual is not able to register with this program. We cannot participate with it without registration. Eligible institutions whose staff and students may have access to the journals are

1. Universities and Colleges
2. Research Institutes
3. Environment Extension Centers
4. Government offices
5. Libraries

There have two types of registration process: free and paying low cost. If institution is registered with this program, it will provide the username and password for using this program freely. The process of registration is:

1. Log on [www.oaresciences.org](http://www.oaresciences.org);
2. Click on Register menu (Registration menu is on home page of OARE);
3. Fill the registration form in detail and submit the form;
4. After about one week the user name and password will send us through mail for free access to the resources of OARE.

## **How do we get the full-text from OARE?**

If institution is registered with OARE, full text of any articles will be accessed freely which have been cited on OARE using user name and password. The process is;

1. Log on [www.oaresciences.org](http://www.oaresciences.org)
2. Click on log on menu
3. The menu of user name and password will be appeared
4. The user name and password will be typed and click on ok menu
5. The list of alphabet will be appeared (The list of alphabet is the starting title of the journal)
6. Click the appropriate alphabet
7. Then the title of the journal will be appeared. We can go the appropriate title of the journal by selecting
8. Then the detail bibliographic information of the journal will be appeared. There may be the Search Option too- basic and advanced
9. We should type the keywords for searching the full-text and click on OK/.....
10. The detail bibliographic information list will be appeared again
11. We should select the right literature (article) from the list
12. There may be three options **html format; full text format and pdf format**

13. We should click on **pdf format** (Our computer should have Acrobat Reader program)
14. Then the full text of searching article will be appeared
15. We can now save, print or transfer the storage media (floppy disk, CD ROM, pen drive, DVD)
16. We can search any literatures related environment, nutrition, and related social sciences freely from OARE anywhere where internet is available except out of country.

With the help of user name and password all the resources of OARE can be accessed freely. Due to the cost of the foreign journals, we are not able to pay for hard or online copy. Through OARE, researchers, policy-makers, educators, students, technical workers and extension specialists have access to high quality, relevant and timely environment and nutrition information via the internet. We can easily say OARE is the online bonus digital library for Nepalese people. CDC has been already registered with this program

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  - (e) [www.yahoo.com](http://www.yahoo.com)
  - (f) [www.google.com](http://www.google.com)
  - (g) [www.oaesciences.org](http://www.oaesciences.org)

## English as a Second Language: How to Teach Effectively?

Durapada Sapkota\*

*“Education is a wonderful thing, but it is well to remember from time to time that nothing worth learning can be taught.”* Oscar Wilde.

In this article, the writer will look at some of the ways of English language teaching. Especially this article concentrates on the teaching of English as a second language, which has talked about the existing conditions, pedagogical approach, some guidelines and some challenges of teaching English as a second language in our country and some solutions for it.

English language is taught in Nepal as a second language because it is very important and appropriate international language to Nepal. English language has become essential to work with the external world. So, all of us want to learn English language and teach to our children. In view of this truth Nepal has made the provision to start English as a subject from grade one in all Government schools. But all of the teachers may not have the knowledge of how to teach second language i.e. English. Teaching second language is much difficult

than teaching first language of the child, for that training for teachers and other exposure should be provided to the learners in schools and outside the schools which helps to learn effectively.

### **Teaching English as a Second Language: What is?**

Teaching English as a second language refers to teaching English to the students whose mother tongue is not English but is Nepali and other languages in the context of Nepal. Teaching English as a second language can take place in English-speaking regions, for example in language schools or in Universities and colleges, but usually occurs in the student's own country. Therefore, teaching English as a second language can be either within the school system, or private, or in an after-hours language school or with a one-on-one tutor. The teachers may be native or non-native speakers of English, For example teachers of Nepali mother tongue can teach well English language for Nepali learners of English. Qualification requirements vary considerably, not only from country to country, but

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also among employers within the same country. But these academic certificates only do not always satisfy employer's requirements due to the lack of teaching practice and other trainings on English language teaching. It is also important to note that some private language schools will require teachers to complete their own in-house training programs, whether or not they have obtained qualifications from elsewhere. There is a high demand of English teachers and no statutory requirements, employers (private Educational institutions) may be willing to accept unqualified, untrained candidates also in our context.

