

Status of Co-Curricular and Extra-Curricular Activities in Primary Schools of Nepal: Problems and Prospects



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It is widely accepted that Co-curricular and Extra-Curricular activities hold a place of great importance in the field of education for the all round development of children. Mentions have been made in various educational books, commission reports and educational plan regarding the policy, programme, activities and significance of these activities. However, we still see a wide gap between practice and theory on this area. Of course, school programme have included them and budget have been partially allotted. But, still no clear picture is on sight to see its effectiveness and no clear guidelines for further strengthening of this aspect of education is available. So, it is on this light that, this research has come up.

This study is basically focused on analysing the existing situation of Co-curricular and Extra-curricular activities in respect to primary schools of Nepal. In this context, this formative research has been undertaken to provide necessary information on the concept, management of on-going programmes and problems of CEAs. We believe, the findings of this study will serve as strong point of reference for policy makers to make decision at policy and implementation levels to improve the programme.

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ABBREVIATIONS

ARN	Arunoday Primary School
BAL	Bal Lower Secondary School
CDC	Curriculum Development Centre
CEAs	Co-curricular and Extra-curricular Activities
CERID	Research Centre for Educational Innovation and Development
DEO	District Education Office
DEOs	District Education Officer
DIV	Divya Jyoti Primary School
FGD	Focus Group Discussion
FOE	Faculty of Education
FRAG	Formative Research Advisory Group
FRPs	Formative Research Project
HTs	Headteacher
IR	Indra Rajya Laxmi High School
JB	Janwal High School
JH	Janhit High School
JNK	Janak Primary School
JW	Jwalamukhi Primary School
LX	Laxmi High School
MOES	Ministry of Education and Sports
NAR	Nar Gram High School.
NESP	National Education System Plan
NM	Namoona Primary School
PT	Physical Training
RC	Resource Centre
RP	Resource Person
SMC	School Management Committee
SR	Sri Ram Primary School

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EXECUTIVE SUMMARY

Introduction

The modern education system recognizes that child comes to school for all-round and harmonious development. It aims at the development of the total personality of the child and for that school provides opportunities for experience. In fact, the quality of the schools depends on and is evaluated upon the educational experiences provided to the pupils. To fulfil these purposes, variety of educative experiences is to be provided in the school programmes, which may contribute to a long, happy and normal life of the child. These comprise curricular, extra curricular as well as co-curricular educative experiences provided inside as well as outside the classroom.

In this context, modern education lays special emphasis on the need of co-curricular and extra-curricular activities, because it has been recognized as a source of enrichment and vitalization of the school curriculum. These activities form a vital link in the pattern of educational experiences necessary for all boys and girls. Besides, these activities provide opportunities of self-expression and participation which inculcate various important traits in the learner. Psychologically these activities are considered essential because they provide outlets for the flow of the surplus energies of the students.

In fact national education system plan 1971-76 (2028-32) had made extra-curricular compulsory and given directives to carry-on such activities, whereas curriculum specification guide- book has traced out activities (subject wise) as a co-curricular activities. However, these activities are not included in the curriculum as a credit hour and as our education is examination oriented questions arise in the mind of guardians and parents as to why they should pay extra for extra activities or why they should spend extra time for the activities which has nothing to do with examination.

Although, it is well understood by all in the educational field that CEA programmes are part and parcel of school activities. These two activities have been highlighted in every educational report of concerned committees and commissions. But so far no research has been made to study the implementation and impact of such activities. So, the study has been taken to explore the existing situation and problems of CEAs in primary schools of Nepal.

Objectives

The major objective of this study was to find out the existing situation and problems of Co-curricular and Extra-curricular activities in primary school of Nepal. To meet the above-mentioned objective, the following sub- objectives were included in this study:

- To find out the existing programmes of and physical facilities for Co-curricular and Extra- curricular activities in Primary Schools
- To find out the financial status for conducting the Co-curricular and Extra-curricular activities
- To find out the qualification and training level of teachers involved in Co-curricular and Extra-curricular activities.

- To find out the role of DEOs/RCs and School Management Committee in promoting Co-curricular and Extra-curricular activities in Primary School.
- To identify the perception of parents towards the Co-curricular and Extra-curricular activities.
- To identify the problems of Primary School in carrying out Co-curricular and Extra-curricular activities.
- To develop guidelines for conducting Co-curricular and Extra-curricular activities in Primary Schools.

Methodology

This study has mainly focused its attention on obtaining the data regarding the existing status of CEAs of Primary School. In this regard, the data for the study were collected from the Headmasters, SMC members, School teachers, Parents, Students, RPs, DEOs and DEO personnel. Twelve schools from the three districts of Mustang, Kaski and Morang (Four schools from each district) representing three ecological belts of the country were selected randomly for the study. In order to collect data three sets of survey form, three sets of observation form and 4 sets of questionnaire (having the open ended and closed question) one each for HTs, Teacher, Parents and SMC members were used as research tools. Besides, Focus group discussion with the students of 3rd to 5th Grade, was conducted in each selected school and one interaction programme with HTs, RPs, DEO personnel and DEOs were also organized in each district in order to collect the needed information. Finally data were interpreted qualitatively and quantitatively in terms of status, problems and prospects of CEAs.

Major Findings

The findings of the study have been classified according to the stated objectives, which are as follows:

- Existing programme and facilities
 - Almost all the HTs of selected schools were found with clear concept regarding the meaning of Extra-curricular activities, whereas the HTs of selected High Schools were found partially clear on the concept of co-curricular activities.
 - Arrangement of CEAs was found in an integrated form in all most all the selected schools.
 - Almost all the selected schools conduct some sort of CEAs. The schools of Mustang were found comparatively more active than Kaski and Morang district.
 - All the selected schools conduct Arts and Handicraft, Dance and Music, Oratory, Spelling contest Games and sports, P.T and Drill, Sanitation, and Flag hoisting programmes as CEAs.
 - Almost all the schools of Mustang and Kaski organized the field trip, whereas none of the selected schools of Morang were found doing such activities. But the HTs and teachers admitted that since 2-3 years they have not carried out such activities.

- All of the selected schools of Mustang have Red Cross Programme, whereas this programme was not found in the remaining two districts.
- No scout programme was found in any selected school.
- Seventy five percent of HTs from the selected schools have accepted that they formulate annual plan (pre-plan) for the conduct of CEAs, but when asked they were unable to produce the plan of CEAs.
- The schools, which have planning for CEAs, have given due importance on extra-curricular activities only.
- Almost all the selected sample schools of Mustang have the needed facilities (except Music and Athletics). Besides, schools of Mustang were found well furnished with auditorium hall for cultural programme, whereas most of the schools of Kaski and Morang have not even the minimum physical facilities for CEAs.
- Some schools (like Janak Primary schools of Morang) do not have even the School and National flag and the facilities for minor and ball game.
- Financial condition
 - None of the selected sample schools have the provision of specific and fix amount in their regular budget for CEAs.
 - Teachers, HTs and SMC members personally donate some amount and manage the expenses for the specific programme of co-curricular and extra-curricular activities.
 - Students bear their own expenses during the field trip and short walk programme.
 - District education office provides Rs. 2000/- annually to each Resource Centre for CEAs competition at RC level. Of the allocated fund 60% goes for prize, and remaining 40% for managerial purposes.
 - Most of the selected schools of Mustang organize cultural programme and collect the funds for school and CEAs by selling tickets to the tourists. Besides that the schools of Mustang received donations from the tourists and other organized agencies for CEAs and for the development of the school.
- Qualification and training level of personnels
 - Out of 87 teachers 51 (58.61%) were found SLC and 36 (41.38%) were I.Ed. or equivalent qualification. Of them 68(78.7%) were with some sort of professional training.
 - In the selected school of Mustang and Kaski the number of trained female teachers was greater (9 and 16 respectfully) than male (5 and 8 respectively) teachers. But in Morang the number of male trained teachers was found more (17) than the female (13) teachers.
 - The teacher, having the general training were found completed the package, modular and FOE course, and did not have the specific training on CEAs.
 - Teachers of selected schools were not found with the training on physical activities, games & sports, dance & music, creative arts, drawing and handicraft.

- Almost all the schools do not have games & sports or drawing or dance & music or creative arts teachers.
- Almost all the teachers were found confused regarding the theoretical and practical differences between co-curricular and extra-curricular activities.
- Role of SMC in promoting CEAs
 - Almost all the SMC members of selected schools were found having positive attitude toward the CEAs. The SMC members of Mustang and Kaski accepted that their school organized regularly some sort of CEAs programme. But most of the SMC members of the selected school of Morang (Janak Primary school, Arunodya Primary school and Bal Lower secondary school) flayed CEAs.
 - Fifty percent of SMC members of Mustang and Kaski have shown their active involvement in CEAs, whereas 75% SMC members from the selected schools of Morang denied their involvement.
 - Financial management, creating awareness among parents, local resource mobilization and approval of programme prepared by school administration were found to be the major activities of the involved SMC members.
 - Those SMC members who deny their involvement in CEAs accept that school administration and teachers plan and organize all the CEAs, and never inform the SMC.
 - Hundred percent SMC members from the selected schools of Mustang and 50% from the Kaski were found satisfied from the CEAs programme of their schools, whereas 100% SMC members from the selected schools of Morang were found unsatisfied from the CEA programme of their respective school.
 - Most of the SMC members were found as a guardian but not as the parents of students.
 - In most of the schools co-ordination among Teachers, Headteachers and SMC members was lacking.
- Role of DEOs/RC in promoting CEAs
 - A sum of Rs. 2000/- is given by the DEO at each RC level for the organizing Inter-school competition of CEAs annually.
 - Some sort of Inter-school extra curricular activities competition was organized in each district in the guidance of RPs.
 - Almost all the RPs were found helpful in planning and conducting CEAs.
 - Most of the RPs were poor at the concept and knowledge of CEAs (like - games & sports, music, dance, drawing, arts & handicraft)
 - Almost all the the DEOs and RPs were not satisfied regarding the policy and practice of CEAs programme.
 - Almost all the DEOs were found with the view of the establishment of separate wings for CEAs at DEO level to be run by the expert of respective areas.
- Perception of parents toward the CEAs
 - Majority of the Parents from the sample school of Mustang were found illiterate (2) and just literate (5), whereas the number of above literate parents was 5 and 4 in Kaski and Morang respectively.

- Most of the parents of selected sample schools belonged to low income, labourer, and disadvantages group.
- Thirty seven percent parents from the selected schools of Kaski have accepted that their children participate in CEAs, whereas this percent was fifty in Mustang and Morang district respectively.
- All together 14 (58.33%) of parents from the selected sample (5 each from Mustang and Kaski and 4 from Morang) have shown ignorance regarding participation partion of their children in CEAs.
- Hundred percent of parents from Kaski and seventy five percent parents from Mustang and Morang were found positive regarding CEAs and liked their children's participation in CEAS.
- Majority of the parents (75%) from Mustang and 62.5% each from Kaski and Morang were found in problems from CEAs.
- Extra expense, injuries, sickness, indiscipline and disturbances in study work were found as major problems of parents due to the participation in CEAs by their children.
- Problems of primary schools in carrying out CEAs
 - Lack of Budget.
 - Poor Socio- economic and educational status of the parents.
 - Inadequate number of teacher.
 - Lack of skilled and trained teacher.
 - Having not clear perception of co-curricular and extra curricular activities.
 - Teaching overload.
 - Over crowded class.
 - Lack of adequate physical facilities, equipment and supplies.
 - Unavailability of trained personnel for CEAs at DEO level.
 - Lack of professional support.
 - Ambitious curriculum and teaching learning activities.
 - Inadequate supervision and monitoring of CEAs.
 - Subject based teacher preparation system.
 - Inadequate distribution and supply of educational resources and support materials.
 - Partial implication of formulated policy.
 - Lack of co-ordination among teacher, HTs and SMC members.
 - Unscientific classification of extra- curricular activities.
 - Geographical constraints (especially in Mustang).
 - Less enrolment number of student (specially in Mustang).
 - Lack of enthusiasm in teacher.

Recommendations

Based on the findings of the study the following recommendations are made.

- Policy formation
 - Co-curricular and extra- curricular activities should be made compulsory.
 - Schools should prepare annual and monthly plan for CEAs.
 - Physical education, creative art & handicraft, and music have been prescribed as compulsory subjects in the Primary school curriculum. Therefore, the provision of teacher for this subject should be made in each school.
- Training of personnels
 - A defined teacher training policy and programme should be developed by the co-ordination of MOES and FOE.
 - Teacher should be assigned and trained on the basis of their interest, age, and abilities.
 - The content of the teacher training package should be so selected and arranged that they should meet the need of both co-curricular and extra-curricular activities as mentioned in curriculum specification guide, teacher's guidebook and extra-curricular guidebook.
 - Mobile training should be organized by the coordination of expert teachers available in the respective districts.
- Physical and financial facilities
 - Enough budgets should be set-aside for CEAs.
 - The teacher support material should be developed adequately and should be made available in all the schools in the required number.
 - Use of local materials and play field can be encouraged.
- Supervision and monitoring
 - A strong monitoring, evaluation, and feedback mechanism should be established in the district and school level.
 - A column should be kept in school progress report for the evaluation of CEAs programme.
 - Separate cells for CEAs under the trained personnel should be established at DEO level.
- Programmes for professional support
 - Activities should be limited and classified according to the need, age, developmental characteristics of the students; socio-cultural set-up of the community and feasibility of the schools facilities.
 - Some weight should be given for the sport, social service, scout, Red Cross, and cultural programme participation while selecting and promoting the primary school teacher.
 - Coaches and trainer should be assigned for the training of teachers and students in their related field. Thus, co-ordination between Education and Sports section of MOES should be developed and maintained.

- Professional enthusiasm should be developed in teachers, HTs, RPs, DEO personnels DEOs and in such other concerned sectors to maintain the policy and spirit in conduct of CEAs.

