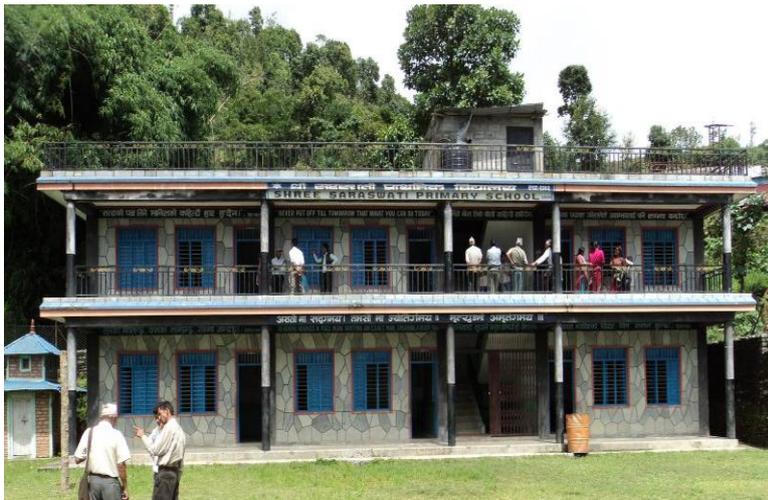


1. Introduction



Saraswati Primary School is a government school where the children from the surroundings of Sarangkot enrol for the primary education. Basically, the government run schools in Nepal are meant to provide formal education for disadvantaged, marginalized, low economic background and the so-called Dalit children. Saraswati Primary School is no exception to it.

Sarangkot Foundation, Nepal has been supporting the school since its establishment in Zutphen, the Netherlands in 2000. In the long course of time, the school has got its own new and modern building, well playground surrounded by fence, new modern toilets, a notice board in the corner of the school ground, new furniture for the teachers in the staff room and a water tank to serve the school's toilets.



Beside this, Sarangkot Foundation has been serving the teaching materials, text books, prizes for the winners in a variety of activities in school. On the one hand, the school was well-equipped with facilities but on the other hand, the parents, Sarangkot Foundation and the school management committee had a question of the quality education. As a result, in December 2010, with the instigation of Sarangkot Foundation, the

meeting was held among the parents, teachers and the members of School Management Committee. The interaction came to the conclusion to appoint the school inspector to check the intrinsic and extrinsic environment of the school to improve the quality of education.

2. Problems of Shree Saraswati Primary School

Although the school has a good building with sufficient furniture for the children, the school has a number of challenges. Some of them are given below:

1. The teaching learning activities were completely based on Nepali Text-Books.
2. Extra-curricular and co-curricular activities were hardly organized in school regularly.
3. The school did not have its work calendar to run the activities smoothly.
4. Most of the children in school wouldn't wear school uniform dress.
5. School's regular exams and tests would be held in a traditional ways i.e. writing the questions on blackboard.
6. The participation of children in extra-curricular activities was quite less and the children wouldn't get positive reinforcement and prizes immediately after the programs.
7. The regularity of teachers in schools would hardly be checked and it was one of the main issues of the school.
8. The hygiene and cleanliness of children and the neat and clean environment of the school was the main concern of the school.
9. Some of the children were even deprived of note books and pencils for their learning.
10. Drawing and colouring classes were felt essential for children in school.
11. The numbers of children in school were not sufficient in proportion to the classes.
12. Inter-schools programs were the need to check and compare the quality of education among schools.
13. Teachers of SSS needed a support from the trainer of English language to teach in English.
14. Lack of sharing and co-ordination between parents and teachers.
15. Students would hardly go to the library to read a number of reference books.

3. Steps taken for Reformation and Changes

With the beginning of 2011, the school has undergone a number of changes.

1. To run school's plan smoothly and conduct extra-curricular activities which are considered to be the intrinsic part of the educational endeavours in school, the school implemented its own work calendar for the academic session 2068 (2011/12). Extra-curricular and co-curricular activities and academic programmes are now considered complementary to each



other as both deserve equal weight and emphasis in the total program of the school. Now, we have realized that the various activities in the school so far have helped in the development of valuable attitudes and qualities among our children.

