

The Role of Curriculum Inspector for Implementing and Achieving National Goals of Education in Daily Classroom Activities

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Abstract

The inspector's role has to play in curriculum implementation in classroom activities in community schools. The classroom activities, of course, experiments are not in cases of learning achievement. The effectiveness of proper curriculum implementation has explained the role of resource people. This kind of practice is done at school, in which participation by students, teachers and the whole school environment is used from textbooks to achieve goals of education. The government of Nepal has been doing different types of work at different times to improve the educational quality of community schools. The expected results from that work have not been achieved. Finding ways to improve educational problems is ongoing. Keeping this in mind, the state seemed confident that the successful implementation of the curriculum was also an option. In order to implement it, it was done to identify the course work area and make the resource person responsible for it. In order to fully implement the curriculum at the school level, teachers can not only teach books to students, but also do extra activities, organize examinations and evaluations according to time, choose learning areas and objectives according to order, and facilitate the environment for refresher training for teachers. Apart from this, it was seen from the study that he has a role as a supporting element to move forward as a whole, working as a bridge between teachers, parents and students.

Keywords

curriculum; inspector;
implementation; supervisor;
teachers; evaluation



I. Introduction

Education is moving at a steady pace like the water of a river, but this means learning activities and conducting result that prescribed by the curriculum. It is just as important as food and water for life. The educational results of public schools in Nepal are said to be poor, but the invisible elements behind them do not seem to be emphasized. The academic achievements were not achieved as per the curriculum and the reasons behind them were examined. Among the reasons for not doing the activities prescribed by the curriculum at the school level are the use of the curriculum by the teachers during teaching and the fact that some teachers have taken the textbooks as the curriculum. It was decided to play the role of resource person to make the curriculum more effective.

Curriculum is an educational program designed to achieve the purpose of education, (National education system, 1971). The curriculum is the artist's hand tool, through which he transforms the material within his studio into his own idea (Cunningham). Curriculum means purpose, content, process, resources, means of evaluation, etc (Education

Dictionary). The use of the curriculum is the implementation of documents created to meet the goals set by the curriculum in teaching and learning.

Contributing to the improvement of the quality of education through effective implementation of the curriculum, there is more help to come. It helps to identify the problems of professional development of teachers and move forward and also contributes to teaching. Resource persons at the school level can also play an additional role in implementing the curriculum for an environment that is becoming more effective for teachers through the latest communication and inspections. This does not mean that the inspection only means auditing, but it also means working towards solving all kinds of problems in career development and finding solutions to the problems and improvements in the course implementation over time. It has been seen that various efforts have been made to improve education from time to time in Nepal to increase the return on production in line with educational investment.

Identifying the problems of today's conducting teaching work accordingly is becoming challenging. However, it has become more difficult to assess the problems within education and test the quality of education. By solving these problems, by increasing the means of increasing the investment return on education, by evaluating the existing issues within the teachers, students, parents and the community as a whole, by finding solutions to their problems, by transmitting new knowledge to adapt to the changing educational environment, teaching, curriculum, textbooks, supervisors. , Contribute to improving the quality of education by bridging the gap between examination and measurement systems. A resource person has been arranged to come.

Resource persons will improve the education system by improving the relationship between curriculum and textbooks, headmasters 'workshops, refresher training for teachers' professional problem solving, information system and teacher-parent-student-community relationship for the development of a holistic educational environment in schools within their area of responsibility. It is believed that the quality of education will rise. Due to the presence of resource persons in the school, learning has become effective and an environment of educational improvement and quality enhancement is being created. The resource person can be a great help to the school in the quality of school education, including the use of the curriculum, the use of teacher's guides, the search for textbooks and reference materials, and the evaluation system. He himself is a motivator, guide, helper, good friend, resource seeker for a teacher. He is solving problems in education and teaching by making the teacher comfortable in teaching and, on the other hand, by developing new knowledge and skills. This helps in the successful implementation of the curriculum as well as enhances the quality of education.