Chapter I

INTRODUCTION AND METHODOLOGY

Background of the Study

Modern education aims at the wholesome development of children. In fact all-round development is the key theme of education. To day, when a child comes to school, he comes in his totality and, so, education should help him to develop his total personality. To fulfil these purposes, variety of educative experiences are to be provided in the school programmes which may contribute to a long, happy and normal life of the child. In this regard, educational experiences should not only include formal knowledge to help him to develop intellectually and mentally but also impart lots of other experiences for his social, physical and spiritual development. Moreover, development of creativeness should not be left out from his experiences because this is one aspect which distinguishes him as a person and as an individual in the society. This has been stressed clearly in education commission report (Kochhar:1993:281) of India, which sghows “we conceive of the school curriculum as the totality of learning experiences that the school provides for the pupils through all the manifold activities, in the school or outside, that are covered on under its supervision”. These manifold activities include not only curriculum centered activities but also other curricular activities (co-curricular activities and extra-curricular) that help children to develop mentally, spiritually and socially. N.L. Bossing (1963:505) states about such activities, “Even with the most satisfactory school-room conditions, students need a more direct outlet for their tendencies”. The co-curricular and extra curricular activities provide them freedom and opportunities for expressing themselves outside the tight formalities of the school programme and, at times, it is more important for their emotional and social health. These activities provide opportunities of self-expression and provide out lets for the flow of the surplus energies of the students. Thus, extra curricular activities are valuable for developing proper attitude, habits, interest and ideals among pupils.

Today, we give due emphasis to co-curricular and extra-curricular activities along side the curricular activities for all-round development of children. So, we need to understand the distinction between co-curricular and extra-curricular activities, between curricular and co- and extra-curricular activities. In this context, school board, independent school district 275, Maple Grove, Minnesota, under procedure 510, has defined co-curricular activities as “co-curricular activities are activities sponsored by the district and approved by the school board and are designed to provide opportunities for students to participate, on an individual or group basis, in school and public events for the improvement of skills.” Thus, Co-curricular activities have one or more of the following characteristics:

- They are conducted at regular and uniform times during school hours or at other times established by the school administration.
- Although not offered for credit, they are directed or supervised by instructional staff in a learning environment similar to that found in courses offered to credit.
- They are partially funded by public money for general instructional purposes under the direction and control of the school Board.

Extra-curricular, on the other hand, has been defined as, “Extra-curricular activities are small activities sponsored by students' clubs or groups and approved by the

administration". Extra-curricular activities are direct and personal services for school students for their enjoyment that are managed and operated under the guidance of an adult or staff member. Thus, Extra-curricular activities have all of the following characteristics.

- They are not offered for school credit or required for graduation.
- They are generally conducted out-side school hours, or if partly during school hours, and at times, agreed by the participants and approved by school administration.
- The content of the activities is determined primarily by the student participation under the guidance of a stage-member or other adult.

Morgan Hill has also given almost the similar definition of co-curricular and extra-curricular activities. Co-curricular activities extend learning experiences and they are directly related to academic courses in curricular subjects and activities, whereas extra-curricular activities are not part and parcel of curriculum and they are not carried out during school hours. The participants in the extra-curricular activities are guided by a staff member or any other adult with knowledge and experiences. Both co-curricular and extra-curricular activities are noncredit activities. However, both of them need approval by school authorities.

The provision of co-curricular and extra-curricular programmes have been recognized as the most essential mechanism for psychological and intellectual development of students. These activities have been evolved as an integral part of their learning process. Education is, has been said elsewhere, a creation of a sound mind in sound body. So children need ways and means to express their emotions and learn to adjust themselves in the broad society.

In Nepal co-curricular and extra-curricular activities include activities such as physical, literary, aesthetic, cultural, hobbies, craft activities, excursions, social welfare etc. National education system plan (2028-32) had made extra-curricular compulsory and had given directives to carry-on such activities. Some of these activities are given as follows - gardening competition, quiz, folk-song and dance, debate, arts, games, etc. Most of these activities are suitable for high school children. However, they can be used for Primary school children as well, especially the games, songs, arts, etc. Most of the schools conduct these activities on Friday after the school hour.

The above activities are not included in the curriculum as a credit hour and questions may arise in the minds of guardians and parents as to why they should pay extra for extra activities or why they should spend extra time for the activities which has nothing to do credit earning. As it has lot to do with the proper and sound development of children, every one including guardians, teachers, resource persons, DEOs and the tax payers in general should be informed about the impact of such activities in the school during the learning period.

Although, extra-curricular and co-curricular programmes are part and parcel of school activities, yet few studies have been made to assess the real impact of such activities. More, both co-curricular and extra-curricular activities, being non-credit activities, no distinction is made between co and extra-curricular activities. In this context S. K. Kochhar (1993:283) gives his strong opinion in these words, "in fact, the distinction between curricular and extra-curricular must cease to exist." To be frank, curricular, co-curricular, and extra-curricular activities are very much interwoven yet

fair distinction between them really helps us to develop better educational plans and programmes and also helps us to utilize our money and resources more fruitfully for the betterment of our children. The same is true about such activities in Nepal. We have directives about such programmes, we have budget for them but we need follow-up. We need feedback to make them more effective.

Objectives

The major objective of this study was to find out the existing situation and problems of Co-curricular and Extra-curricular activities in primary schools of Nepal. To meet the above-mentioned objective, the following sub- objectives were included in this study:

- To find out the existing programmes of and physical facilities for Co-curricular and Extra- curricular activities in Primary Schools.
- To find out the financial status for conducting the Co-curricular and Extra-curricular activities
- To find out the qualification and training level of teachers involved in Co-curricular and Extra-curricular activities.
- To find out the role of DEOs/RCs and School Management Committee in promoting Co-curricular and Extra-curricular activities in Primary School.
- To identify the perception of parents towards the Co-curricular and Extra-curricular activities.
- To identify the problems of Primary School in carrying out Co-curricular and Extra- curricular activities.
- To develop guidelines for conducting Co-curricular and Extra-curricular activities in Primary Schools.

Research Question

The study concentrated on the following research questions:

- What is the existing status of co-curricular and extra-curricular activities in Primary schools of Nepal?
- What sort of problems are faced by the schools and concerned teachers for implementing these activities?
- What measures are to be taken in order to improve extra-curricular activities in the school?

Expected Out-come

The major expected out-comes of this study were:

- Identification of problems
- Development of a guideline
- Prepare a base for further study
- Support Sport's authority in Sport talent selection
- Prepare a base for training of personnel
- Support the authority to develop and formulate the policy

Methodology

In methodology, the research design, sources of data, sampling procedures, research instruments, data collection procedures and data analysis procedures are described.

Research Design

The present study mainly focused its attention on obtaining the data regarding the existing status of co-curricular and extra-curricular activities of Primary schools. Thus, due to the nature of the study the researcher used the descriptive (Survey method) type of research method.

Sources of Data

The data for the present study were collected from the Headmasters, School Management committee members, School teachers, Parents, Students, District Education Officer and the Resource Persons working in the District Education Office of three ecological regions of Nepal, namely: Mountain, Hill and Tarai.

Sampling Procedures

In order to carry out the study, the samples for the present study were selected randomly from the above-mentioned regions. In this context the sample and study were delimited to:

- One district from each ecological region, namely: Morang (Tarai), Kaski (Hill) and Mustang (Mountain).
- Four schools from each district were selected randomly after the consultation with DEOs.
- Two schools each from district headquarter and out of headquarter area were selected.
- While selecting the school, one independent primary school and one primary school attached to resource centre or high school was selected.
- All the Headmasters of selected schools were taken.
- Two primary school teachers from each school were selected randomly.
- Two parents from each school were selected purposively on the availability.
- One member from the School Management Committee was interviewed in order to solicit information regarding his participation and his role for conducting co-curricular and extra-curricular activities in the study schools.
- Five to ten students of 3rd to 5th Grade from each school were selected and interviewed in line with the objectives of the study.
- One district level focus group discussion with district education personnel, Resource persons, and headteachers was organized in each of the three sample districts, in order to explore the strategy, programme, role and problems of CEAs.

Research Instruments

The following instruments were developed and used for collecting necessary data and information in line with the objectives and research questions (mentioned above) of the study:

- **Survey Form:** In order to collect both qualitative and quantitative data three set of survey forms were prepared and finalized in consultations with the experts. This Survey Form is briefly explained below:
 - **Form 1-3:** These forms were developed to collect the information related to the aspects such as; planning and nature of co-curricular and extra-curricular activities, availability of logbook, land for garden and kitchen garden, national and school flag, school uniform, profile of teachers including headteachers (qualification, teaching subjects, training, experiences, and students enrolment) and the information related to field trip and their related aspects such as; participated number of students, visited place, duration and objective of the school.
- **Observation Form:** In order to collect both qualitative and quantitative data three sets of observation form were prepared and finalized in consultations with the experts. These observation forms are briefly explained below:
 - **Observation Form 1-3:** The form-1 was used in order to collect the information related to the sanitation aspects of classroom, administrative room, library, canteen, school compound, store room, toilet and drinking water, whereas form-2 and 3 were used to obtain the information related to the availability, conditions and sources of physical facilities and materials for organizing the games and sports and music as CEAs and the information related to the availability, conditions and sources of materials for the creative arts and handicraft.
- **Questionnaire:** In order to collect both qualitative and quantitative data four sets of questionnaires one each for headteacher, teachers, parents and SMC members were prepared and finalized in consultation with experts. These questionnaires are briefly explained below:-
 - **Questionnaire for Headteachers:** A set of questionnaire having 56 questions (using open ended and closed questions) was used to obtain the information related to meaning, status of activities, resources, physical facilities, parental and SMC supports and attitudes, problems and suggestions for effective implementation of CEAs.
 - **Questionnaire for Teachers:** A set of questionnaire having seventeen open ended and closed questions was used in order to collect information related to status, nature, programming, participation, supports, problems and suggestions for effective organization of CEAs.
 - **Questionnaire for Parents:** A set of questionnaire having twelve open ended and closed questions was used to obtain the information in order to collect the information related to status, participation, approval, interest, and attitude, their role in arousing interest in students, problems and suggestions for effective organization of CEAs.
 - **Questionnaire for SMC Members:** A set of questionnaire having sixteen open ended and close questions was used in order to collect the information related

to needs, importance, status, types, planning, participation, problems and suggestions for effective organization of CEAs.

- **Focus Group Discussion:** Focus group discussions were conducted with DEOs, resource persons, Supervisors, District Education Personnel, and headteachers at each DEO of the sample districts. Focus group discussion was also organized with 3rd to 5th grade students at each selected school.

Data Collection Procedures

As planned previously, the study covered three districts representing three eco-belts and four schools from each district. The research team visited the DEO and consulted DEO personnel for the selection of school and to plan the schedule of field visit and of focus group discussion with the DEOs, DEO personnel, RPs and headteachers of the selected schools.

The research team visited the school, met the headteacher and explained the purpose of their visit and requested to arrange the meeting with at least one SMC member, two parents, two teachers (Primary school) and 5 to 10 students from 3rd to 5th grade. Firstly, the research team collected information regarding the existing situation; such as sanitation, availability of physical facilities, profile of teachers and students with the help of survey and observation form and secondly, the team interviewed separately with the headteachers and recorded the information through the respected questionnaires. In the mean time one of the research assistants interviewed with the school teachers (two from each sample school) and recorded the information.

Thirdly, the researchers interviewed one of the available SMC members. Then after the research team organized Pod group discussion with the students of 3rd to 5th grades. At last a short discussion was made separately with schools teachers and headteachers in order to explore the situation of CEAs in their school, and finally informed the headteacher regarding the time and issues of focus group discussion to be held at DEO.

In addition to it, the research team also organized a focus group discussion in each DEO with the DEOs, RPs, DEO personnel and headteachers of selected schools in order to explore the situation and to record their experiences regarding the policy, programmes, supportive role, problems, future plan and their vision for CEAs in their respective schools.

Data Analysis Procedure

The data collected from the field visits and from various sources were tabulated, analyzed and interpreted as per objectives of the study. Attempts were also made to triangulate opinion and perceptions of the respondents with the information available at the schools and observation of the researchers. Based on these, the researchers finally interpreted the information qualitatively and quantitatively in terms of status, problems and prospects of co-curricular and extra curricular activities.

Chapter II

REVIEW OF RELATED LITERATURE

In order to provide theoretical context to the research, an attempt to review the pertinent works has been made. The review is based on foreign research works because research works on co-curricular and extra-curricular activities in Nepal are lacking. The views of education commissions and statements have been used. The review has been done on the following aspects.

- Policy and legal status,
- Impact on pupil's development, and
- Participation of students and teachers.

Policy and Legal Status

All accept that co-curricular and extra-curricular activities occupy a very important place in the instructional programme of the school. Educationist, psychologists and sociologists all give a great importance to these activities for they help foster child's psychosomatic and social development. They foster creative ability and provide opportunities for expression. "Extra-curricular activities as an integral part of a school programme lend themselves to enriching student's learning and enlivening the school atmosphere" (Gorkhali, 1985:44). Students acquire many subtle learning like human values, beliefs, manners and thinking pattern through hidden curriculum which is also manifested in co-curricular and extra-curricular activities. Co-curricular and extra-curricular activities being valuable tools of such learning experiences should not be taken lightly and implemented haphazardly. Because of its high value, the co-curricular and extra-curricular activities are required to be organized as regular programmes in schools for which there is need to have policies, legal recognition and administrative organization. In Nepal, there is no policy for co-curricular and extra-curricular activities stated explicitly, however, the Basic Need Fulfilment Programme (BNFP,2042-57) had just outlined a strategy for it as, "there will be the provision of incentives for teachers and students for conducting extra-curricular activities"(BNFP:2044:38). The BNFP in the education sector (2044:25) stated that one teacher from each school would be given short training on sports and extra-curricular activities. In order to provide its benefits to all students it must be made compulsory and carried out systematically.

The NESP (1971) states "extra-curricular activities will form an integral part of the school programme in which participation will be compulsory for both teachers and students. Prizes will be given at the districts; zonal and national levels depending on the nature of the programme" (NESP: 1971:53). The educational laws of 1971 and 2002 have made it compulsory and have given legal recognition to it. These laws have listed following co-curricular and extra-curricular activities for the school:

- Drawing and handicraft competition
- Competition of playing instruments
- Literary contests
- Spelling contest
- Quiz contest
- Dance competition

- Drama competition
- Games and sports competition
- Garden competition

The Education regulation (2059 B.S. 7th amendment) has made the provision of extra-curricular activities based in the Education Act 2028 B.S. According to this regulation the school should have to organize the extra-curricular activities for the development of creative potentialities of the school students.

The education regulation (2059 B. S. sub-rule 14.4) states that the school should have to group the activities as compulsory, necessary and optional to make smooth and uniform operation of extra curricular activities. Similarly, the sub rule 14.4a has instructed the school to organize the extra-curricular activities at every Friday after the end of daily class routine.

Owing to its importance and legal recognition, a section of extra-curricular activities was established in the CTSDC, MOE to conduct it on a nationwide scale systematically (Gorkhali et al. 1985:44).

