

0.0 Data:

0.1. Name:

Chandra Joyti Lower Secondary School, **Sagar Bakanje.**

0.2. Drawing:

No drawing at the present

0.3. Participants:

Interview with headmaster Ang Dawa Sherpa.

1.0 School:

1.1. School History:

Built and paid for by the local community and the SMC in 1967/2024. Three years thereafter a tinroof was provided by Edmund Hillary instead of the wooden plank roof. The school was built because of a vast need as a result of many children and no school to go to. Until 1978/2035 the villagers paid the teachers salary. In 1978/2035 the school was approved as a primary school with DEO supporting the school with teacher salaries and books. Class 6+7 have received their books from HT since 1980/2037 and DEO has paid teacher salaries in these classes from the same year. Recently a new building has been built by RRN increasing the 5 classrooms into 8, 4 new and 4 old, plus a large office-room. The current office-room used to be a class-room. The extension to class 7 was made in order to have lower secondary nearby instead of sending the children to Junbesi. From 2000-2002/2057-2059 the school extended with a non-approved 8. class, wherefore the students had to take their exam in Kenja. Now they have a temporary permission to run class 8 meaning that DEO does not have to pay the salaries for class 8 teachers. HP are paying instead. In order to achieve the permanent permission more students in class 8 are needed and a total number of 175 at school.

There is a problem with the light in the old buildings as a result of no skylight. They are hoping to get the necessary money from VDC to pay for skylight in the roof.

The school has a contract about new interior design for the old buildings, but a very low budget to achieve it. Danish Rotary is paying, but the SMC might need to find extra money.

1.2. Buildings:

1.3. Organization:

Parents Teacher Association: 25 members.

1.4. School Fee:

1.5 Uniform:

1.6. Scholarship:

1.7. Library:

DEO donates 20000 and HP/Rotary provides an extra 60000 NRS. They have contacts in the US that can provide them with secondhand books. New books will have to be bought. The library is meant to entail all sorts of books spanning from english over science to leksikas and novels.

A sciencelab will be finished in spring 2008/2065.

1.8. Teaching Materials:

2.0 Teachers:

Ang Dawa Sherpa comments on the teachers and the school in general:

Ang Dawa Sherpa are in general rather unsatisfied with the teachers. He believes that the teachers do not cooperate or talk about teaching, but they are all teaching according to the standards set in the HT courses which results in the following teaching types.

As a rarity Ang Dawa Sherpa actually has some qualified meanings about teaching methods why we choose to mention them even though we earlier on wrote that we would not mention this subject.

The students are active and are asked questions, assigned exercises and in science there is practical teaching with microscopes. The students also work in groups discussing questions from the blackboard and the group leader will make a short presentation of their work after 45 minutes. This method is used in all classes and subjects, typically at the end of a chapter to summarize the things learned. In English they have conversational practice in groups, which is valued higher than their written English. Moreover they listen to tapes.

Ang Dawa Sherpa is unsatisfied with his teachers, who are inactive. They are often late and do not act as they are expected to. However the lower classes refrain from complaining about them. Alcohol is also a great problem among the teachers and either they do not know their duties or they do not care about it and their job. Their lack of motivation is a problem as well. The problem is however, that they all live nearby and are acquainted with one another, wherefor real criticism of them is hard to get away with. The school supervisors from DEO are not better in their job, as they should control that the pupils have the expected skills and that the teachers are good enough. Ang Dawa Sherpa has requested them to come more often, but still they only come once a year and are not critical enough. The school management committee are uneducated, which results in the unwanted consequence, that the SMC is not able to control the teachers and the school. Overall the headmaster is dissatisfied with student discipline, teachers, parents, DEO and the SMC. Ang Dawa Sherpa would like a campaign directed toward the parents and teachers in order to make them aware about the school's importance. In our view, however, he does not seem to consider himself as a natural leader behind a campaign like this, even though he is the headmaster.

We try to ask if there is anything that is going well at school, but instead we hear another criticism of the teachers. The teachers are full of empty words. At the meetings they would like to improve the things that are in need of improvement, but the day after it is forgotten. He would like to have a daily teacher meeting, but whether he has taken or plans to take any initiative towards it, is not clear.

A teacher can not really be fired. Partly because of the close relations in the community. But also because of a general rule. If he or she is not in a temporary job and has a teachers license then even DEO cannot fire him. The only possibility is to find another teacher and then persuade them to change schools with one another.

2.1. Teachers Data:

2.2. Teachers Comments:

2.3. Multiclass:

The school has a nursery class, but no classroom for it. As a result they are taught together with class 1.