The statement of the curriculum implementation does not look satisfactory even with the understanding in the mind that the textbook is everything in the course of teaching. The research question of this study focuses on the role of resources used in making the curriculum used more and more in schools and the positive impact it has on teachers, students, society as a whole education system as: what is the status of curriculum use in schools? Does the teacher pay attention to the use of the curriculum while teaching in the classroom? Who should do what to improve the quality of education? What role can the resource person play in using the curriculum in the classroom? And what is the relationship between the resource person, the teacher and the headmaster?

II. Review of Literature

The United Nations General Assembly has formed various regional bodies to work on issues such as child rights, human rights and educational rights. Arrangements have been made for school inspection and supervision to inspect and research the return on investment in education for various poor nations. In the early days of the school inspection system, teachers were punished by focusing on what kind of justification to give. New dimensions in education and research analysis were to improve the ancient inspection system without making inspection a means of detecting teacher weaknesses to support education and professional improvement of teachers. It is believed that the introduction of a systematic inspection system in Nepal, which should be developed for the purpose of development, will improve the quality of education (SERID, 2009).

The place of educational development in Nepal has helped to develop human resources. It has come from the number of doctors in the hospital to human activities and economic dependence. Most people are deprived of health care and education. Educational development is essential for the economic development of people. For which the state has to bear the additional responsibility of education. But failure to manage the clear foundations of educational investment will have an indirect impact on health care as well. Since the resource person is also involved in the inspection to get the quality return by managing the educational investment, it seems to be easier to achieve the desired objective if it can be made to operate effectively. Resource persons can play a role in curriculum implementation to get a return on their investment in an education PhD dissertation (Shakya, 2006).

School inspectors and resource persons have the role of assistants in bringing education to the forefront in the field of work, even though it has an important place in the field of educational development. If the real workplace is a school, then the teachers and students are its direct characters. To use which the teacher shows activism in the student (Khanal, 2006).

In terms of the qualitative aspect of educational development, the role of the parties involved in the educational investment of the school, such as teachers, students and resource persons should be coordinated and they should be placed in the middle where the school is considered as a tool for effective implementation of the curriculum. The quality of education is measured through the examination and assessment system while implementing the curriculum (Pradhan, 2007).

According to Ghale (2007), classroom management has a place for all kinds of objects that are involved in the educational process, so that it is not an invisible resource person. What activities in the classroom do students understand best? If the teacher does not have the knowledge, the source will help the teacher should come also. If this information is kept in order, it will be inspiring in other areas as well.

Bhattarai (2008), "Resource persons can play a coordinating role in teacher-student, school administration and parents by solving professional problems of teachers and also contribute to career development, so that the curriculum should be implemented to get return on investment of education" Without the use of the curriculum, the state's educational policy and the teaching work done by the teachers as well as the evaluation system are inconsistent, the number of those who blame will increase and the number of those who accept it will decrease.

Teaching textbooks and curricula by teachers alone is not enough for quality development. For that, additional resource materials, including teacher's guides, should be studied in an exploratory manner. If the resource person has not taught the curriculum

according to the curriculum, then by observing the factual matter, if the curriculum is not used in the class, an environment should be created for immediate use. If the teacher is constantly engaged in exploratory activities, studies a variety of self-study materials and is supported by a resource person, a comfortable environment is created to achieve current academic achievement (Wagle, 2008).

The broader plan of students, teachers, physical materials, geographical environment and an inclusive classroom system helps to achieve the goal of education. The newly added resource person and school inspector should also perform responsible work. Unplanned activities can run like a horse without a bridle. Uncontrolled walking cannot find its way and, in the end, it feels like it has been deceived in the journey by becoming aimless (Shrestha and Kafle, 2003). Sinha (2006) has mentioned in the educational vision of the 21st century that the educational problem of the present century is even more dangerous and challenging. It would be wise for us to look at the balance between 21st century demand and balance in order to manage it. Therefore, it is necessary to make the resource person skillful and efficient in order to keep trying to keep education within the purity of psychology and science.

The growing poverty is a direct result of a well-organized education system and far-reaching educational activities that have a direct bearing on street children and their educational status. Failure to address that is the challenge of today's curriculum implementation. A qualitative educational system is also needed to reduce it. The role of the resource person seems to be becoming more relevant to address this (Khanal, 2006).