Co-curricular and Extra-curricular Programmes and their Impact on Pupil's Development

Educationists say that co-curricular and extra-curricular activities help children develop their personality, for psychologists it sublimates their instincts and gives vent to their pent-up feelings, and sociologists maintain that it helps them in the words of Dunhill (1961:34) "to act civically, to live as friendly neighbours and to develop a sense of responsibility through accepting responsibility." Better achievement in extra-curricular activities not only gives satisfaction to the students but it also infuses a sense of pride in their school. This tone or school spirit should unduly help every activity or pastime undertaken by the pupils of the school (Ibid: 35)

Co-curricular and extra-curricular activities play an important role in the lives of schools students. Thus, several studies have been conducted in various countries on the status and effects that co-curricular and extra-curricular activities can have on students. In those studies some have focused on specific population such as athletes whereas others have focused on outcome variables such as personal and social development, academic achievement, and participation in activities related to delinquency. However, there is no research on status or participation in co-curricular and extra-curricular activities in Nepal.

In one study, Silliker and Quirk (1997) examined the effects of extra-curricular activity participation on the academic achievement of high school students. Participants consisted of 123 high school students who participated in interscholastic soccer during the first quarter of the school year but were not involved in any extra-curricular activity during the second quarter. The results of the studies indicated that participants had higher grade point average in the first quarter (i.e., during soccer season) than in the second quarter (outside soccer season) and the student attendance was also found higher during the soccer season.

Marsh (1992) examined the effect of total extra-curricular activities participation during the students' last two years in high school. Data on 10613 students from the second follow-up of the sophomore cohort of the high school and beyond study were examined for this study. This study found total extra-curricular activity participation

to be significantly related to 13 of the 22 outcome variables studies. Total extra-curricular activity participation was positively correlated with global self-concept, academic self-concept, taking advanced aspirations, parental involvement, absenteeism, senior-year education aspirations, academic track, college attendance, parental aspirations and senior occupational aspirations. In general, the studies conducted on high school athletes showed generally positive effects on extra-curricular involvement on academic achievement.

In one of the studies, Jha (1990) expressed that before the execution of New Education System Plan co-curricular and extra-curricular activities in the school of Nepal was not well organized as a regular school programme due to the lack of implementation of systematic school curriculum.

Maharjan (2002) stated that the implementation of NESP (1971) and the establishment of Curriculum Development Centre (CDC) under the Ministry of Education made the provision to organize as a compulsory and regular programme for schools in all 75 districts of Nepal.

J. Bhullar et al. (2002) in their study concluded that parents in most of the areas encouraged their daughter for participation in co-curricular activities and sports competition.

The study of Bawa and Debnath (1993) has shown that students suffering from high anxiety got relieved of it through a regular participation in co-curricular and extra-curricular participation. Participation in this activity improves self-esteem, self-satisfaction, personal worth and emotional adjustment.

Booth (1958), Ikegami (1970), Johnson and Coffey (1974), and Sohi (1986) reported that participation in co-curricular and extra-curricular, especially in sports, yoga, field visit, social service, drama, helped in reducing the anxiety level of the participants.

In 2039, the government published a manual for headteachers in which various duties and responsibilities of the headteachers were described. One of the duties belonged to the execution of co-curricular activities. The headteachers had to carry out these activities in order to facilitate the growth of talents of students and social qualities such as discipline, self-reliance, brotherhood and mutual co-operation in them. The activities they had to carry out were short-walks, cleanliness and sanitation, handwriting, garden, educational trip, drawing, chorus, group dance, spelling, P.T and Drill, essay writing, short plays, simple games, tree-plantation and school uniform (CTSDC, 2039:13).

The NEC, 1992(NEC: 1992:62-64) has been specific in recommending specific activities for the development of particular faculties in the following manner:

- For the development of creative genius of the students
 - Competition of literary work,
 - The publication of wall magazines and handwritten newspapers,
 - Painting,
 - Handicraft,
 - Drama, dance and music.
- For physical development

- Different kinds of sports,
- Physical exercise and yoga,
- Scout,
- National development service.
- For mental and intellectual development
 - Debates,
 - Quiz contest,
 - Spelling competition.
- For the development of knowledge, expression and understanding
 - Observation tours
- For instilling the spirit of social service and environmental awareness
 - Sanitation of the surrounding areas,
 - Protection and cleanliness of public places,
 - Layout and preservation of school garden and kitchen garden,
 - Tree plantation and environmental protection.
 - Library, public health and family welfare programmes.

The subject-specification of Primary school curriculum 2049 part- I, developed by the government has given co-curricular and extra-curricular activities subject-wise. As a whole, it suggests for those co-curricular and extra-curricular activities which reinforce children's learning and provide them first hand experience. These co-curricular and extra-curricular activities are literary competition, spelling contest, debate, quiz, riddles, sound recognition, vocabulary run (antakchhari) , role play, field trips, exhibition, biography study, games and puzzles(language and mathematics), sanitation, gardens, sports, cultural activities, use of professional parents as resource persons, and environment conservation(CDC, BPEP, 2049)

The attempt to clarify extra activities was first done by JICA and JOVC in 1991 and submitted to the MOES. The extra-curricular activity Resource Book for teachers has recently attempted to clarify the extra activities into compulsory, desirable and optional groups in the following manner (CDC, 2060:6):-

- Compulsory activities: Photos of King & Queen; National flag; National anthem; Class and National songs; Prayer; Cleaning of compound, field and classroom; Personal hygiene; P. T.; Minor games; and Observing Education Day & Children's Day.
- Desirable activities: Saraswati puja; School Uniform; Parents day; Folksong& national songs; Drawing and handicrafts.
- Optional activities: Education tour; School flag; School anniversary; National festivals; Garden; National symbols and Photos of national personalities.

But this classification goes into contrast with the activities framed by the education law. For example, the gardening activities are referred as optional whereas the law makes it compulsory.

Participation of Students and Teachers

It has been made obligatory for teachers and students to participate in extra-curricular activities. These programmes are held in school every Friday after school hours in which all partake. This has increased students interest in their schools (MOE, 2031:29). But according to the NEC (2049:207,208) such activities are not conducted regularly and systematically. Such programmes for the development of student's mental and intellectual ability are lacking. Educational tours are not organized as per expectation and students have not benefited from them. "No serious and sustained efforts have been made to arouse in them the sense of social service, environmental protection, and hygiene and sanitation" (Regulation of the NEC, 1992:62).

Though it is compulsory for primary school children to attend co-curricular and extra-curricular activities, for lack of research it cannot be said how many of them actively participate in the co-curricular and extra-curricular activities. Active participation is affected by a number of factors, such as objectives of co-curricular and extra-curricular activities, conduction of the programme, nature of the programme, incentives and children's motivation. In such a context Nonthapa's study (2001) showed that students did not join the co-curricular activities because, "there was no clear and precise instruction provided to all students outlining as well as assigning the importance of joining them and the time in which the various activities were scheduled was inappropriate ..."

Schools are there to develop pupils as worthy members of changing society for which they perform both preaching and practicing tasks. They provide learning experiences to their pupils through curricular and co-curricular programmes. In Nepal's primary schools pricing work is done more than practicing work. "theory is not got into practices. Student's learning does not seem to be meaningful for lack of practical activities" (NEC, 2049: 26). Co-curricular and extra-curricular activities provides real, meaningful and concrete experiences. Date's cone of experience indicates that zoos, museums, field trips, dramas, etc, make learning direct and concrete. Dunhill (1961:39) maintains, "a school which disregards a carefully considered scheme of cultural, sporting and social activities and community service is failing in its prime function, since it is only through such activities that the essential preparation for citizenship can be achieved. The extra-curricular life of the school forms a point of impact towards which the outstanding influence in the Childs' life, the family, the school and community converge, and the education of a child will prosper if there is unity in these trinity".

Finally, the educationist and the authority have no doubt about the importance of these activities for the school students, but as the Vaidyas (2002: 12) express in their study "in Asia legally co-curricular and extra-curricular activities has attained 73% status at par with other subjects but in actual practice it goes down to 20 per cent." This may be applicable to our county too.

Chapter III

EXISTING PROGRAMME AND PHYSICAL FACILITIES FOR CEAS

This chapter deals with the existing status and effectiveness of the CEAs programme in terms of concept, types, nature, planning, budgetting, staffing and problems in primary schools. In this regard, the responses received from HTs and other sources are analysed and interpreted under the following headings.

- Concept of HTs regarding CEAs.
- Types and nature of existing programme of CEAs.
- Physical facilities available for CEAs.
- Staffing and budgetting for CEAs.
- Teacher-students and parental participation in CEAs.
- SMC co-operation in conduct of CEAs.
- Students perception and participation regarding CEAs.
- Problems from CEAs faced by school.

Concept of HTs Regarding CEAs

Co-curricular activities are programmes that may be associated with the curriculum in a regular classroom. These activities are directly connected with academic courses and designed to provide opportunities for students to participate, on an individual or group basis in the school and public events for the improvement of skill, whereas extra-curricular activities shall be those activities which are sponsored or approved by the board but are not offered for credit toward graduation. Such activities shall generally be conducted outside the regular school hours or if partly, available to pupils who voluntarily elect to participate, marked by pupil participation in the processes of initiation, planning, organizing and execution. It is designed to provide opportunities for students to explore areas of interest that complement and enrich the curriculum. Review of global concept of co-curricular and extra - curricular activities have made clear distinction and has been recognized as a source of enrichment and vitalization of the school curriculum.

In compliance of above spirit attempt has been made to explore the views of headteachers regarding the concept of co-curricular and extra-curricular activities. In this regard almost all the HTs of selected sample were found having some sort of clear concept of extra curricular activities, whereas HTs of selected sample of high schools only found partially clear about the theoretical concept of co-curricular activities

It is obvious that teacher, HTs, DOEs, RPs and DEO personnel were found confused about the term co-curricular and extra curricular activities programme. In discussion they admitted that of course operational meaning of these two terms differ from each other but in practice it has been taken in an integrated form and carried out side by side.

Types and Nature of Existing Programme of CEAs

Curriculum specification guidebook (MOE, CDC: 2049 B.S.), teacher's guidebook and extra-curricular resource book for teacher (MOES : 2060 B.S. :6) have made the

provision of CEAs in school programme. These resource books have listed some basic activities and classified them as compulsory, desirable and optional. In compliance of these guideline list of activities was prepared to explore the existing programme of CEAs organized by primary schools. In regard of this, the information was collected through the questionnaire, check list and direct observation. Information thus collected were analysed and presented in Table 1 and Annex 12.

Table 1: Existing Scenario of Activities

S.No.	Activities	Districts			Remarks
		Mustang	Kaski	Morang	
1	Arts and Handicraft	4	4	4	
2	Instrument Playing	4	2	1	
3	Dance and Music	4	4	3	
4	Dramatization	2	2	-	
5	Oratory	3	4	4	
6	Quiz	3	3	2	
7	Spelling Contest	3	4	3	
8	Vocabulary running	2	2	1	
9	Debate	1	3	-	
10	Poem and Essay Writing	2	3	-	
11	Hand Writing	3	4	-	
12	Wall Magazine	1	2	-	
13	Field trip/short walks	4	4	-	
14	Social service	2	2	1	
15	Tree plantation	2	2	2	
16	Garden/Kitchen Garden	4	2	2	
17	Games and Sports	4	4	4	
18	P.T. and Drill	4	3	3	
19	Sanitation	4	4	3	
20	Scouting	-	-	-	
21	Red Cross	4	-	-	
22	Flag Hoisting (National & School)	4	4	3	
23	Provision of uniform	3	4	3	
24	National Anthems	4	2	2	

Table 1 shows that almost all the selected sample schools have some sort of programme of CEAs. In this regard the schools of Mustang were found more active whereas schools of Morang were found passive in comparison to their contemporary districts. It is seen by the Table - 1 that Arts and handicraft, instrument playing, dance and music, field trip, gardening, games and sports, P.T. and drill, sanitation, Red cross, Flag hosting, singing of national anthems are organized by all selected schools of Mustang, whereas only 75 per cent school of Mustang organize oratory, quiz, spelling contest and handwriting activities. Similarly, it is observed by the Table - 1 that, arts and handicraft, oratory, spelling contest, handwriting, field trip, games and sports, sanitation, flag hosting are organized by the selected schools of

Kaski, whereas only 75% schools organize quiz, debate, poem and essay writing and P.T. & Drill activities. The Table - 1 shows that, only arts and handicraft, oratory and games & sports are the activities which were organized by all schools of Morang whereas dance & music, spelling contest, P.T. & Drill, sanitation & flag hoisting were the programmes of only 75 per cent selected schools of this district.

It was noticed during the discussion that even though HTs accepted the organization of various activities in their schools but in reality that was not in practice. As for example, in response to a question "are the pupils taken to educational trips?" almost all HTs of Mustang and Kaski were positive. But in discussion they have accepted that for two to three years they have not carried out field trip by their schools. Similarly all the HTs accepted the organization of various games and sports activities but the reality was some thing else. They said that they did not organize these activities in a formal and organized way. If the student desire to play schools provide the materials and instructed them to play without bothering the teachers.

In response to another question "how do you conduct CEAs?" majority of the HTs said that their programmes were based on action plan, whereas some of them accepted that they organize CEAs according to their needs (33.33%) and on pupils demand (33.33%) too. Besides, organization of CEAs on special occasion was the response of 75% HTs. Similarly, all the HTs of selected schools unanimously accepted that the nature of organized CEAs were based on curriculum and textbook and some times externally directed too. In discussion all the HTs from the selected school of Mustang, 75 per cent each from Kaski and Morang said that schools have the annual plan for CEAs guided by RCs but they organize the activities according to their convenience. These schools which have accepted the plan when asked mostly failed to produce the chart of planning. Besides that it was observed during the visit that, the schools which have committed the planning for CEAs have found given the importance on extra-curricular activities only rather than co-curricular activities. These scenario and responses of such other questions during discussion indicated that the schools were not serious regarding the organization of CEAs and the programme organized have the formality only.

Physical Facilities Available for CEAs

One of the major factors, affecting the operation of a successful programme of CEAs is the provision of adequate facilities, equipment, and supplies. In general, the term facilities, equipment and supplies is used as an alternative word for each other. But in the field of physical education, games & sports and in practical subject these three words have different meanings. In this regard, 'facilities' may be defined as an area, space or teaching station, it may be located either out-of-doors or inside a building, such as class room, play field, laboratory, gymnasium, auditorium etc. Similarly the term 'equipment' is interpreted as non-expendable items which may be a part of the permanent construction. Such as backboard of basketball, goal post in football or hockey ground etc., whereas supplies are those expendable materials or items that need to be replaced of frequent intervals, such as balls, bats, net, book, paper, paint, brushes etc. To explore the existing situation of facilities, equipment and supplies for CEAs a list of essential materials needed for the successful programme of CEAs was prepared on the basis of curriculum specification guidebook and extra-curricular teacher's guidebook published by MOES. In regard of this, the information collected through observation and are tabulated (Annex - 13) and analysed.