Difficulties faced by English language teachers regarding language, culture or simply limited time may mean it is difficult for them to teach English language, they have to spend more time on learning English like culture and other which are different from us. Some Informal and formal professional organizations like NELTA, Teachers' Union can help by providing trainings and seminars, workshops etc. for English language teachers.

### **Second Language Teaching: Pedagogical Approach**

The pedagogical approach to language is also unclear or inconsistently applied in many classrooms, with teachers either

ignoring the presentation of language completely, in the belief that learner would simply pick up the language or as gaps appeared in learners' proficiency, being led into teaching about the language rather than encouraging language development through use. An additional problem is that the content is very often disconnected from the lives of the learners themselves. The wealth of knowledge that students have - their ideas, attitudes, experiences, feelings, preferences, hopes, and dreams are given no space in the classroom.

The challenges confronting students (and teachers) who we just embarking on learning another language (English), or who were placed in content classrooms where the language of instruction was new to them, can be summarized as follows:

#### **Learners often:**

- did not know what they were expected to learn
- lacked the linguistic and content knowledge to engage in a topic
- weren't clear about the language to use
- did not have enough language to complete tasks
- found tasks too challenging or confusing
- were required to learn about language rather than acquiring language through using it

- found that what they had appeared to master on one day was gone the next
- had difficulty relating content and tasks to their own lives
- were unable to see progress for their efforts

### **Communicative Language Teaching**

Communicative language teaching (CLT) is an approach to the teaching of languages that emphasizes interaction as both the means and the ultimate goal of learning a language. Despite a number of criticisms, it continues to be popular, particularly in Japan, Taiwan, and Europe. Task-based learning (TBL) is a particular approach to CLT which has been gaining ground in recent years. This can be the appropriate approach to teach English language in our context too. Bearing this truth in mind the curriculum and textbooks developed by Curriculum Development Centre are developed in line with communicative approach. Some dissemination program conducted by Curriculum Development Centre will also help English teachers to follow this approach in teaching.

### **Simple Teaching Guidelines**

Teaching English to speakers of other languages is both challenging and rewarding. More and more competent people to teach English language are choosing to teach

English as a Second Language in our country as in other countries. Whether in English speaking countries or in countries around the world (countries where English is taught as a second language), the teacher of English as a second language will need to keep in mind the following simple guidelines:

- Use non-verbal cues. Facial expressions, hand gestures, and other non-verbal cues are a great way to overcome the language barrier. For example, when explaining the concept of tall, raise your hand high into the air. When explaining the concept of cold, shiver and chatter your teeth.
- Use visual aids. Sometimes a picture is worth a thousand words, and this is particularly true when teaching English as a second language. Visual aids can be used to teach everything from vocabulary to prepositions. In addition to instructional advantages, visuals keep lessons interesting for the learners. If possible, get access to an overhead or slide projector for effective presentations.
- Put students in groups. If the teacher is constantly talking, learners of English as a second language will never get a chance to practice. Group work gives students an opportunity to

practice the language. Groups work the best with 2 to 6 people; with any more people, not everyone gets a chance to participate. It is also a good idea to group students with different first languages together when possible.

- Use bi-lingual materials. If the teacher speaks the same language(s) as the students, the situation will be greatly simplified. But not many teachers have the luxury of speaking the same language(s) of his/her students. Bi-lingual materials can help a teacher of English as a second language to draw on a student's native language without knowing it him/herself.
- Repeat and rephrase. Teachers of English as a second language need to repeat everything at least three times. They should also vary the wording of their remarks. A student may know one set of vocabulary but not another – even when the topic of discussion is the same. Even if the student does understand a concept upon first explanation, he/she will still benefit from the repetition and variation of language. It will expose him/her to new words and phrases.
- Don't over-correct. Our first instinct as teachers of English as a second language is to correct

student language errors. Over-correction, however, can make students reluctant to use the language. If afraid of being corrected every time they speak, students will simply stop speaking – and therefore learning – the language. Of course, there are appropriate times to correct language mistakes. If a concept – for example the past tense - has been discussed at length in class, it is appropriate to correct students when they form the past tense improperly.