According to Lamsal (2007), in order to achieve the desired result of investment in education, the educational challenge has to be met by putting it in the bag of a one-stop solution, just like curd is made into butter in Madani. There are various challenges in education. Training has also been given for the professional development of teachers, but the crux is still there. If the curriculum was successfully implemented, then why would the results always be low during the assessment and the examination system would be a question mark. This means that everyone must be made responsible for the successful implementation of the curriculum, otherwise this educational system will fail for Nepal.

III. Research Method

I have used qualitative research methods for analyzing the study. Only through successful implementation of the curriculum setup can goals of education be achieved. Without proper implementation of the curriculum, the objectives cannot be achieved and the curriculum is seen as a burden. At present, the results of most community schools are not considered satisfactory. As this study is mainly focused on Kathmandu district, community schools in Kathmandu city and rural areas are included. The district has institutions of higher learning ranging from school-level schools to universities. The educational situation of the schools in this city is different. The quality of resourceful schools is good, while the quality of community schools in backward areas is not so good. The questionnaire has been taken as an important tool for data collection. The questionnaires in the schedule are both closed and open, from which it is believed that the answers sought by the study will be adequately available.

The status of curriculum have used for studied with the direct participation of the selected schools and additional schools outside its perimeter. Information was collected to provide objective knowledge from this study and to provide objective facts about the extent to which the curriculum has been used in those schools. Meetings with students and teachers studying in different schools for document study created an atmosphere of mutual

closeness. In order to manage the data obtained from the survey, different categories, groups and sub-groups will be divided according to the objectives. Both of primary and secondary data have used for this study. The information was obtained from the curriculum inspectors of school principals, teachers and students about curriculum implementation, development and improvement.

IV. Discussion

The information required for this research work is obtained from the selected resource centers and the information is presented and analyzed in this chapter.

Status of curriculum that is used in school: In most of the schools in Nepal, the teachers do not seem to use the curriculum in their reading. Considering the condition of most resource centers, the curriculum was not found in some places. The condition of the school I went to during my studies was the same. The school had a limited subject curriculum but not many subject curricula. Due to this, the teacher was not able to use the curriculum in the course of teaching. Since the resource person has to take the initiative to solve such problems, the difference between their presence and absence is analyzed.

To increasing urbanization and modern aspirations of children, it is becoming very difficult to improve the quality of education and implement the curriculum by adopting the old educational system. On the one hand, it can be seen that two types of education system have been developed in Nepal. The education that the members of poor families take part in is the education of the community school and the education of affluent families, which is called the private education system, which seems to be incompatible and impractical with it. All the schools that are open in the private sector have claimed that they have given education according to the quality of education. Think about the style of reading not kept but S.L.C. The results look good in those schools in which the state has zero investment. Public schools, where the government spends a lot of money on improving the quality of education, seem to be in a state of disrepair. In addressing these issues, an attempt has been made to analyze the role of resource persons in the implementation and use of the curriculum to see what measures can be taken to address the expected improvement in the results of community schools by using the burning problem of educational investment. The results look good in those schools in which the state has zero investment. Public schools, where the government spends a lot of money on improving the quality of education, seem to be in a state of disrepair. In addressing these issues, an attempt has been made to analyze the role of resource persons in the implementation and use of the curriculum to see what measures can be taken to address the expected improvement in the results of community schools by using the burning problem of educational investment. The results look good in those schools in which the state has zero investment. Public schools, where the government spends a lot of money, improve the quality of education, but they seem to be in a state of disrepair. In addressing these issues, an attempt has been made to analyze the role of resource persons in the implementation and use of the curriculum to see what measures can be taken to address the expected improvement in the results of community schools by using the burning problem of educational investment.

Educational activities in community schools are becoming known as expected and unproductive investments. There is zero government investment in private schools, but there are a large number of parents who say that their children should be educated in private schools. The development of a social belief that educating one's children in community schools is a very poor class seems to have taken place in this society. If this were not the case, then why would people from affluent families spend so much money on

sending their children to private schools? Therefore, in order to reduce the increasing pressure on the private sector, it is necessary to improve the quality of community schools. As school inspectors and resource persons also have an important role to play, it seems necessary to improve the curriculum and examination system as well. Under the same order of improvement, S.L.C, it has been made public that the results of the examination will be prepared by a letter grading system.

