



Promoting Child-Friendly School Policies in Pokhara Metropolitan City: A Children's Rights Approach

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ABSTRACT

The study was carried out to assess the school policies from the perspective of children's rights approach with reference to creating a child-friendly learning environment in schools. The descriptive-narrative method was applied to answer the research questions, using the children's rights approach. Survey techniques and observations were used to collect data. Only 11 schools were selected from the 128 basic schools of Pokhara. All the headmasters and selected practice teachers were sampled for data collection. Three schools where the practice teachers had teaching practice were selected purposefully and eight schools were selected randomly from the eight clusters. One cluster was made with 15 schools. The headmasters were interviewed to collect information on policies and the classes of six practice teachers were observed once. But all had the chances to observe their friends' classes and provided the group with feedback. The interview schedule and observation checklist were the major tools for data collection. The collected data were analyzed both quantitatively and qualitatively as per their nature. It was found that many schools had their policies to improve their physical and mental environment. It was also found that all schools had a code of conduct for students' attendance, bullying, fighting, dress code, discipline and respect for the seniors. Such school policies were found to be well communicated with students and parents. Teachers' superiority over their students were also observed during the visit as students were not speaking up and making their complaints to their teachers. It was concluded that the community schools tried to make the school policies to make child-friendly learning environment, but they were insufficient. Therefore, it was recommended that a proper communication among teachers, students and parents would be an appropriate tool before formulating the school policies.

KEYWORDS: Basic school, child-friendly school, teaching practice, school policy, children's rights approach

INTRODUCTION

Education is the fundamental human right of every child. Every nation should be responsible to provide basic education to its children. The constitution of Nepal also accepts education as children's basic right and the government should respond to provide education (Government of Nepal, Ministry of Education, 2010). The Nepal government permits each community to establish a school for basic education of its citizens. There are mainly two types of schools seen in Nepal. One is public, which is fully funded by the government and the other is private which is run by their own efforts as an educational business. School education was divided into two levels: basic level and secondary level. Basic level education starts from grade 1 to 8, and secondary level education starts from 9 to 12. School is one of the significant institutions for providing knowledge, attitude and practice. Each school provides its students facilities like buildings, rooms, courts, ground, drinking water, restrooms, laboratory, library, Jim hall, yoga center, sanitation facilities, drainage system and so on. These facilities should be based on the children's age, their desire and interest. To establish a good relationship among teachers, students and staff, some school policies are required for the maintenance of quality education in schools.

In principle, policy is a law, regulation, procedure, administrative action, incentive, or voluntary practice of governments and other institutions (Meador, 2019). Schools make some policies in order to run their schools properly. In general, school policies are usually drafted and approved by the administrative body to run the institution effectively. School policies can assist in both the subjective and objective decision making. They help the administrative body to make the right decision in the right time. It is essential to achieve the goal of the institution. Some school policies are partially made by the government and published them in the government documents. But some of them are partially prepared by the school management committee, or the local government to protect the basic right of the children.

A child is a person below the legal age of maturity. An immature person is called a child. According to Bhattarai (2020), "Mostly, the people who haven't crossed the age of 16 in Nepal, 18 in the UK, France, and America, and 20 in Japan are called children. Article one (A) of the convention on the right of the child states under 18 is called children unless the national law does not fix the minimum age of children" (p. 222). Children are the backbone of the nation for the future, so they should well-groomed through education. Therefore, a child-friendly school is needed for the overall development of a child in general and for the quality education in particular.

A school that provides a good learning environment for children is called a child-friendly school. It is the school where children are happy to go and learn. It has a safe and healthy environment. They can learn at their speed and their interest. All sorts of capacities are identified and groomed at the early age of children. A child-friendly school always respects the basic right of children. It is the school that emphasizes the free and fearless environment. Every child deserves to attend a safe school where everyone is treated with respect. On the other hand, curriculum, teaching materials and methods should be child-friendly so that children enjoy their school days. The child-friendly schools offer an appropriate learning environment where students enjoy to learn. Apart from this, the evaluation system should be child-friendly, too that also helps schools create a learning environment.