It was observed during the field visit that, almost all the selected sample schools of Mustang have the needed facilities (except for athletics) for the conduct of CEAs. It was also observed that these selected schools did not have sufficient items of musical instrument but, in discussion, they accepted that they hired the needed instruments.

It was found that most of the sample schools of Mustang have good furnished auditorium halls for the cultural programmes. These schools organize cultural programmes for the tourist with a view to funds collecting. Almost all the HTs & teachers accepted that NGOs and INGOs were active in this region and from time to time they support the schools with teaching materials, construction of infra-structure (like - Building, Hall etc.) and involve personnel as volunteers. Besides, some time tourist individually donate teaching materials (like-paper, pencil, colour, cardboard, First aid kits etc.). It was observed during the visit that Namoon primary school which is located in the heart of Jomsom may be taken as a model school. This school has a well-furnished auditorium, where most of the district level workshops, seminars are conducted. The HTs of Namoon school stated that they provide the Hall on rent. The organizing group donate them surplus stationery (like - paper, cardboard, pencil, marker, colour etc) after the closing of their programme.

It was seen (Annex - 13) that except the materials for ballgame, PT & Drill, arts and handicraft, national and school flag, uniform and space for assembly most of the schools of Kaski have not even minimum facilities like the assembly area (Divya Jyoti Primary school) for conducting CEAs. The situation was found more worse at the selected sample schools of Morang, where some of the schools (Janak primary school) did not have even the national and school flag, hoisting ground and play ground (Bal L. S. School).

However, CEAs programme in schools till now have remained unattractive chiefly because of inadequacy of facilities. In fact, amount and variety of facilities, equipment and supplies needed depend upon several factors including the type and extent of programme, the number of students to be served, and of course, budgetary considerations. Although, it is recognized that good leadership is the most important ingredient in teaching and conduct of CEAs, the proficient teacher can do better job especially at primary level schools by the use and mobilization of local resources and material.

Staffing and Budgeting for CEAs

James A. Garfield, former president of the united state, said "Give me a log, hut, with only a simple bench, Mark Hopkins on one end and I on the other and you may have all the building, apparatus, and libraries without him" (Votmer et al.:1979:47). Possibly this quotation comes closer to overemphasizing the importance of the facility in the total school set up than it does to presenting all the factors in correct proportion. However, it points to a significant truth that has at times been overlooked: no school can be greater than its staff, nor can a programme advance beyond the vision of those who administer it. The programme must rely upon the staff to put it into efficient.

In compliance of above fact, this study, specifically, made an attempt to explore the existing situation of teaching staff for the conduct of CEAs. For this number of teacher, their training and the teacher-students ratio have been analysed.

Based on the information, it was found that except all of the selected schools of Mustang non of the selected sample schools of Kaski and Morang have the adequate

number of teaching staff. The teacher-student ratio (in average) in Mustang was 1:6 (Annex 14), whereas, this ratio was 1:34 in Kaski and 1:44 in Morang. All the HTs from selected schools of Kaski and Morang said that they did not have adequate number of teachers. They have unanimous view that minimum 3-2 teachers are necessary, because all the teachers have the maximum teaching load. The average load per teacher of these selected schools of Kaski and Morang was 31 periods per week respectively except the pre-primary class, whereas the average load of the teacher in Mustang was 29 period per week. It was observed during the visit that among the selected schools of Mustang, Jwalamukhi primary school, Muktinath did not have students in grade V, whereas the Janhit High school, Jomsom did not have the class one to three.

However, all the HTs of selected sample unanimously claimed the need of a separate teacher for CEAs and they argued that per week teaching load should be minimized if they want to conduct CEAs effectively; the teaching load per week should not exceed more than 24.

In response to a question "what programmes have you made for the development of teacher for carrying out CEAs?" almost all the HTs from Kaski and Morang said that they were demanding the DEO for the allotment of additional teacher, whereas 75 per cent of HTs from Morang were thinking to appoint additional teachers to be said through school self resources.

In this respect the HTs of selected schools of Mustang did not ask for the extra teacher due to the less enrollment number of students in their schools, but they claimed that the teachers should be trained for CEAs.

HTs of the selected schools were also asked regarding the financial condition and management of budget for conducting CEAs. In this regard all the HTs have unanimously responded that there was no provision of fund for CEAs in school budget. The DEO provide 2000/- year at RCs level for the competition of extra-curricular activities. Responding a question "what is the source of budget for conducting CEAs?" almost all the HTs, said that local resource mobilization was the major source and the students bear their own expenses, during the field trips and on short trip. The HTs from Sri Ram primary school and Divya Jyoti Primary School (Kaski) and the Jwalamukhi Primary School (Mustang) admitted that, in some occasion SMC members contribute personally for CEAs. Besides, money saved from exam fees were utilized for the conduct of CEAs. In a discussion all the RPs admitted that the fund released by the DEO for CEAs to RCs was inadequate. They also said that 60% of this budget goes for prize and remaining 40 percent utilized for the management purposes. The HTs of all the selected schools unanimously said that they expend the money for the prize and materials. Besides nominal amount was mobilized for the management, guests and transportation purposes.

When asked, "do you have any future plan of establishing fund for systematic organization of CEAs?" almost all the HTs of Kaski and Morang replied negatively, whereas all the HTs of Mustang seemed positive, but they argued that because of political disturbances they did not succeed.

However, it was realized that the enthusiasm of the teachers, SMC, and HTs is needed for CEA programmes in the schools Mustang can be looked as a model for local resource mobilization for the operation of CEAs.

Teacher-students and Parental Participation in CEAs

The teacher is the dynamic force of the school. Without a competent teacher, even the best of systems is bound to fail. It is the teacher who directs and implements the whole programme of education. On him depends the future of the school. In fact, the regulation of the school and its influence on the life of the community invariably depends on the kinds of teachers working in it. Similarly, the pupils are the legitimate occupants of the school - it is for them that all educational efforts are organized.

In compliance of above spirit, attempts have been made to focus on the participation of teachers and students in planning, support and conduct of CEAs in the school. In this context, the HTs from of Indra Rajya Laxmi H.S., Lamachour and Laxmi High school, Lekhnath of Kaski and all HTs from selected schools of Mustang said that to conduct CEAs their teachers participate spontaneously and actively, whereas all the HTs from the selected schools of Morang and the HTs from Sri Ram Primary school, Simalchor and Divya Jyoti primary school, Hemja of Kaski admitted that their teachers participate in CEAs but their nature was compelling. In the discussion all the HTs from the selected schools of Mustang committed the formation of House (Sadon) in their schools. Whereas, Laxmi Highschool and Divya Jyoti primary school from Kaski and Nargram High school from Morang have only accepted the formation of house for the conduction of CEAs.

Answering a question, "how do the parents think about execution of and participation in CEAs?" almost all the HTs said they found them positive. Similarly, they also accepted that majority of the students showed their active participation in CEAs. But, in a case of out-of-station (School) programme less number of participation was observed, because students could not afford the expenses.

SMC Co-operation for CEAs

The school, if it is to serve the community, must enlist the co-operation of the community and SMC. The headteacher has to create situations where both may come closer which is essential even for the conduct of CEAs. In this regard, except Indra Rajya Laxmi High School of Lamachor and Divya Jyoti Primary School of Hemja Kaski all the HTs admitted that they have the support of SMC. The SMC members contribute personally and by the help of local resource mobilization. But in the discussion, some of the HTs from the selected schools of Morang claimed that SMCs did not have the interest for institutional development. Even in the meeting they never discuss regarding the educational programme and their quality, especially about CEAs. Besides, they negatively comment when the school conducts some sort of CEAs either inside or out side the class.

Students' Perception and Participation Regarding CEAs

Focus group discussion was held in each school with 5 to 10 students of 3rd to 5th grade. The discussion centred on the programme, participation, interest and their problem regarding the CEAs. During the interaction the students of Mustang were seen very active and interested in music, dance, games and sports & cleanliness programme. The reason behind that was most of the schools involved in income generation by organizing cultural programme for the tourists. But when asked regarding other activities, such as-field trip, debate quiz, the students responded

negatively and claimed that school did not organize all these activities even on their request.

The perception of students of Kaski was same little different. It was found that most of them belonged to disadvantaged and labour class. They said that they have to work in others houses so they do not have time to participate in CEAs. Some of them admitted that their parents couldn't afford the cost for such activities. Besides, school is not organizing activities and they do not provide playing materials. The primary grades students of a high school claimed that only senior students participate in all the activities and they do not get the chance. Of course, the students of Sri Ram Primary School and Indra Rajya Laxmi High School were seen more interested in folk song, dance and minor game and presented some of these activities in front of the research team. When asked, "did you participate in any activities" their reply was negative and they claimed that some selected students only get the chance to participate. The students of Morang district were shy. They answered simply "No".

However, overall observation revealed the fact that the CEAs programme in primary schools have been taken as optional and occasional rather than an organized one. The schools do not have the regular programme.

Problems from CEAs Faced by School

There are numerous challenges before the school administration in general. The school organization and administration also face the share of the challenges. There is no escape from these demands and challenges. If we intend to face and resolve them we must identify them. In compliance of the above spirit attempt have was made to explore the problems felt by school with respect to CEAs. In discussion majority of the HTs were found in favour of conducting CEAs, however they said they have face problems also from the CEAs. The analysis of recorded response shows that almost all the schools have some how similar problems. Based on the interaction following issues were identified.

- Lack of training and trained teachers for CEAs.
- No provision of funds for CEAs in the school budget.
- Less number of teachers (Specially in Kaski and Morang)
- Over teaching load and crowded class (Specially in Kaski and Morang)
- Inadequate facilities, equipment and supplies for CEAs.
- Less participation of students.
- Lack of parental interest, awareness and support.
- Unavailability of teacher's guidebook and such other resource materials for CEAs.
- Lack of monitoring and supervision by RPs/DEO personnel.
- Lack of incentive, reward and punishment for teachers, HTs and schools.
- No provision of planned teaching load in daily routine.
- Forcible participation by teachers, etc.

Chapter IV

QUALIFICATION AND TRAINING OF TEACHERS

In modern education system the teacher has been accepted as one of the major elements of teaching-learning programme. Teacher educates the child and gives them the art of living well. The teacher has the responsibility to inspire students with the desire to learn, to make them aware of the need of developing physical skills, capacity and to ensure that each one has a successful experience. In this context the qualification, training, perception, personal interests of the teacher influence the entire teaching-learning programme in the school. Thus, in this chapter an attempt has been made to explore the feelings, perception, participation, role and their problems in the execution of CEAs. The analysis is presented in the following heading.

- Qualification and training.
- Programme and planning of CEAs in the school.
- Co-operation of others in the execution of CEAs
- Feeling toward the programme.
- Problems faced by the teacher in the execution of CEAs

Qualification and Training

To identify the qualification and training level of teachers involved in CEAs, the teachers were interviewed and their personal file was observed by taking permission from the headteacher of the selected sample schools. It was observed that out of 87 teachers, 51 (58.61%) were S.L.C., whereas 36 (41.38%) were I. Ed. or equivalent. It was found that among them 68 (78.2%) (Annex - 15) were having some-sort of professional training. It was seen that in Mustang and Kaski the number of trained female teachers were greater (9 and 16 respectively) than the male (5 and 8 respectively) teachers. But in Mustang the number of male trained teachers were greater (17) than the female (13) teachers.

However, during observation it was found that all those teachers who were trained did not have specific training on co-curricular and extra-curricular activities. During the discussion all the teachers claimed that programme and courses offered on training was more theoretical and the time given for practical activities was not sufficient. Besides that, the teacher said that the trainer did not conduct practical work during the training, especially in music, creative art, physical education, games and sports, dance, drawing and handicraft. One of the teachers claimed that during the package training when she asked regarding the practical class for music the trainer intentionally failed them.

In group discussion, all the teachers, headteachers, RPs and DEO personnel realized the importance of specific training for CEAs. The teachers argued that at the primary level these activities make the students more active and interested in the school programme and also help to develop their inner potentialities.

However, all the teachers were of the view that the training for CEAs was not adequate and hence, they suggested that the concerned authority should organize CEAs training.

Programme and Planning of CEAs in the School

During the school visit an attempt was made to examine the existing programme and planning of CEAs in each school. All the teachers of the sample schools accepted that their schools organize some-sort of CEAs based on pre-planning (79.16%), curriculum and guidebook (66.66%), external inputs (45.83%) and on the observed needs (41.66%). The teachers accepted that the CEAs were prepared by the joint meeting of headteacher and teachers of the school and some of the programmes were organized as directed by the resource center.

Regarding co-curricular and extra-curricular activities, they expressed their ignorance regarding co-curricular activities and talked only about extra-curricular activities. It was observed that in reality the teacher and schools did not have pre-plan of CEAs except the plan given by RCs. In this regard one of the teachers replied that school did not have the plan and the headteacher or RPs never asked them for planning and programming of CEAs.

However, overall observation revealed the fact that the CEAs programme have been taken as an optional rather than a regular one.

Co-operation in the Execution of CEAs

In response to a question "have you received assistance for CEAs from concerned individuals and officials?" responses were diverse. Most of the teachers accepted that HTs and RPs helped them while planning and organizing the CEAs. But in the discussion majority of the teachers blamed that they were not receiving support and co-operation from parents and from RPs, which were vital factors for the smooth conduct of CEAs. They said that local people did not have interest in the school programmes. Besides that, majority of the parents belonged to disadvantaged, illiterate and labour groups and criticized negatively concerning CEAs, such as - games and sports, cultural programme, educational tour, etc.

Feeling towards the Programme

Almost all the respondents from selected sample schools of Kaski and Morang stated that they were not satisfied with the existing situation of CEAs, whereas all the respondents of Mustang district had shown partial satisfaction. The teachers from Kaski and Mustang said that due to the lack of physical facilities, resource and guidebooks, financial availability, training of CEAs teachers, co-operation from the local people and parents. CEAs could not be actively implemented.