Work analysis obtained from class observation: The Resource Person Management Guideline 2068 clarifies the duties and rights of a resource person, according to which he or she cannot play a significant role in the use of the curriculum. But in the course of practical study, the sample went to the selected schools and got information about its direct status. Teachers were also consulted and the classes taught by the teachers were also observed. During classroom observation, the teacher pays close attention to the use of the curriculum. The issue of coming has been given more priority. Similarly, the use of teacher's guides and reference materials was also looked into. The experiences seen and gained during the observation can be presented in this way.

During the teaching work in the school, the teacher is analyzed about the activities that need to be done to achieve the goals specified by the curriculum, including classroom management. While making full use of the curriculum during the studies, 20% of the teachers were able to get the curriculum from the resource person. During the teaching, the teacher sought the help of a resource person to teach using the teacher's guide. According to the report, 30% of the teachers received assistance and 45% of the teachers were consulted on what topics besides textbooks could be used as reference material during the meeting. He made it clear that he could list and listen to a variety of reference books that matched the textbook. The average student attendance at the school was 65%. It was found to be effective. Similarly, the problem of non-use of curriculum is 60% and the number of teachers developing curriculum is 25%.

Work analysis of resource person: In order to improve the quality of education, the curriculum should be used properly while teaching in the classroom. If the educational activities as prescribed by the curriculum are not carried out in the classroom, the current educational structure will not be able to move towards the goal set by the state. Therefore, the source person has analyzed the information obtained from the questionnaire to see the role he will play in continuing the practice of educational reform in the school as well as in improving the assessment and measurement system. The experience of working as a resource person and the experience of performing a sample class are also evaluated.

The exchange of experiences, the policy source said that he had to work under the supervision of the school inspector and could not give an effective decision to solve the problems. He also expressed his work experience as a teacher, understanding the problems of teachers but taking them to the concerned bodies for solution. While the number of resource persons with 5 years experience was 20%, the number of resource persons with 7 years experience was 40% and the number of participating resource persons with 9 years work experience was 40%.

The source said that most of the school teachers did not ask for demonstrations. While the teachers themselves do not feel the need for a sample teaching class, we do not focus on unnecessary hassles and additions. If the teacher has a problem, if there is a complication in teaching, if there is unorganized classroom operation, he only helps the teacher, otherwise there is no doubt that the teacher did not spread the poison about the sample class. The number of participants who did not perform the sample class was 40%, while the remaining 60% of participants performed the sample class.

Question preparation and evaluation: Question paper making training seems necessary for teachers. During the paper, most of the teachers did not get any training on paper-making and asked for such training. Therefore, there is a great need for training for teachers on the subject of examinations and assessments, because that red tape would help the general teacher to become practically accustomed to the depth of the curriculum. For this purpose, the resource person would be able to facilitate the training and the teacher would be more focused on the preparation of the question paper as per the syllabus, as well as the examination and evaluation. If this is not done, creating a question paper will not be a difficult task for the teacher, but the belief that it will be removed from the text will not go away from the mind.

The interaction between teachers and parents on various topics at the initiative of the resource person is analyzed and the answers given by them are arranged in this way. During the interaction, all the participants got their opinion on the issue of student enrollment and 100% of the participants had the same opinion on the topic focused on reading. The interaction focused on the implementation of the curriculum and its use in the classroom. The joint meeting of the management committee focused on the use of the curriculum by the teachers in the classroom was held on the initiative of the resource people.

It was seen that a meeting was held by the school management committee and the teachers on the initiative of the resource people to decide whether the teachers are using the curriculum or not. According to the information provided by the participants, 40% of the participants mentioned that a joint meeting was held and the remaining 60% of the participants mentioned that no joint meeting was held between the teachers and the school management committee. The information thus obtained led to the conclusion that most resources could not be more responsible for their work and it was proved that the teacher did not teach according to the syllabus.