3.0 Students:

Ang Dawa comments on the students:

When there is a problem with a pupil the parents will be contacted, often through a note and a monthly follow up meeting for all the contacted parents with Ang Dawa. Problems are also discussed in the Parents teachers association.

Ang Dawa stresses that it is the parents and the teachers who remain the main problem.

There is a need for the teachers and the different school organisations to be more active.

3.1. Students Data:

3.2. Discipline/interest in school:

The students do not follow the rules and regulations at school, because the parents have not taught them discipline at home. Especially a problem with the uneducated parents which amounts to 99 %. The lack of discipline results in noise disturbances in class - especially when the teacher is not there - destroying furniture in the afternoon, throwing stones over the roof when the teachers are not looking, lack of motivation in the afternoon and even more noise as a result of this. This problem may result from only

few students taking lunch. To cope with this the school does not teach the main subjects in the afternoon. Instead population, moral science and the like are taught.

Students discipline is worst in the lower classes

3.3 Regular attendance:

3.4 Does all the children of the area attend school?

3.5 Energy Level:

3.6 Lunch:

He wants to talk with the parents and ask them to send their children to school with lunch. Many pupils go home in the lunchbreak and does not return. The next day they will be corrected in front of the class, but so far it has not fixed the problem.

3.7 Homework:

The pupils receive questions to a part of a chapter a day which they then need to finish. From class 6-8 the homework is longer and harder and it is important that they learn to write well. The teachers use around ½ an hour for correction pr 45 minute lesson, but that is not enough. 20-30 minutes are needed pr pupil and 30 minutes come from the lesson and 15 from the teachers lunchbreak. Our comment: We assume that we have misunderstood something here, as the time stated would not allow the teacher to correct more than 2-3 homeworks pr class.

A solution from Ang Dawa could be an extra teacher to correct the homework.

3.8 Amount of household and farm work for the students

Work at home is a problem; before school, because they then will be tired in school, after school, because they then will not have enough time for their homework. Almost 60 % do not do their homework. It is not always the same 60 %, but a certain part of them are always among the önon-döersö. This is a problem as their education will be worse than the rest of the pupils.

We suggest him to introduce a 5-10 minutes break between the lessons in order to increase the pupils learning capacities and concentration level and decrease the noise level. He is positive towards it, but also thinks that the parents will be skeptical and will interpretate it as unserious.

4.0 Parents:

4.1 literacy level:

Ang Dawa thinks it to be around 1%. Migth be cause be his general dissaticfaction with the school.

Ang Dawa comments on the parents:

The parents do send their children to school, but they do not think about why they do should do it, i.e. why school is important.

- they cannot help their children, because they themselves are uneducated ó around 85 % have no schooling at all.
- they do not teach their children discipline, because they do not know it is important.
- they do know that school is important, but they do not understand the purpose of it and because of this, they are not really engaged in the different committees.
- Ang Dawa holds that the parents are against human and children rights and they want the teachers to discipline their children with punches (our comment: this opinion seems to contradict the above mentioned lacking knowledge about the importance of discipline).

4.2 interest in and understanding of the importance of school

4.3 amount of parent support for the school

4.4 activity among the parents, fx in the School Management Commitee (SMC)

4.5 any speciel arrangements for the parents at school

5.0 Wishes/Problems:

Wishes:

Wooden walls are wanted as well to improve the heating as are new blackboards plus tables and chairs.

More game instruments, like volleyballs. They do not last long as the surface punctuates them.

Problems:

8 teachers for 8 classes (plus nursery) results in a situation, where there is no time to check the homework. When they do check the homework, they do it in the office. This is a problem as the students are not disciplined enough to learn without a teacher. Homework checking takes up every 15 minutes out of a 45 minutes lesson. Ang Dawa's solution: Extra teacher(s).

Our overall view:

Ang Dawa seems to know a lot about all the problems at his school. The parents are not good enough, the teachers are drinking too much, the students are too undisciplined and so on. However he does not seem to be doing much about it, even though he is the headteacher and has been so for many years. Many of the problems may be a consequence of bad or lacking leadership from his side, along with a difficult climate to lead in, i.e. criticism of people ó parents or teachers ó from the community is hard to make from a person within the same

6.0 Schoolexcursion

Excursion:

Would like to receive other schools in the future although it has to be agreed in the SMC. The educational program of the excursion is rewarding as the children from Bakanje VDC do not otherwise see a hydropowerplant.
community.