Problems Faced by Teachers in the Execution of CEAs

All the respondents looked at CEAs positively. But in response to "what problems have you felt in conducting CEAs?" they stated various problems. Their problems were common, such as lack of adequate and appropriate physical facilities (100%), training of CEAs (91.66%), financial management (100%), availability of teacher's guide and resource books (83.3%), social awareness (50%), monitoring and supervision, parental interest and awareness (83.3%). In the discussion the teachers of Kaski and Morang expressed that due to the excess teaching load and crowded class (Annex 14) they cannot manage the CEAs properly, whereas majority of the teachers of Mustang were of the view that less number of students enrolment is one of the major limitation in the execution of CEAs. Some of the teacher expressed the

view that when activities, games, group work, etc. are planned there might not be sufficient time to complete the course.

However, these views reflect that the enthusiasm of teacher is necessary for the promotion and smooth conduct of CEAs in primary school.

Chapter V

ROLE OF SMC MEMBERS AND DEOS/RPS IN PROMOTING CEAS

This chapter attempts to present the feelings, participation, perception, role, problems and suggestions of SMC members and DEOs/RPs in the process of organizing and promoting CEAs in the schools. The analysis is presented in following headings.

- General background of the SMC members.
- Feeling of SMC members towards CEAs
- Participation and perception of SMC regarding CEAs.
- Problems and suggestions from SMC regarding the execution of CEAs.
- DEOs/RPs concerns about CEAs.

General Background of the SMC Members

Every community has, in its historical records, the stories of people and resource. Basic social process and problems operate in every community and they can be observed in its action, which may be favourable and unfavourable. Social problems become concrete as we investigate them in our own communities. Thus, the community provides concrete data on cultural, industrial, political, geographical and educational facts and relationship. In this context, qualification, experiences and occupation of the community leaders have direct and indirect impact on their feelings, spirit, role, working style, policy and vision. Thus, information regarding the general background of the SMC members of selected sample schools appear as presented in Table 2.

Table 2: General Background of SMC Members

District	No. of Respondent	Qualification				Occupation			Experience as SMC member (in average)	Remarks
		Illiterate	Literate	S.L.C.	College Level	Agriculture	Business	Service		
Mustang	4	-	-	2	2	1	1	2	2 yr.	
Kaski	4*	-	1	2	1	4	-	-	10 yr.	* One having the 28 yr. experience.
Morang	4	1	-	-	3**	2	2	-	3 yr.	** Two were graduate
Total	12	1	1	4	6	7	3	2		

It is observed from the Table 2 that out of twelve SMC members from selected samples 4 (33.33%) have SLC qualification and 6 (50%) have College level qualification. It was observed during the visit that most or the SMC members (75%) of selected school of Morang district have College level education and among them two were graduate, whereas one was illiterate. In Kaski and Mustang district none of the SMC members were found illiterate.

It is evident from the Table 2 that, hundred percent SMC members of the selected samples of Kaski district have adopted agriculture as their occupation, whereas in Morang and Mustang district two and one SMC members respectively belonged to

this category. One SMC member from Mustang and two from Morang were businessmen.

It was found that most of the SMC members of selected samples have not long experience as a SMC member and their average experience was 2 to 3 years. An exceptional case was found at Divya Jyoti Primary school of Kaski district where the Chair person have 28 years experience as a SMC member. He is just a literate but working as a Chairperson since the establishment of the school.

It was experienced by various resources during the study that, most of the SMC members of selected schools were guardians not real parents of the students and their own children are studying in the boarding schools. They are selected as SMC members, either on ideological or on political basis So, they did not have any interest in the institutional development of their respective schools except politics and power. The result is that some of the SMC members asked for extra money from HTs and teachers before realizing their salary or such other funds of the school.

Often, there are persons in the community who can be of great help in formulating school policy. Thus, the school should remain a true representative of the community and must not become a tool in the hands of some visited interest groups.

Feeling towards CEAs

Co-curricular and extra-curricular activities in primary schools of Nepal are found to have different types of arrangements. During interaction with the SMC members, it was noticed that they have confusion between co-curricular and extra-curricular activities while taking these two activities in an integrated form. But, in response to question regarding necessity and causes of organizing CEAs, all the respondents of selected sample schools gave at positive responses. They took CEAs not only as a formal daily activities of school programme, but also as a means of mental development, all round development and development of practical knowledge, self confidence, innate potentialities, aesthetic scence and physical growth. They have accepted that the regular participation in CEAs makes the child more active and thus makes the teaching learning effective.

The respondents (83.3%) were very positive when asked, "has your school carried out CEAs?" Two SMC members of selected schools of Morang district have accepted that due to the lack of supervision by the school supervisor and DEO personnel and also lack of provision of class schedules for CEAs, schools are not organizing CEAs.

In order to explore the types of CEAs organized by their schools, the SMC members quoted some sort of activities. In their response 58 and 50 per cent (Annex 16) SMC members listed quiz and games & sports respectively as regularly organized activities by their schools. Whereas only 33.33 % SMC members have conducted spelling contest, folk song, dance & music in their respective schools. In the discussion negligible numbers of SMC members have responded positively regarding the conduct of field trip, vocabulary running, sanitation, debate, story telling, oratory, P.T. & drill, junior Red Cross and scouting activities in their schools.

Regarding organization of programme and types of CEAs, it was noted that all the SMC members of Mustang were positive. But, while talking in separate the SMC members of Jwalamukhi primary school of Mustang, Sri Ram Primary school and Divyajyoti Primary school of Kaski and all the selected schools of Morang district accepted that the school did not organizing any sort of CEAs.

Participation and Perception of SMC Members Regarding CEAs

In the Ninth plan, emphasis was laid on capacity building for self-governance of local bodies and making them accountable to the local people in matters of delivery of services. Similarly, the Tenth plan repeated the commitment that decentralization policy reform will be continued and that local bodies and local community will be involved in the planning, management and operation of the educational programmes of the local level. Moreover, the Seventh amendment of the Education Act empowers SMCs by vesting in them power and authority in regard to decision-making.

In compliance of the above spirit attempts have been made to focus on the participation of SMCs in the planning and assistance of CEAs in their respective school. In this context, when asked "Is the SMC involved in planning CEAs of the school?" two SMC members each from Mustang and Kaski and one from Morang have only accepted their involvement (Table 3).

Table 3: Involvement of SMC In Planning of CEAs

District	No. of Respondent			Remarks
	Yes	No	Total	
Mustang	2	2	4	
Kaski	2	2	4	
Morang	1	3	4	
Total	5 (41.66%)	7 (58.33%)	12	

It is evident from the Table 3 that in total 58.33 per cent of SMC members of selected samples denied their involvement in planning of CEAs in their respective schools. The reason behind was that the school administration and teachers planed all the educational activities, the SMC were not informed while plan formulating. Lack of co-ordination between school administration and SMCs and lack of knowledge regarding the total CEAs among the SMC members were noted as major problems.

Besides, SMC members of some selected schools (41.66) were found to be actively involved in the financial management, creating awareness and mobilizing parents, approving programme presented by school administration, supervising of activities and others necessary support and advise as needed by school for CEAs.

Personal exchange of views revealed that hundred percent SMC members of selected samples of Mustang admitted that their role was vital and they were satisfied (Table-4) with the CEAs programme of their respective schools. Whereas, fifty per cent SMC members of Kaski and hundred percent SMC members (Table - 4) of Morang were found unsatisfied with CEAs of their schools. A discussion with these SMC members revealed that lack of physical facilities, regular source of income, provision of fund; irregularity of teachers, poor follow-up programme by the DEO personnel are the basic reasons of their dissatisfaction.

Table 4: Satisfaction and Dissatisfaction of SMC

District	No. of Respondent			Remarks
	Yes	No	Total	
Mustang	4	-	4	
Kaski	2	2	4	
Morang	-	4	4	
Total	6	6	12	

Problems and Suggestions in the Execution of CEAs

As SMC is formed from the community, the role of SMC is important in the development and planning of schools activities. During school visit and discussion with the SMC members of selected sample schools, majority of the members admitted that they have not actively been participating in planning, organizing and mobilizing local resources for CEAs. The SMC members expressed that financial problem; students from low income, disadvantaged (Dalit) and labour group; lack of trained and skilled teacher, co-ordination among HTs and SMC, follow up, monitoring and supervision; less involvement of parents and SMC member; and unavailability of physical facilities are the major hurdles in the effective operation of CEAs.

When asked, what can be done for the improvement and smooth organization of CEAs, their responses were common, According to them appointment of separate CEA teacher, organized implementation of programme, co-ordination between school and community, mobilization of local resources, financial support by the government, regular follow-up and evaluation by DEO personnel, programme in daily class routine and classification of activities are some ways which must be adopted if we want to implement the CEAs effectively in the schools.

DEOs/RPs Concerns about CEAs

A round table interaction and discussion was organized in each sample DEO in which DEOs, DEO personnels, RPs, school supervisors, headteachers and some selected teachers (incharge of primary section in high school) participated. The interaction was concentrated on the concept sharing, activities programme procedures, budgeting, problems and ways for effective programming of CEAs in primary schools. Responses of the participants were recorded and organized. Based on the interaction, following issues and were identified.

- In the interaction programme all the participants were unanimous that co-curricular and extra-curricular activities had been organized partially, but in an integrated form, because the concepts regarding these two activities were not clear. They also claimed that load for co-curricular or extra curricular had not been separated. They said that the credit should be allotted for the co-curricular activities in the evaluation system. Besides, provision of teaching load and arrangement of class in the daily routine for CEAs should be made compulsory.
- It was realized by almost all the participants that in their perception CEAs was optional not compulsory. So, it should be made compulsory and the activities should be categorized according to the age and class of the students and feasibility of the schools.
- DEOs, RPs and DEO personnel have unanimously accepted that the policy regarding CEAs had been formed but it was not in practice.
- Almost all the RPs and HTs have accepted that some sort of extra-curricular activities were organized on the basis of annual plan at RCs level. They said that annual plan was prepared by the joint meeting of RPs and headteacher of concerned RCs.
- In the discussion RPs claimed that headteachers were responsible for organization of CEAs in their school, because spirit and attitude of the headteachers determine the level, type and effectiveness of the programme. They also said that the teacher

never studied the curriculum, curriculum specification and teacher's guidebook. So, the practical implication of CEAs was not effective. Whereas, the HTs and teachers claimed that teacher's guidebook and such other resource materials, like - curriculum, curriculum specification guide, etc. were not available in the market and even in DEO.

- DEOs and RPs laid stress on co-ordination among schools, SMCs and sports council.
- Almost all the headteachers were of the view that most of the children in their schools come from labour and disadvantaged families (having low income status) and some of the students work in other's houses. So, they were unable to afford the dress and the expenses of CEAs. The headteachers complained that parents did not show any concern about their children.
- All the respondents unanimously claimed that lack of budget and physical facilities were the major limitation in smooth running of CEAs. In the discussion the DEOs, RPs and headteachers had accepted that there was no provision of separate funds in the school budget for CEAs. They said that because of external pressure local resource mobilization was also difficult. The DEOs and RPs said that the office provides 2000/-Rs. to each RCs for the annual competition of CEAs at RCs level, and they further explained that 60% of this amount was spent on prize and remaining 40% spent on management of the programme.
- Headteachers commented that RPs visited the school rarely and never made inquiry regarding CEAs. In the discussion it was realized by almost all participants that regular monitoring and supervision were very important.
- Almost all the participants were of the view that schools did not have trained CEAs teachers. They claimed that a separate teacher for CEAs should be appointed and teaching load should be minimized. The DEOs and RPs claimed that separate CEAs section should be formed under the related expert at the DEO level.
- HTs of Kaski and Morang claimed that schools were crowded and teachers had overload. They said that the DEO did not provide teachers at par with the number of students, subjects and classes. Whereas, all the headteachers of selected sample schools of Mustang said that less number of class enrollment and less student's participation were the major problems in smooth running of CEAs in their schools.
- All the RPs and headteachers were of the view that regular training for CEAs should be carried out for the teachers and even for the RPs.
- The RPs of the selected sample districts have claimed that the training organized for teacher at various levels were just formal and the criteria for the selection of teachers for training was faulty. They said that age, sex and interest of the teachers should be considered while selecting the teachers for training, specially in games, physical education, drawing, arts, dance and music.
- All the DEOs, RPs and HTs of selected sample areas claimed that present curriculum and guided activities are ambitious. So, modification should be made.
- Almost all the DEOs, RPs and HTs of selected samples had unanimous view regarding the formation of a separate committee at RCs at the district level for the organization, observation and evaluation of CEAs. They said that provision of evaluation should also be made in the progress report of the school.

- All the DEOs and RPs of selected sample schools viewed that co-ordination between the FOE and MOES is necessary for curriculum framing and training of teachers.

Thus the general feeling is that the concept, purpose, and values of CEAs in school have not yet been fully understood by HTs, RPs, DEO personnel, DEOs and parents.

Chapter VI

PERCEPTION OF PARENTS TOWARD CEAS

Educational researches have shown that the family background affects the participation in schooling. Education of parents and their socio-economic status have direct bearing on their children's involvement in school activities. One study showed that the increment in father's education by one year enhances the probability of children's participation by 5% (CERID: 1984:76). According to the World Bank ((1989:14) "the major reason for low-attendance in the school is the need for children's labour for subsistence production in household." Bray, Clarke and Stephens (1986:62) also write, "Poorer children cannot often afford to attend even free schools because they need to be working to support themselves and their families." Coombs (1985:229) writes." It is a costly undertaking for the family to send children to primary schools because they find it difficult to afford to buy uniform, stationary, tiffin at the cost of the money they earn." These all imply that education of parents and their poverty put a barrier to attend schools. This chapter explores how their education and occupational status and their perception towards CEAs have affected their children's participation. The information has been analyzed through five aspects, such as parental background, their perception, participation, problem's and their suggestions.

Parental Background

Out of 24 parents from Mustang, Kaski and Morang districts 18 have education, 6 parents have no education of any sort (Table - 5). It was observed that (Table - 5) among the sample groups 4 parents work in offices and schools, 8 parents were engaged in skilled jobs including agriculture, masonry and shop keeping. The rest do labour works.

Table 5: Status of Parents

District	No. of respondent	Sex		Education					Occupation				Remarks
		Male	Female	Illiterate	Literate	L1	L1+	Total Literate	Service	Agriculture	Labour	Skilled Labour	
Mustang	8	4	4	2	5	-	1	6	1	3	4	-	
Kaski	8	4	4	2	1	1	4	6	2	3	3	-	
Morang	8	5	3	2	2	1	3	6	1	1	4	2	
Total	24	13	11	6	8	2	8	18	4	7	11	2	

Parental Report about Types of CEAs

There were 48 responses received from parents regarding the types of CEAs conducted in schools. According to them the activities were drawing, quiz, cultural activities, education trip, games and sports, sanitation, spelling and debate. The types and the responses are given in Table 6.