In a situation where the credibility of examinations and assessments is declining due to the teacher not doing the teaching work as determined by the curriculum in the classroom, the resource person should arrange various types of refresher training for the teachers to improve the quality of education and professionalism. When asked about the subject, the number of resource persons who arranged the training was 40%. 20% of the respondents said that no arrangement has been made for the training and the remaining 40% said that there is no budget to make arrangements for the training. Overall, the refresher training required by the resource person from time to time in the school did not seem to be effective.

The participants were asked how much work was done to solve the educational problem using the curriculum in the school, as there was a need for continuous discussion and interaction. According to the response to the question, the number of people conducting discussions, interactions and workshops was 40%. Similarly, it was found that 20% of the respondents said that a sample class with expert services should be taught and the remaining 20% said that the need for conducting question paper making seminars and teacher counseling services and meeting work was required.

The role of curriculum inspectors: It is not enough for the respondent to do the work for the educational development of the school. The focus should be on using the curriculum through frequent interactions and discussions and meetings between teachers, parents and resource persons. The participating principals on the role of resource persons in using the curriculum in schools to improve the quality of education, 40% of the votes were received in sample teaching and resource search. It was found that 13.30% of the respondents said that resource persons should play their role in coordinating teacher

administration and conducting classroom management and training. Similarly, 20% of the participants were of the view that a question paper making workshop should be conducted to establish the relationship between the examination and the evaluation system. The same number of people who said that the resource person should spread new knowledge and have an opinion on other work was 6.7%.

The answer of most of the participants was focused on professional development where 33.3% of the participants cast their votes. The number of participants who took the test, evaluation and measurement and sample class performance was found to be 20%. Similarly, at least 6.7% of the respondents chose the option of creating and using educational materials and all of the above and the remaining 13.3% of the respondents were of the opinion that the resource person should help in training and career development.

Therefore, at least 20% of the participants said that they did not know that they had interacted on topics related to the curriculum, exams and assessment. People who wanted to know something and were active were 33.3% of the participants who found the information to be interactive. According to the remaining 46.70% of the respondents, the resource persons did not interact with the curriculum, examinations and assessments. Overall, it was found that most of the resources did not seem to interact with the school teachers on curriculum, examinations and assessments.

Problems encountered during teaching: When the teacher went to school to teach in the classroom, what problems did he face professionally? How can the resource person help the teacher to solve these problems? The task was to find an answer to the question by focusing on the issue of whether they had come or not. The highest number of occupational problems is 33.3%, while thematic problems are 24.5%. Similarly, 22.2% said they had a technical problem. Out of the total participants, 20% of the respondents said that they had professional, thematic and technical problems while teaching. Analyzing on the basis of gender, 45% of women have occupational problems and 24% of men. The number of women with other problems is 15% while the number of men is 24%, which is very high. The number of men with thematic problems is 20% while the number of women is 30%.

The resource person also needs to be aware of the different types of activities that take place in the school. If the resource person himself is ignorant of what is going on in the school, he may wonder what he can do to help the teacher. In order to satisfy all these curiosities, the information given by the participants on how many times the teacher and the resource person met and how much they felt about addressing the subject expected by the teacher. Participants were asked how many times the problem was solved by the teacher meeting with the resource person in the presence of the headmaster. It was found that more than half of the total 55.6% of the participants met with the resource person twice a year. The study found that 26.7% of the participants met the resource person three times a year in the presence of the headmaster, 13.3% four times a year and the remaining 4.4% five times a year.

The frequent presence of a resource person in any school allows them to put their problems on the table, express their grievances and even express their grievances in various ways. The effects of the presence of the resource person on the school in a positive way are presented. The participants, 33.3% of them, said that use of the curriculum will help in educational development. Similarly, the second answer was 26.7% for teacher support. During the teaching process, most of the headmasters help other teachers to avoid unnecessary squeals and disagreements with the resource person. It is seen that the number of those who come is 22.2%. It was found that the number of respondents said that it does not make much difference whether we are a resource person or not. It was believed that

most of the teachers would be relieved when the resource person reached the school, which would boost the morale of the general teachers and increase the use of the curriculum in the classrooms, which would further improve the quality of education.