- Create a safe atmosphere. Learning English as a second language is not an easy thing emotionally. Students will feel self-conscious about their lack of English ability and will thus be reluctant to use the language. The job of the teacher of English as a second language is to create a safe and supportive environment, one in which the student will be comfortable experimenting with the language. That means that laughing at or putting down others can not be tolerated in any way, shape, or form.
- Teach function of language not form. Until and unless we teach function of language students won't be able to communicate in target language. So, teaching of language function is more important than its form.

## Challenges and Solutions of Second (English) Language Teaching

Nunan has determined some challenges that had identified in

classrooms, with the suggestions of fellow teachers and researchers and following some solutions. These are set out in the following table.

Challenges	Solutions
Knowing what they are expected to learn	Make instructional goals explicit to learners. Good teachers see each lesson in terms of long-range and short-term instructional goals. They think about the lesson from the viewpoint of the learner and consider how individual learning styles, preferences, and abilities will interact with the lesson to be delivered. (Met 1994: 160- 1)
Lacking linguistic and content knowledge to engage in a topic	Initiate the learning process with schema building tasks that build on existing knowledge. These children need to learn new linguistic forms that will enable them to express concepts in their second language which they already know in their first. Then they need to move beyond the known using their developing proficiency in the second language to grapple with new concepts. ... In addition to consolidating familiar concepts and learning new ones, these children need to develop context-dependent language which is closely tied to the individual's here and now or recent past experiences. Handscombe, J. 1994: 333-4)
Unclear about what language to use	Provide explicit models of what learners are expected to say and do. These can be learned and used as 'formulae'. Learners, like native speakers, learn formulas because it reduces the learning burden while maximizing communicative ability...It is possible that formulas are slowly unpackaged, releasing valuable information, which is fed into the knowledge system the learner uses to produce and understand creative speech. (Ellis, 1994:86-7)
Having enough language to complete tasks	Provide support through "scaffolding". Imagine a picture of an adult holding the hand of a very young toddler with the caption "Everyone needs a helping hand". ... the child does what he or she can and the adult does the rest; the child's practice occurs in the context of the full performance; and the adult's help is gradually withdrawn (from holding two hands to just one, then to

	offering only a finger, and then withdrawing that a few inches and so on) as the child's competence grows. (Cazden 1988: 102)
Finding tasks too challenging or confusing	Provide step-by-step support through "progressive structuring" and "task chaining". In the successful classes, a remarkable consistency was found across the lessons conducted in any given subject area by each teacher. (Wong-Fillmore 1984: 29)
Learning about language versus learning through using language	Use tasks that encourage learning by doing. Just as Smith (1978, 1982) has argued that one learns to read by reading and to write by writing, it can be argued that one learns to speak by speaking. (McLaughlin, Rossman & McLeod, 1983).
The instability of the learning process	Adopt an organic approach in which target language items are constantly recycled through a rich array of contextualized and authentic texts.
Relating learning tasks to their own lives	Provide opportunities for learners to contribute their own ideas and feelings. Personal experience gives life, texture, and subjective personal meaning to abstract concepts and at the same time providing a concrete, publicly shared reference point to testing the implications and validity of ideas created during the learning process. (Kolb 1984: 14) When learners have a choice over what is said, and part of this is content known to the learner but not the teacher, learning is enhanced. (Ellis, 1988)
Seeing progress for their efforts	Give learners opportunities to self-check and build up records of achievement. Group- and self-evaluation procedures encourage student to develop conscious awareness of their language use. (Day and Shapson 1991: 35)

In fact the goal of second language teaching and learning is to develop communicative competence over it because language is the vehicle (way) of communication. In Hyme's view a person who acquires a communicative competence acquires

both knowledge and ability for language use. There are different techniques and methods of second language prevailed among them teacher has to select which can best be implemented in the classroom but only one type of method is not

appropriate to teach different skills and aspects of language. The selection of teaching method is influenced by the learner and their age, cultural background, experience and how much they have mastered over language and obviously the aim of the course to be taught. The ability of the learners to learn language can be varied so the teacher should consider all of the students and help to develop their language competency as much as they can. Good luck with all of your teaching plans!

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