Table 6: Types of CEAs as Reported by Parents

District	Responses										Remarks
	Drawing	Quiz	Cultural Activities	Educational Trip	Games & Sports	Sanitation	Spelling	Debate	Don't Know	Total Respondent	
Mustang	-	3	8	-	3	-	1	1	3	19	
Kaski	-	4	3	1	5	1	1	-	-	15	
Morang	1	3	2	-	3	-	-	1	4	14	
Total	1	10	13	1	11	1	2	2	7	48	

It can be seen from the Table 6 that cultural activities received higher number of responses in comparison to other activities. Particularly, schools of Mustang district from the Himalayan region carried out more cultural activities than the schools of other regions. In the discussion it was found that there were two main purposes of such cultural activities in the schools of Mustang - they conducted them as a part of their regular learning programme and also as a source of income generating for the school. The schools fixed cultural programme, sold tickets to tourists and the children performed before them. Some outside artists were also involved in it.

Games and sports and quiz also had greater responses from parents, however these games and sports activities were not conducted in an organized way except during the tournament once a year. Children were given game materials and asked them to play outside without bothering the teacher. Parents were not enthusiastic in reporting other CEAs. Educational tour was not organized because of the money involved in it and in Mustang the cold climate and strong wind prevents schools from taking children to education tour of both long and short distance. Sanitation and cleaning activity was not much done.

Parental Report on their Children's Participation in CEAs

A question "does your child participate in a CEAs?" was asked to parents. In their response 45.8 (11) parents said that their children participated actively in the schools (Table 7) CEAs programme, but 13 (54.2%) responded negatively and expressed that they never asked their child regarding the school activities and they were not informed by the school either. It was found that majority of the parents of selected sample schools did not know whether their children took part in CEAs or not. In the discussion 13 parents (Four from Mustang, 5 from Kaski and 4 from Morang) expressed their view that they thought their children did not take part in CEAs. The reason of not attending CEAs, as given by parents were that the children were not matured enough to take part in them. The truth was that they were not interested in them.

Table 7: Childs participation as reported by parents

Districts			Nature of Participation				Remarks
	Yes	No	Active	Inactive	Forcible	Don't Know	
Mustang	4	4	3	-	-	5	
Kaski	3	5	3	-	-	5	
Morang	4	4	4	-	-	4	
Total	11	13		-	-	14	

When asked whether their approval was sought for involving their children in CEAs (particularly in out-station activity) 79% (19) of the respondents replied in negative, whereas 5 (21%) were affirmative in this regard. Eventhough 20 parents (83.3%) liked that their children (Table 8) participated in CEAs.

Table 8: Parental approval and desire for their children's participation in CEAs

Districts	Approval of Parents		Parental Desire			Remarks
	Yes	No	Yes	No	No Response	
Mustang	2	6	6	-	2	
Kaski	2	6	8	-	-	
Morang	1	7	6	2	-	
Total	5	19	20	2	2	

In the discussion it was found that parents loved their children's participation in CEAs, because these activities foster wholesome growth of all faculties, physical, mental, personal, social and understanding ability. They also think that CEAs help children stay in the school which has two connotations, staying in school makes them free from child care and it restricts them from looking around. Besides the above responses, 17.6 per cent parents wished that their children got involved in CEAs because they increase their achievement in learning and study. However, these activities make them active and smart.

In the discussion, parents have responded that they encourage their children to participate in CEAs by providing suggestions and highlighting its benefits. Whereas some parents responses relates to providing (1 from Kaski, 2 from Mustang and 2 from Morang) incentives, rewards and necessary materials. Besides, some of the parents from the selected schools of Mustang and Morang (2 parents from each district) have shown their dislike in CEAs participation by their children. During the discussion they accepted that they had no time for it and had no understanding of these activities and they were indifferent towards the CEAs. One recent study by CERID (FRPs study Report 4, 2003:7) reveals that poor parents were indifferent to the education of the children and were not able to make forward contribution to the schools, and this implies with this study too.

Problems from CEAs Faced by Parents

In the discussion, majority of parents were found in favour of participation of children in CEAs, however they also face problems accured from the CEAs. The

Table 9 indicate that majority (75%) of the parents from Mustang and 62.5% each from Kaski and Morang have faced problems. They said that lack of money, time, injuries and sickness due to the participation are the major problems. Some of them expressed that it created indiscipline among students and disturbed their study. But most of the parents could not identify problems because they had no leisure to go and attend CEAs and to get knowledge about it.

Table 9: Problems from CEAs faced by parents

Districts	Response		Remarks
	Yes	No	
Mustang	6	2	
Kaski	5	3	
Morang	5	3	
Total	16	8	

Suggestions from Parents for Improving the CEAs Programmes

In order to get suggestions from parents for improving the CEAs 28 open responses were received from parents of which 8 responses (4 from Kaski and two from mustang) were related to planning of the (Table-10) CEAs. According to them school should conduct CEAs in a planned way as it would help preparation and systematic execution of the activities.

Table 10: Parental suggestions for improving CEAs programmes

Districts	Responses							Remarks
	Provision of Teachers Training	Provision of Finance	Planning	Proper Management	Provision of Materials	Don't Know	Total Response	
Mustang	1	-	2	-	-	5	10	
Kaski	-	1	4	3	1	1	8	
Morang	2	1	2	2	1	2	10	
Total	3	2	8	5	2	8	28	

In the discussion they also preferred to say that the school management should carryout the programme regularly and systematically. The management should also secure the co-operation from SMC and parents in planning and conducting of CEAs. They suggested that separate teacher for CEAs should be provided for CEAs and they should be given training on it. But many parents (Five from Mustang, 1 from Kaski and 2 from Morang) were unable to give any suggestions because of their indifferences attitude towards the programme.

Chapter VII

PROBLEMS OF SCHOOLS IN CARRYING OUT CEAS

The study tried its best to seek the answers to the research questions pertaining to the problems faced by the schools while conducting CEAs. In this regard, a common question "what problems have you faced in conducting CEAs?" was asked to the HTs, teachers, parents, SMC members, RPs and DEOs. Their views and responses were recorded and analyzed. Based on the interaction, following major issues and problems were identified.

Lack of Budget

All of the DEOs, RPs, HTs, Teachers and SMC members have claimed that there was no provision of separate funds for CEAs in the school budget. Of course, the DEOs provide Rs 2000/- annually to each RCs to conduct extra-curricular competition, which was inadequate. The school cannot collect fees from the students because of external pressure and poor financial status of the parents. Local resource mobilization was difficult. In this regard the HTs, teachers and SMC members admitted that earlier they organized cultural programmes and sold the tickets to the tourists with a view to collect funds, but now it is too difficult. They also claimed that school did not have other resources for financial management.

Poor Socio-economic and Educational Status of the Parents

Almost all the HTs, SMC members and teachers said that majority of their students came from lower and disadvantaged group, labour class and illiterate groups. Some of the students work in other's houses, hotels and business organizations. Thus, on one side they were unable to afford the extra expenses and on the other they did not get the time to participate in CEAs. They also said that because of illiteracy parents did not take any interest in CEAs participation by their children.

Lack of Teacher

Almost all the HTs and SMC of Kaski and Morang claimed that in ratio of students' enrolment, they did not have adequate number of teachers even to conduct regular classes. They claimed that they were regularly demanding the teachers from the DEO but the office did not provide as required.

On the other side the HTs, and teachers from the selected schools of Mustang admitted that, though they had the less number of students enrolment lack of teacher limited them to conduct CEAs.

Lack of Skilled and Trained Teacher

One of the most common problems faced by the HTs, teachers, RPs and DEOs was the lack of skilled and trained teachers for CEAs. They unanimously claimed that they did not have training of extra-curricular activities like-games and sports, music, arts and handicraft, dance etc., and whatever the training they had taken they were subject based. In this regard the researcher himself faced problem during the visit to a school in Marpha. The school was going to organize Birendra Shield Tournament on behalf of Mustang District. But the RPs and the teacher had no clear knowledge of

track construction, rules and regulations of Kabaddi. The research team was asked to solve their problem.

Perception of Co-curricular and Extra-curricular Activities

Except some of the HTs from the selected sample high school, most of HTs, teachers, SMC members were found in confusion regarding the differences between these two areas. They admitted that they were taking these activities in an integrated form and not tried to conduct co-curricular activities separately.

Over Teaching Load

Headteacher and teachers of all the selected sample school claimed unanimously that they had the maximum load. They taught continuous seven periods and some time they should have to regulate the extra classes in the absence of their colleagues too. Because of over teaching load they were unable to conduct co-curricular and extra-curricular activities.

Lack of Adequate Physical Facilities, Equipment and Supplies

Existing physical facilities, equipment and supplies do not seem to be adequate in the operation of CEAs. It has raised the issue unanimously that in the lack of adequate facilities, equipment and supplies, it is not possible to conduct CEAs smoothly.

Unavailability of Trained Personnels for CEAs

HTs, teachers, RPs and DEOs felt that although the government has formulated the policy to conduct CEAs as a compulsory. Programmes there are not trained and skilled personnel for the operation of CEAs.

Lack of Professional Support

Regular professional support to the teacher in the form of recurrent and refresher-training, follow up, workshop or seminar has not be provided for CEAs.

Ambitious Curriculum and Teaching/learning Activities

The entire respondents claimed that existing curriculum of primary level is vast. It is, therefore, the teacher needs more time to organize and adjust instruction around the curricular activities and so, they overlook the conduct of co-curricular and extra curricular activities.

Supervision and Monitoring of CEAs

HTs, teachers and SMC committee have unanimously claimed that school supervisor; RPs and resource personnel are responsible for the supervision and follow up of the school programme. But school programme has been monitored negligibly. Thus, lack of supervision slacks CEAs in its true spirit.

Subject Based Teacher Preparation System

Existing teacher preparation system of FOE is subject based with little focus on co-curricular and extra curricular activities. These products have the knowledge of two

to three subjects only, but in the primary school they have to teach subjects including arts & handicraft, music, dance games & sports, etc.

Inadequate Distribution and Supply of Educational Resources and Support Material

Ministry of Education and Sports. CDC develops various educational resources and support materials, like curriculum, curriculum specification guide, teacher's guidebook, extra curricular guide and such other materials. But these supportive materials blocked somewhere in the MOES and not reached out to the hands of RPs, HTs and teachers. Thus, lack of adequate supply and distribution of teaching materials block the transformation of knowledge, skills and appropriate instructional arrangement which directly affects CEAs.

Limitation of Policy Implication

DEO personnels, HTs and the teachers have a common view that educational policy is formed at the top level but not at the grass root level. This implies to the programme of CEAS too. One of the authorized persons of MOES accepted that every time they make policy, they give due emphasis on physical education and CEAs. But it goes to the paper only.

Lack of Co-ordination among Teachers, HTs and SMC Members

DEOs and RPs claimed that implementation of educational programme and conduct of CEAs depends on the perception and spirit of teacher and headteacher and the supports of SMC. In fact, co-ordination among these three body has been lacking and affecting the academic quality of the school.

Whereas HTs and teachers claimed that SMC was formed on political basis with the least interest in any co-curricular activities.

Unscientific Classification of Extra-curricular Activities

DEOs, RPs, HTs and teachers have claimed that the classification of extra-curricular activities has not been made according to the age, sex, interest and developmental characteristics of primary school children.

Geographical Constraint

HTs and teachers from the selected sample schools of Mustang have claimed that because of cold climate and strong wind it was difficult to organize any outdoor activities.

Chapter VIII

MAJOR FINDINGS AND RECOMMENDATIONS

This chapter deals with the major findings of the existing status of co-curricular and extra-curricular activities in Primary school. This study includes observations, ideas, experience and the views of teachers, headteachers, SMC members, parents and students. Similarly the views of DEOs, RPs and DEO personnel are also included. Existing programme, facilities, concept, procedures and problems were studied to seek answers to the research questions for pertaining CEAs. Thus, the findings based on the analysis and interpretation of information from the previous chapters and the recommendations based on the findings are presented in following sections:

- Major Findings, and
- Recommendations

Major Findings

The findings of the study have been classified according to the stated objectives, which are as follows:

Existing Programme and Facilities

- Almost all the HTs of selected schools were found having clear concept regarding the meaning of extra-curricular activities. But they were partially clear about the theoretical concept of co-curricular activities.
- Arrangement of CEAs was found in an integrated form in almost all the selected schools.
- Almost all the selected schools conduct some sort of CEAs. The schools of Mustang were found comparatively more active than Kaski and Morang districts.
- All the selected schools accepted the conduct of arts and handicraft, dance and music, oratory, spelling contest, games and sports, P.T and drill, sanitation, and flag hoisting programmes as CEAs.
- Almost all the schools of Mustang and Kaski organized field trip, but none of the selected schools of Morang were found doing such activities. But in the discussion, all the HTs and teachers admitted that for 2-3 years they have not carried such activities.
- All the selected schools of Mustang have the programme of Red cross activities, whereas this programme was not found in the remaining two districts.
- No scout programme was found in any selected school.
- Seventy five per cent of HTs from the selected schools have accepted that they formulate annual plan (pre-plan) for the conduct of CEAs, but when asked they were unable to produce the plan of CEAs.
- The schools, which have planning for CEAs, have given due importance to extra-curricular activities only.
- Almost all the selected sample schools of Mustang had the needed facilities (except Music and Athletics). Schools of Mustang were found well furnished with auditorium hall for cultural programme, whereas most of the schools of Kaski and Morang have not even the minimum physical facilities for the conduct of CEAs.

- Some schools (like-Janak Primary Schools of Morang) do not have even school and national flags alone other facilities.

Financial Condition

- None of the selected sample schools have the provision of specific and fix amount in their regular budget for CEAs.
- Teachers, HTs and SMC members personally donate some amount and manage the expenses for the specific programme of co-curricular and extra-curricular activities.
- Students bear their own expenses during the field trip and short walk programme.
- District Education Office provides Rs. 2000/- annually to each Resource Centre for CEAs competition at RC level. Of the allocated fund 60% of amount goes for prize, and remaining 40% for managerial purposes.
- Most of the selected schools of Mustang organize cultural programme and collect the funds for school and CEAs by selling tickets to the tourists. The schools of Mustang receive donations from the tourists and other agencies for CEAs and for the development of the school.