The general teacher seemed to advance the belief that the resource person should be a source of resources for the teacher, but also a supportive friend, a faithful friend. The teacher seemed to expect a lot of help from the source. The number of those who came is 22.2%. According to the majority of the participants, the provision of training should be arranged by the resource person and the use of curriculum for the quality of education will rise to the level of 26.7%. 17.8% of the participants said that it would be helpful to perform a sample class, while 15.6% expected a course, examination and assessment. 13.3% of the votes were cast in the production of educational materials and 4.4% think that it would be better to do other things.

The role of curriculum inspector for quality improvement: It is an important role for improving the quality and effectively advancing the educational process. The role of curriculum inspector has at the school level for curriculum development and implementation. In this context, 26.7% of the participants said that resource persons have a role to play in the search and collection of resources, while 22.2% of participants said that they have a role to play in the implementation of the curriculum. Similarly, 17.8% of the respondents said that quality education cannot be maintained without coordination of teacher administration, while 11.1% said that it would help in trying new knowledge. Class management was found to be 13.3% and other roles were found to be as low as 8.9%. Thus, the role of resource person was seen to be important in class management as well as various other tasks. It is clear that this will further contribute to the improvement of the quality of education.

The Government of Nepal has issued the resource person management guideline 2012 to manage the activities of resource persons. According to this directive, in terms of policy, the resource person is not in a position to play a direct role in the implementation of the curriculum. However, the resource person is administratively accountable to the district education officer, programmatically to the school inspector concerned, resource center management committee and group school. Therefore, resource persons can play the role of facilitator in resource center and group schools for technical assistance related to teacher support and capacity building at the resource center level. To provide educational service facilities and information flow, to conduct annual programs related to group school supervision, technical assistance, teacher assistance and to keep them in the district education office and resource center according to the program,

Provides support to the schools under the resource center by making a plan to increase the school learning achievement and sending the summary of the plan to the District Education Office, as well as monitoring the implementation of the plan made by the school. He demonstrates at least two sample lessons in the supervised school, interacts with the teachers concerned and provides support so that they can be more supportive of what teaching methods are needed in the classroom and how much the teacher cares about the curriculum. Necessary amounts of resources will be provided by the resource people for the implementation of the professional development training of the teachers, conducting the program by collecting the demands for the professional development of the teachers, creating awareness and training materials and conducting practical research on the quality of teaching and professional development.

V. Conclusion

The school inspector has a policy responsibility to monitor the school but he cannot go to school frequently. The role of curriculum inspectors for implementation and how the future needs to be streamlined through collaboration between resource persons and teachers can yield very fruitful results. The assistance provided is a guide for the teacher and, as the teacher is an important person in the implementation of the curriculum, activities such as educational improvement and qualitative development can be done based on the activities he does. In order to maintain the quality of education and to maintain the inherent coordination of these various lessons of education, all those different methods and processes of education have come.-It has its own place. When a teacher enters a classroom, motivated by positive emotions, he has to take the lead in establishing a close relationship with the student. It also motivates students to fulfill the objectives of education by conducting educational activities according to the student spirit. Sending textbooks to the classroom does not mean that the quality of education has improved. For that, instead of coordinating new methods and processes, additional support will be given to develop the recognition.

There is no doubt that a positive educational environment is the key to learning achievement and quality. From the establishment of the resource center, the resource person, the assistance provided was extremely effective, while 15% of participants were in favor of the party while the remaining 85% were of the opinion that it was a source person. The curriculum inspector helped to solve the problems encountered during the study, especially in the case of professional thematic technicians and other processes were found. Teachers were more than happy to meet resource persons from time to time, on the one hand, to find solutions to professional problems. The classroom observation environment had to participate in training seminars for developing new concepts from time to time. The study concluded that the resource person was developed as a conductor of resources, a coordinator between the teacher and the administration, a medium for disseminating new knowledge, a facilitator of classroom management, and a facilitator of effective curriculum implementation. Overall, the resource person acts as an effective bridge between the teacher and the educational process in order to produce educational quality commensurate with the educational investment. As a result, it is moving forward as a more inspiring role to make maximum use of the available resources and to show the desired return from it.

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