Creating a child-friendly school is one of the major issues that arose from my childhood experience until now as a university teacher, teaching and working on the areas of child-friendly education. For instance, I studied for ten years and taught 15 years in the public school of Kaski district and faced and saw many problems related to the

child-friendly education. My experiences tell that most of the parents liked those schools where strict rules and regulations were maintained for children. Moreover, even both teachers and parents liked to provide much more homework to children and children were found to be very much worried about such practice. As a result, students didn't have the opportunity to play games and take part in co-curricular activities. In this way, teachers' superiority in teaching and learning activities were seen and the students were punished for their mistakes. Mostly, teachers provided the lectures and assignments to the students as part of their teaching-learning activities. From my experience and the literatures available on this topic, it was found that most of the teaching-learning activities were teacher-centered. It was also found that teachers' superiority and strict punishment to students were practiced in the study area. However, the research has not been done in this area despite the fact that the child-friendly schools should be established in basic schools. To fill in this research gap, I have undertaken this study on creating a child-friendly learning environment in basic schools from the perspective of children's rights to education. So this study aims to assess the school policies in basic schools in Pokhara Metropolitan City.

REVIEW OF LITERATURE

There are a few studies conducted in the areas of school policies for making child-friendly schools around the world. But not much research has been conducted in the study area. Therefore, the following are some of the studies conducted in this area, which are discussed below.

SWIN (2022) published a concept paper on the national school child protection policy, which is to safeguard and promote the rights, protections, welfare and health of students in schools by fostering an honest caring and supportive educational environment. Children should be protected from abuse, neglect exploitation and violence. The Government of Nepal is implementing the national child protection policy and school code of conduct, which will provide specific standards and intervention in the school environment. Safety and security should be the priority of the school, so these should be considered while planning the physical facilities. According to the article no. 19, it is said that all children should be protected from all sorts of physical and mental punishment, violence abuse and neglect. Similarly, the article 24 said that children should provide primary health care, nutritious food and clean drinking water. Likewise, the article 28.1 claimed the right of the child to education, regular attendance at school and the reduction of dropout rates. The article 28.2 ensured that school discipline is administrated in the manner consisting with child's human dignity. School's policies and plans should be considered to protect children's rights. Schools could make the policies like attendance, bullying, fighting, dress code, discipline, respect and so on that may help to make a good teaching-learning environment.

Stets (2021) studied about child-friendly schools that is operated to develop the interest of the child. The child-friendly school should have a safe, healthy and protective environment both physically and mentally. There should be trained teachers and staff who are very much supportive of their students. All the school facilities should be made according to the children's age and interests. There is a set of rules and regulations, which should be based on the interest of children. They should be designed, considering the interest, need and safety of children. Children and their learning capacity are highly respected for gaining knowledge, attitude and practice. The school is healthy, protective and gender-sensitive that connects with children, their parents and communities to make them socialize with others.

UNICEF (2010) has developed a framework for the right-based child-friendly education systems and schools that are characterized as "inclusive, healthy and protective for all children, effective child centered methods and materials, and they should be involved in families and communities". The framework emphasized on a child-friendly school, which can be physically safe, emotionally secure and psychologically enabling. A child-friendly school recognizes, encourages and supports the children's growing capacities as learners by providing a school culture, teaching behaviors and curriculum content that are focused on the learners. The child-friendly schools aim to develop a learning environment in which children are motivated and able to learn.