Qualification and Training Level of Personnel

- Out of 87 teachers 51 (58.61%) were found S.L.C and 36 (41.38%) were I.Ed. or equivalent qualification. Of them 68(78.7%) were with some sort of professional training.
- In the selected schools of Mustang and Kaski the number of trained female teachers was greater (9 and 16 respectively) than the male (5 and 8 respectively) teachers. But in Morang the number of male trained teachers was found more (17) than the female (13) teachers.
- The teacher, having the general training package on modular and FOE course, do not have specific training on CEAs.
- Teachers of selected schools were not found with training on physical activities, games & sports, dance & music, creative arts, drawing and handicraft.
- Almost all the schools do not have games & sports or drawing or dance & music or creative arts teacher.
- Almost all the teachers were found confused regarding the theoretical and practical differences between co-curricular and extra- curricular activities.

Role of SMC in Promoting CEAs

- Almost all the SMC members of selected schools were found having positive attitude toward the CEAs. The SMC members of Mustang and Kaski accepted that their school organized regularly some sort of CEAs programme. But most of the SMC members of the selected school of Morang (Janak primary school, Arunoday primary school and Bal Lower secondary school) flayed CEAs.
- Fifty per cent of SMC members of Mustang and Kaski showed their active involvement in CEAs, whereas 75% SMC members from the selected schools of Morang denied their involvement.

- Financial management, creating awareness among parents, local resource mobilization and approval of programme prepared by the school administration were found as major activities of the involved SMC members.
- Those SMC members who deny their involvement in CEAs accept that school administration and teachers plan and organize all the CEAs, and never inform the SMC.
- Hundred per cent SMC members from the selected school of Mustang and 50% from the Kaski were found satisfied from the CEAs programme of their schools, whereas 100% SMC members from the selected schools of Morang were found unsatisfied from the CEAs programme of their respective school.
- Most of the SMC members were found as guardians not the parents.
- In most of the schools co-ordination among the teachers, headteacher and SMC members were lacking.

Role of DEOs/RCs in Promoting CEAs

- A sum Rs 2000/- is given by the DEO annually to each RCs for organizing inter-school competition of CEAs.
- Some sort of inter-school extra curricular activities competition was organized in each district in the guidance of RPs.
- Almost all the RPs were found helpful in planning CEAs.
- Most of the RPs were poor at the concept and knowledge of CEAs (like-games & sports, music, dance, drawing, arts & handicraft)
- Almost all the DEOs and RPs were not satisfied regarding the policy and practice of CEAs programme.
- Almost all the DEOs were in view of the establishment of separate wings for CEAs at DEO level under the expert of respective areas.

Perception of Parents toward the CEAs

- Majority of the Parents from the sample schools of Mustang were found illiterate (2) and just literate (5), whereas the number of above literate parents was 5 and 4 in Kaski and Morang respectively.
- Most of the parents of selected samples belonged to low income, labour, and disadvantaged groups.
- Thirty seven per cent parents from the selected schools of Kaski accepted that their children participate in CEAs, whereas this per cent was fifty in Mustang and Morang district respectively.
- All together 14 (58.33%) parents from the selected samples (5 each from Mustang and Kaski and 4 from Morang) have shown ignorance regarding the participation of their children in CEAs.
- Hundred per cent of parents from Kaski and seventy five per cent parents from Mustang and Morang were found positive regarding CEAs and liked their children's participating in CEAs.
- Majority of the parents (75%) from Mustang and 62.5% each from Kaski and Morang were found problems facing due to CEAs.

- Extra expense, injuries, sickness, indiscipline and disturbances in study were found as major problems of parents due to the participation in CEAs by their children.

Problems of Primary Schools in Carrying out CEAs

- Lack of Budget.
- Poor Socio- economic and educational status of the parents.
- Inadequate number of teachers.
- Lack of skilled and trained teachers.
- No clear perception of co-curricular and extra curricular activities.
- Teaching over load.
- Over crowded class (except Mustang)
- Lack of adequate physical facilities, equipment and supplies.
- Unavailability of trained personnel for CEAs at DEO.
- Lack of professional support.
- Ambitious curriculum and teaching learning activities.
- Inadequate supervision and monitoring of CEAs.
- Subject-based teacher preparation system
- Inadequate distribution and supply of educational resources and support materials.
- Partial implementation of formulated policy.
- Lack of co-ordination among teachers, HTs and SMC members.
- Unscientific classification of extra- curricular activities.
- Geographical constraints (especially in Mustang)
- Less enrolment of students (specially in Mustang)
- Lack of enthusiasm in teachers.

Recommendations

Based on the findings of the study the following recommendations are made.

Policy Formation

- Co-curricular and extra- curricular activities should be made compulsory.
- Schools should prepare annual and monthly plan for CEAs.
- Physical education, creative art & handicraft, and music have been prescribed as compulsory subjects in the primary school curriculum. Therefore, the provision of teacher for these subjects should be made in each school.

Training of Personnel

- A defined teacher training policy and programme should be developed by the co-ordination of MOES and FOE.

- Teacher should be assigned and trained on the basis of their interest, age, and abilities.
- The content of the teacher training package should be so selected and arranged that they should meet the need of both co-curricular and extra-curricular activities as mentioned in the curriculum specification guide, teacher's guidebook and extra-curricular guidebook.
- Mobile training should be organized by the coordination of expert teachers available in the respective districts.

Physical and Financial Facilities

- Enough budgets should be set-aside for CEAs.
- The teacher support material should be developed adequately and should be made available in all the schools in the required number.
- Use of local materials and play field should be encouraged.

Supervision and Monitoring

- A strong monitoring, evaluation, and feedback mechanism should be established in the district and in the school.
- A column should be kept in school progress report for the evaluation of CEAs programme.
- Separate cells for CEAs under the trained personnel should be established at DEO level.

Programmes for Professional Support

- Activities should be limited and classified according to the need, age, developmental characteristics of the students; socio-cultural set-up of the community and feasibility of the schools facilities.
- Some weight should be given for the sport, social service, scout, Red Cross, and cultural programme participation while selecting and promoting the primary school teacher.
- Coaches and trainers should be assigned for the training of teacher and students in their related field. Thus, co-ordination between education and sports section of MOES should be developed and maintained.
- Professional enthusiasm should be developed in teachers, HTs, RPs, DEO personnel, DEOs to maintain the policy and spirit for the effective operation of CEAs.

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Annex 1
LIST OF THE SAMPLE SCHOOLS

S.No.	District	Name of School	Address
1	Mustang	Namoona Primary School Janhit High School Jwalamukhi Primary School Janwal High School	Jomsom, Jomsom, Muktinath Marpha
2	Kaski	Indra R.L. High School Sir Ram Primary School Laxmi High School Divya Jyoti Primary School	Lamachour Simalchour Lekhnath Hemja
3	Morang	Janak Primary School Nar Gram High School Arunodaya Primary School Bal Lower Secondary School	Jhatiyahi Tanki, Sinbari Pichara Rani, Biratnagar

Annex 2

GENERAL DESCRIPTION FORM

Name of the school: _____ Address: _____ Zone: _____

Nature of school: (a) Primary School _____ District: _____
(b) Secondary School _____ VDC / Municipality: _____

1. Planning of co-curricular and extra-curricular activities in school
Yes [] No []
2. Nature of planning
Annual [] Bi-annual [] Quarterly [] Monthly []
3. Management of log book
Yes [] No []
4. Provision of kitchen Garden
Yes [] No []
5. Availability of Lands for kitchen Garden
Yes [] No []
6. Provision of Garden
Yes [] No []
7. Availability of National flag
Yes [] No []
8. Management of poll for flag hoisting
Yes [] No []
9. Availability of school flag.
Yes [] No []
10. Provision of uniform for students
Yes [] No []

Annex 3

TEACHER - STUDENTS' PROFILE OF THE SAMPLE SCHOOLS

Name of the school:

Address:

Zone:

Nature of school: (a) Primary School []

District:

(b) Secondary School []

VDC/Municipality:

(A) Teachers Profile

S.No.	Name	Educational Qualification	Teaching Subject	Training		Experience	Remarks
				Professional	Co-curricular & Extra curri.		

(B) Students profile (2060-61)

S.N.	Class	Number			Remark
		Boys	Girls	Total	

Annex 4

FIELD TRIP/SHORT WALKS

Name of the school:

Address: Zone:

Nature of school: (a) Primary School []

District:

(b) Secondary school []

VDC/Municipality:

S.No.	Grade	Number of Participants			Location or Visit	Duration of Visit	Objectives of Visit	Remarks
		Boys	Girls	Total				
1	I							
2	II							
3	III							
4	IV							
5	V							
6	Total							

Annex 5
SANITATIONAL STATUS

Name of School:

Address:

Zone:

District:

Nature of School (a)

V.D.C./Municipality

(b)

S.No.	Place	Condition			Remarks
		Good	Satisfactory	Dirty	
1	Class room				
	1				
	2				
	3				
	4				
	5				
	6				
	7				
	8				
	9				
	10				
2	Administration Room				
3	Library				
4	Canteen				
5	School Compound				
6	Store Room				
7	Toilet				
8	Drinking Water				
9	Others				

Annex 6

GAMES AND SPORT MATERIAS

Name of School

Address: Zone:

District:

Nature of School (a)

VDC/Municipality:

(b)

S.No.	Games and Games Materials	Yes	No	Condition			Sources		Remarks
				Good	Satis- factory	Poor	Purchased	Donated	
1	Athletics								
	1. Lime								
	2. Tape								
	3. Rope								
2	Ball								
3	P.T. & Drill, Music								
	1. Drum/Madal								
	2. Drum stick								
	3. Dholak								
	4. Harmonium								
	5. Bell								
4	Minor Game								
	1. Tage								
	2. Handkerchief								
	3. Softball								
5	Different dresses								
6	Local Musical Instrument								
7	Open play filed								
8	Assembly area								
9	Others								

Annex 7
ARTS AND HANDICRAFT

Name of School

Address: Zone:

District:

Nature of School (a)

VDC/Municipality:

(b)

S.No.	Name of Materials	Yes	No	Condition		Sources		Remarks
				Students	Purchased by School	Donated		
1	Plain Paper							
2	Cardboard							
3	Eraser							
4	Pencil							
5	Color & Color Box							
6	Brush							
7	Color Mixing Plate							
8	Old books or Magazines							
9	Pictures							
10	Knife							
11	Scissors							
12	Bowl							
13	Scale/Ruler							
14	Paper Knife							
15	Others							

Annex 8

QUESTIONNAIRE FOR HEAD TEACHER

Name of School _____ Address: Zone: _____
District: _____
Nature of School (a) Primary school [] VDC/Municipality: _____
(b) RCs/Affiliated with higher level []

Name of Head teacher: _____ Sex: Male/Female _____
Qualification: _____ Age: _____ Year: _____
Training: _____
Experience: Year [] Teaching [] Administration []
Status of School: A [] B [] C [] D []
Number of Students: Primary Level: Boys [] Girls [] Total []
Number of Teachers: Primary Level
(A) Male [] On post [] Own Resource [] Trained [] Untrained []
(B) Female [] On post [] Own Resource [] Trained [] Untrained []

Date: _____

1) What do you understand by co-curricular and extra-curricular activities?
2) Is the programme of CEAs conducted in your school? Yes [] No []
3) If yes, what activities?

▶ Drawing and Handicraft	[]	▶ Local trip or Walk	[]
▶ Musical instrument playing	[]	▶ Social service	[]
▶ Dance	[]	▶ Tree Plantation	[]
▶ Dramatics	[]	▶ Flower/Kitchen garden	[]
▶ Oratory	[]	▶ P.T. & Drill	[]
▶ Quiz	[]	▶ Scouting	[]
▶ Spelling Contest	[]	▶ Red cross	[]
▶ Vocabulary run	[]	▶ Games& Sports	[]
▶ Debate	[]	▶ Sanitation	[]
▶ Poem& Essay	[]	▶ Handwriting	[]
▶ Wall Magazine	[]	▶ Education trip	[]
▶ Others	[]		

- 4) How do you conduct CEAs?
- | | | | |
|------------------------|--------------------------|----------------------|--------------------------|
| By making action plans | <input type="checkbox"/> | On teacher's request | <input type="checkbox"/> |
| According to needs | <input type="checkbox"/> | During vacant class | <input type="checkbox"/> |
| On pupil's demand | <input type="checkbox"/> | Others | <input type="checkbox"/> |
| On special occasion | <input type="checkbox"/> | | |
- 5) What is the nature of your CEAs?
- | | |
|----------------------------------|-------------|
| Externally directed | Spontaneous |
| Based on curriculum and textbook | Others |
- 6) Is the Teacher Guide available in your school? Yes No
- 7) If not, what are the reasons?
- 8) Have you conducted CEAs as given in the teacher's guide? Yes No
- 9) If yes, what activities?
- Nepali language.
 - Mathematics.
 - Social studies.
 - Environmental science.
 - Health education.
 - Music.
 - Drawing.
 - Handicraft.
 - Physical education.
- 10) What type of planning do you make to execute CEAs?
- | | |
|-------------|-------------|
| Annual | ▪ Quarterly |
| Semi annual | ▪ Monthly |
- 11) Who prepare the plan of CEAs in your school?
- | | |
|------------------------|----------------------|
| Head teacher | ▪ Resource Centre |
| Teacher | ▪ Head teacher & SMC |
| Head teacher & teacher | ▪ Others |
- 12) How many CEAs do you carry out in a month?
- 13) What CEAs do you carry out regularly in a month?
- 2) How many CEAs do you carry out in a month without plan?
- 15) Do you conduct CEAs in following situations?
- When the class is vacant.
 - When pupils show interest.
 - When teachers shows interest.

- 16) How much time have you devoted for CEAs per week?
- 17) What is the nature of CEAs of your school?
- Class-wise
 - Collective
 - Level- wise
 - House-wise
- 18) Who conducts CEAs?
- Subject teacher
 - School administration
 - Teachers (collectively)
 - Senior students
 - Games teacher
 - Other
- 19) Why is it necessary to conduct CEAs in school?
- 20) In what way/s the teachers partake in CEAs?
- Spontaneous
 - Passive
 - Compelling
 - Others
 - Active
- 21) Have you formed Houses? Yes [] No []
- 22) If yes, what criteria have you used for the formation of Houses?
- Number of pupils
 - Mixed (Class+ Level)
 - Talent of pupils
 - Others
 - Class wise
- 23) Do you consult with teachers while forming the Houses? Yes [] No []
- 24) How you carry out Inter- House competition?
- By making plan
 - On teacher request
 - According to need
 - On demand of student
 - When class vacant due to teacher absence
 - On special occasion
- 25) How much money have you allotted for CEAs in the budget?
- 26) What is the source of budget for conducting CEAs?
- 27) On what items do you spend money of CEAs?
- Reward
 - Hosting of Guest
 - Transport
 - Management
 - Materials
 - Others
- 28) Do you have any future plan of establishing fund for systematic organization of CEAs? Yes [] No []
- 29) Do you have adequate number of teachers? Yes[] No[]
- 30) If not, how many teachers do you need?