2. In January 2011, two sessions training and workshop program for the teachers regarding the teaching learning activities focussing on Primary Children were held in school. An expert and child psychologist Dr Gehendra Man Udas helped to give the training sessions to the teachers on the topic of 'Professionalism and Child Psychology in Teaching' which became remarkably fruitful for the teachers for their profession.



3. On the demand of parents and local people, the school made the children wear school's uniform dress with neck-tie. Now, the children wear school's uniform dress with necktie regularly. The school uniform dress has bridged the gap between different economic backgrounds of children.



4. To compete with the need of time, the school prescribed the English text books from class Nursery to Five. At present, the teaching activities in school are in bilingual i.e. English and Nepali. Moreover, all the children have now access to English text-books, note books and pencils.



5. In addition to the school's teaching learning activities, the school has been focussing on school's cleaning programmes and students' personal hygiene. At present, the environment of school and personal hygiene and cleanliness of children have been improved significantly.

6. The regular interaction among teachers regarding methods and approaches of teaching in English has benefited not only the students but also the teachers.

7. In October 2011, the notice board in the corner of the school ground has been made and that has served the information and important notices of activities to know what kinds of activities are being held and are going to be held in school.



8. The school has been carrying out the work calendar for the session of 2068 (2011/12) to run the school's activities smoothly. In connection with the activities, the school has been giving away the prizes for the winners immediately to elicit their hidden talents after the activities are held to encourage the students.



9. Students have been involving in drawing and colouring classes with the teachers which have helped them to explore their imaginations and improve their handwritings.

10. The school this year organized the picnic program outside the school.



11. The regular inspection in school has improved the teaching learning activities smoothly and regularly.

4. Activities in School

During this year, the school conducted three academic tests. The school managed the exam stationery and printing question papers with the help of Sarangkot Foundation.

A list of the extra-curricular activities held during the academic session 2068(2011-12) is presented below.

- 1) Handwriting Competition (Nepali and English)
- 2) Quiz Contest
- 3) Spelling Contest
- 4) Essay and Paragraph Writing Competition
- 5) Speech Competition
- 6) Football Competition
- 7) Athletics
- 8) Drawing Competition etc

5. Financial Report

For the Period of December 2010 until December 2011:

Particulars	Amounts (NRs)
Salary Inspector (13 months)	2,60,000
Stay and travelling costs Inspector (13 months)	1,30,000
Exam Expenditure	32,000
Stationary	14,000
Textbooks	22,000
Ref Books for Teachers	12,000
Teachers' Training	15,000
Calendar	24,000
Notice Board	10,000
First Aid Box	1,000
Hygiene and Clean Expenditure	35,000
Photos	1,000
Academic and Extra-curricular Prizes	28,000
Miscellaneous	15,000
Total Expenditure	5,56,700

6. Some Plan for the New Academic Session 2069 (2012-13)

1. New English textbooks will be prescribed to compete with the private and boarding schools.
2. Drawing and Arts classes will be commenced by appointing a new teacher who will take at least one class in two weeks.
3. Students will entertain with audio-visual teaching.
4. At least once in a week, the students will visit the library.
5. At least once in three week, the school will conduct meeting with parents and the members of School Management Committee.
6. Two sessions of teaching English training will be held in school.
7. At least two inter-school extra-curricular competitions will be organized by the School.
8. Students will get all the necessary stationery i.e. notes books, pencils, drawing materials etc.

Moreover, the school will continue with all the programs mentioned in the school's calendar as usual.

7. Conclusion

Although Shree Saraswati Primary School has gone through a long journey of its 25 years of Silver Jubilee, it still has not grown to maturity. There are a number of problems to cope up with in the quality of education. The school has got its new and beautiful building, fence and toilets but to make it mature there are no options for the people of Sarangkot except joining their hands together and sending their children to the school. Community school is a common property of the people. Until and unless, people don't believe and pay heed to the school, it is almost impossible to establish a school as a school. At present, the school is taking its pace to improve the quality of education. I hope in a couple of years, Saraswati Primary School will stand as an exemplary school in Kaski district.

At last, this report would be incomplete if the contribution made by Marijke from Rudolf Steiner School, the Netherlands, for the school picnic is not mentioned here.

The School family extend millions of thanks for Sarangkot Foundation Nepal especially for their valuable contribution to bring this school to this position. Without their help indubitably the Saraswati School would not have come to this position. We hope next year 2012 will be the successful year in terms of quality education for Shree Saraswati Primary School.