- Occasionally
 - National day
 - Special programmes of the school
 - Others
- 47) If not sung, why?
- Not known
 - Pupils not interested
 - Lack of time
 - External pressure
 - Feeling not necessary
 - Others
- 48) If not sung, what alternative song is sung?
- 49) Are the pupils taken to education/local trips? Yes [] No []
- 50) If yes, what preparations are made?
- 51) Was the trip based on the curriculum? Yes [] No []
- 52) What was the achievement of the trip?
- 53) What difficulties have you experienced in carrying out trips?
- 54) What can be done for organized execution of education/ local tours?
- 55) What problems have you felt in organizing CEAs?
- Management
 - Financial
 - Physical facilities
 - Manpower
 - Teaching load
 - Training
 - Administrative
 - Participation
 - Others
- 56) What do you suggest for systematic running of CEAs?
- Management
 - Financial
 - Physical facilities
 - Manpower
 - Teaching load
 - Training
 - Administrative
 - Participation
 - Others

Annex 9
QUESTIONNAIRE FOR TEACHERS

Name of school: Teaching Load: Daily:
Name of Teacher: Per-week:
Qualification: Age in Year:
Teaching Subject: Sex: Male/Female
Training: (a) Professional: Experience in year:
(b) CEAs:

Are the CEAs conducted in your school? Yes [] No []

If yes, in what way?

- Based on pre-determined plan
- According to directives
- According to Curriculum and Guide book
- As per need
- Others

Who prepares the programme of CEAs?

- Resource Centre
- Head teacher
- School Management Committee
- Teacher
- Head teacher and Teacher
- Others

Are you involved in the Planning and executing the programme of CEAs?

Yes [] No []

If yes, in what way?

If not, why?

What types of CEAs have you conducted in the school?

Have you received assistance for conducting CEAs from concerned individuals and agencies?

If yes, who has provided assistance to you?

- Resource Person
- SMC Member
- Head teacher
- Parents
- VDC/Municipality member

- Local Social Worker
- Others

If not, why?

Are you satisfied with the executed programme of CEAs?

If yes, why?

If not, why?

What problems have you felt in conducting CEAs?

- Administrative Problems
- Financial Problems
- Problems of Physical Facilities
- Problems of Teaching Load
- Participation Problems
- Social Problems
- Problems related to Training
- Evaluation Problems
- Others

Is it possible to execute CEAs given in the Curriculum, Textbook and Teachers Guide? Yes No

If not, why?

What can be done for systematic conduct of the fixed CEAs?

Annex 10
QUESTIONNAIRE FOR PARENTS

- Name of school: Address; Zone:
Name of Parents: District:
Qualification: VDC/ Municipality:
Occupation: Sex: Male/Female
- In which class is your son/ daughter studying?
What other activities besides the classroom activities are done?
Does your child participate in CEAs? Yes [] No []
If yes, in what way?
▪ Actively
▪ Passively
▪ Forcibly
▪ Others
If do not participate, why?
Is your advice taken in involving your child in the CEAs? Yes [] No []
Do you like your child participate in CEAs? Yes [] No []
If yes, why?
If not, why?
What have you done to encourage your child to participate in CEAs?
Do you have any problem from CEAs?
If yes, what kind of problems?
What can be done for systematic organization of CEAs?

Annex 11
QUESTIONNAIRE FOR SMC MEMBER

Name of school:	Address; Zone:	
Name of SMC Member:	District:	
Qualification:	VDC/ Municipality:	
Occupation:	Sex: Male/Female	
Experience as a SMC Member (In year):		
It is necessary to conduct CEAs in the school?	Yes []	No []
If yes, why?		
If not why?		
Has your school carried out CEAs?	Yes []	No []
If yes, what CEAs?		
If not, why?		
Is the SMC involved in planning CEAs of the school?	Yes []	No []
If yes, in what way?		
If not, why?		
Have you personally involved in the CEAs of the school?	Yes []	No []
If yes, in what way?		
If not, why?		
Is the CEAs programme of the school satisfactory?	Yes []	No []
If not, why?		
What problems have you faced in conducting CEAs?		
What do you suggest for systematic organization of CEAs?		

Annex 12

EXISTING SCENARIO OF ACTIVITIES

S.No.	Name of Activities	Mustang				Kaski				Morang			
		NM	JH	JW	JB	IR	SR	LX	DIV	JNK	NAR	ARN	BAL
1	Arts and Handicraft	√	√	√	√	√	√	√	√	√	√	√	√
2	Instrument Playing	√	√	√	√	-	-	√	√	√	-	-	-
3	Dance and Music	√	√	√	√	√	√	√	√	√	-	√	√
4	Dramatization	-	√	√	-	-	√	-	√	-	-	-	-
5	Oratory	√	√	√	-	√	√	√	√	√	√	√	√
6	Quiz	√	√	√	-	-	√	√	√	√	-	√	-
7	Spelling Context	√	√	-	√	√	√	√	√	√	√	-	√
8	Vocabulary running	-	√	√	-	-	√	-	√	-	√	-	-
9	Debate	-	√	-	-	-	√	√	√	-	-	-	-
10	Poem and Essay Writing	-	√	-	√	√	-	√	√	-	-	-	-
11	Hand Writing	√	√	√	-	√	√	√	√	-	-	-	-
12	Wall Magazine	-	√	-	-	√	-	-	√	-	-	-	-
13	Field trip/short walk	√	√	√	√	√	√	√	√	-	-	-	-
14	Social service	√	√	-	-	-	√	√	-	-	√	-	-
15	Tree plantation	√	√	-	-	-	√	-	√	√	√	-	-
16	Garden/Kitchen Garden	√	√	√	√	-	√	-	√	√	√	-	-
17	Games and Sports	√	√	√	√	√	√	√	√	√	√	√	√
18	P.T. and Drill	√	√	√	√	-	√	√	√	√	-	√	-
19	Sanitation	√	√	√	√	√	√	√	√	√	√	√	-
20	Scouting	-	-	-	-	-	-	-	-	-	-	-	-
21	Red Cross	√	√	√	√	-	-	-	-	-	-	-	-
22	Flag Hoisting (National & School)	√	√	√	√	√	√	√	√	√	√	√	-
23	Provision of uniform	√	√	-	√	√	√	√	√	-	√	√	√
24	National Anthems	√	√	√	√	-	√	-	√	√	-	√	-

Annex 13

EXISTING SCENARIO OF PHYSICAL FACILITIES AND MATERIALS

S.No.	Name of Materials	Mustang				Kaski				Morang			
		NM	JH	JW	JB	IR	SR	LX	DIV	JNK	NAR	ARN	BAL
1	Athletics												
1.1	Lime Powder	-			√	√	-	√	-	-	-	-	-
1.2	Measuring Tape	-	√	√	√	√		√		-	-	-	√
1.3	Rope	-	-	-	√	√	-	√	-	-	-	-	√
2	Ball/Ball games	√	√	√	√	√	√	√	√	-	√	√	√
3	P.T. & Drill												
3.1	Drum/Madal	√	√	√	√	√	√	√	-	-	-	√	-
3.2	Drum Stick	√	√	√	√	√	√	√	-	-	-	√	-
4	Music and Dance												
4.1	Dholak	-	-	-	-	-	√	-	-	-	-	-	-
4.2	Harmonium	√	√	√	√	-	√	-	-	-	-	-	-
4.3	Bell	√	√	√	√	√	√	√	√	√	√	√	√
4.4	Dress for Cultural Prog.	√	√	√	√	√	-	-	-	-	-	-	-
5	Minor Game												
5.1	Tag	-	-	-	-	-	-	√	-	-	-	-	-
5.2	Hand Kerchief	-	-	-	√	-	-	√	-	-	-	-	-
6	Open field & Asse. Area.	√	√	√	√	√	√	√	-	√	√	-	√
7	National & School Flag	√	√	√	√	√	√	√	√	-	√	√	√
8	Land for Garden	√	√	√	√	√	√	√	-	√	√	-	-
9	Uniform	√	√	-	√	√	√	√	√	-	√	√	√
10	Drawing												
10.1	Picture & Periodicals	√	√	√	√	√	-	√	√	-	√	√	-
10.2	Plane Paper	-	√	√	√	√	√	-	√	-	√	√	-
10.3	Card Board	-	√	√	√	√	√	-	√	-	√	√	-
10.4	Colour & Colour Box	-	√	√	√	√	-	-	-	-	√	-	-
10.4	Colour Mixing Plate	-	-	√	√	-		-	-	-	√	-	-
10.5	Cup/Bowl	-	-	√	-	-	√	-	-	-	√	-	-
10.6	Pencil	√	√	√	√	√	√	-	-	-	√	√	-
10.7	Scale	√	√	√	√	√	√	√	√	-	√	-	√
10.8	Brush	-		√	√	√		-	-	-	√	-	-
10.9	Eressor	√	√	√	√	√	√	-	√	-	√	-	-
10.10	Scissors	√	√	√	√	√	√	√	√	√	√	√	√
10.11	Knife	-	√	√	√	√	√	-	√	√	√	√	√
10.12	Paper Cutter	-	√	√	√	√	√	√	-	√	√	√	√
11	Tape Recorder	√	√	-	√	-	-	√	-	-	√	-	√
11.1	Cassate of song	-	-	-	-	-	-	-	-	-	-	-	-
12	Curriculum	-	-	-	-	-	-	-	-	-	-	-	-
13	Teacher's Guide	-	-	-	-	-	-	-	-	-	-	-	-

Annex 14

EXISTING SCENARIO OF TEACHER AND STUDENT

S. No.	Name of School	No. of Teacher			Qualification				Trained			Number of Students			Teacher-student Ratio	District
		M.	F.	Total	SLC		I.Ed. or Equi.		M.	F.	Total	Boys	Girls	Total		
					M	F	M	F								
1	Namoon a P.S. Jomsom	2	4	6	1	3	1	1	2	3	5	17	20	37	1:6	Mustang
2	Jansit H.S. Jomsom	-	3	3	-	3	-	-	-	3	3	5	14	19	1:6	„
3	Jwalamukhi P.S., Mukthinath	3	1	4	1	1	2	-	1	1	2	7	18	25	1:6	„
4	Janwal H.S., Marpha	3	2	5	3	2	-	-	2	2	4	54	57	111	1:22	„
5	Indra R.L. H.S., Lamachour	3	6	9	-	3	3	3	1	4	5	101	155	256	1:28	Kaski
6	SirRam P.S. Simalchour	3	5	8	2	2	1	3	1	4	5	142	174	316	1:40	„
7	Laxmi H.S. Lekhnath	3	5	8	3	4	1	-	3	4	7	153	190	343	1:43	„
8	Divyajyoti P.S. Hemja	4	4	8	2	3	1	2	3	4	7	91	117	208	1:26	„
9	Jank P.S., Thatiyahi	4	1	5	3	1	1	-	3	1	4	207	134	341	1:68	Morang
10	Naragram H.S. Tanki,	6	5	11	1	4	5	1	5	4	9	207	192	399	1:36	„
11	Arunoday P.S. Pichara	5	5	10	2	3	3	2	4	4	8	154	134	288	1:29	„
12	Bal L.S.S., Rani	5	5	10	2	2	3	3	5	4	9	219	232	451	1:45	„
	Total			87	20	31	21	15	30	38	68					

Annex 15

TRAINING STATUS OF TEACHER

S.No.	Name of School	Level of Training												Total
		Modular		One Package		Two Package		complete Package (4P, 10m, 330 hr)		150 hr.		University I.Ed.		
		M	F	M	F	M	F	M	F	M	F	M	F	
1	Namoona P.S. Jomsom	1	-	-	-	1	-	-	3	-	-	-	-	5
2	Janhit H.S. Jomsom	-	-	-	2	-	-	-	1	-	-	-	-	3
3	Jwalamukhi P.S.,Muktinath	-	-	-	-	-	-	1	-	-	-	-	-	2
4	Janwal H.S., Marpha	-	-	-	-	-	1	1	2	-	-	-	-	4
5	Indra R.L. H.S., Lamachour	-	1	-	-	-	1	-	2	-	1	1	-	5
6	SirRam P.S. Simalchour	1	3	-	-	-	-	-	1	-	-	-	-	5
7	Laxmi H.S. Lekhnath	1	4	-	-	-	-	2	-	-	-	-	-	7
8	Divya Jyoti P.S. Hemja	2	1	-	-	-	-	1	2	-	-	1	-	7
9	Jank P.S., Jhatiyahi	-	-	-	1	-	-	2	-	-	-	-	-	4
10	Nar Gram H.S. Tanki,	1	-	1	-	-	-	3	3	-	-	1	-	9
11	Arunodaya P.S. Pichara	-	-	1	1	-	-	2	2	-	-	1	1	8
12	Bal L.S.S., Rani	4	3	-	-	-	-	1	1	-	-	-	-	9

Annex 16

ACTIVITIES CARRIED OUT BY SCHOOL

SMC members Response

S.N.	Name of Activities	Name of schools											
		NM	JH	JW	JN	IR	SR	LX	DIV	JNK	NRG	ARN	BAL
1	Quiz	√	√	-	√	√	-	√	-	-	-	-	-
2	Field trip	-	-	-	-	√	-	-	-	-	-	-	-
3	Games & Sports	-	√	-	√	√	-	√	-	-	-	-	-
4	Spelling Contest	√	√	-	-	√	-	√	-	-	-	-	-
5	Folk Song	√	√	-	-	√	-	√	-	-	-	-	-
6	Dance & Music	√	√	-	-	√	-	-	-	-	-	-	-
7	Vocabilary running	√	-	-	-	-	-	-	-	-	-	-	-
8	Sanitation	√	-	-	√	-	-	-	-	-	-	-	-
9	Debate	-	√	-	√	-	-	-	-	-	-	-	-
10	Oritory	-	√	-	√	-	-	-	-	-	-	-	-
11	PT and Drill	-	-	-	√	-	-	-	-	-	-	-	-
12	Minor Games	-	-	-	√	-	-	-	-	-	-	-	-
13	J. Red Cross	√	-	-	√	-	-	-	-	-	-	-	-
14	Scout	-	-	-	-	-	-	-	-	-	-	-	-