Tripathi (2019) made a study on the provision of the healthful school environment in community schools and its impact on students' health in Pokhara with a financial support of the Office of the Dean, Faculty of Education, Tribhuvan University, Kirtipur. The main objective was to assess the status of the healthful school environment. The findings of the study indicated that the physical facilities of community schools in Pokhara were satisfactory. One-third of community secondary schools had less than ten Ropani lands. Many blocks or buildings occupy much more land as a result playground was insufficient. Children could not play games which they liked. Light and ventilation were satisfactory. Almost all schools used euro guard water. The canteen seemed insufficient and need to enlarge as the student's ratio. Toilets needed to be cleaned and prepared as per the student's ratio. The first aid treatment system was found very poor in public schools. One-third of the students were dissatisfied with the environment which their schools provided. Students felt many health problems due to the school's environment. During the defense presentation, the panel of experts suggested this researcher to work on the child-friendly schools. Although the government launched the child-friendly school programs in 2010, there had been not much research has been conducted in this area.

The present study on child-friendly schools is based on basic schools in Pokhara Metropolitan City in Kaski District that aims to assess the school policies made and implemented by the schools of the study area. This study has adopted the children's rights approach to analyze the collected data from the site.

RESEARCH METHODOLOGY

Research methodology includes the research design, population, sample, sampling procedure, tools, data collection procedures, scheme of data analysis and ethical issue.

Research Design

This study was based on explanatory sequential design to assess the school policies towards the teaching-learning activities in basic community schools in Pokhara Metropolitan City, Kaski District. The quantitative data were collected first from the headmasters who were the key persons to manage school facilities and developing child-friendly school environment. After that some supporting information was taken to find out the practices from the beginners who are trained to teach at the campus level.

Population Sampling

All the headmasters of basic community schools and six practice teachers were the population of the study. Only 11 head teachers and six student teachers were the sample. Multi-stage sampling techniques have been used. The study area was selected through the convenience method. According to Pokhara Metropolitan City, Educational Administration Division (2019), there were 128 public basic schools. Three schools were

selected purposefully where practice teachers were teaching and other eight schools were chosen from the eight clusters randomly. Minimum 15 basic community schools were included, informing one cluster with the help of previous resource centers. The researcher taught in Janapriya Multiple Campus (JMC) and sent practice teachers to three different schools. Only six such teachers who were better in their study were selected purposefully to observe their classes as well as the physical facilities of available in those schools.

Tools for Data Collection

The interview schedule with close type questions and observation checklist were the tools for collecting data. The interview schedule and rating scale were pretested in a public school of Annapurna Village Municipality to make it more valid and reliable. The researcher consulted the mentors to make the tools much more reliable. Tools were reformed with the feedback of respondents and the mentors.

Data Collection Procedure and Data Analysis

This article was based on the mini research, which was granted by the Centre for Research and Innovation, Prithvi Narayan Campus, Pokhara. After taking an authorized letter from the funding agency, the researcher telephoned the selected headmasters and confirmed their convenient time for visits. Most of the headmasters were friends because the researcher had been teaching in public schools and worked as the headmaster and co-coordinator of plus 2 in the past. The researcher visited the schools and took the data from the headmasters through interviews and analyzed the data descriptively. It is computed using the statistical methods (SPSS) 16 version. Data were presented in tables. After that, the researcher observed and filled in the observation sheet. Six practice teachers' classes were observed and described narratively. Necessary comparisons were made, drawing the conclusion for the study.

Ethical Considerations

The respondents' information was treated in confidence and used solely for the propose of this study.

RESULTS AND DISCUSSION

This article focuses on the school policies that can help create a child-friendly teaching-learning environment in basing community schools in Pokhara Metropolitan City. The collected data were analyzed from the perspective of children's rights approach.

School Policies

Policy is a thoughtful systematic written guideline to guide an organization or institution like a school. It is a statement of commitment to comply with certain rules and regulations. Mender (2019) published 10 essential policies related to schools in his manual. The policies are like: attendance policy, bullying policy, cell phone policy, dress code policy, fighting policy, respect policy, code of conduct policy, discipline policy, substitute policy and search and seizure policy. The researcher wanted to find out the policies in the public schools of Pokhara. All schools had attendance, bullying, fighting, dress code, discipline, respect policies and communication to their students as well as to their parents. All schools were found to have a dress code policy. More than two-third schools had a policy of calling parents to schools if their child was absent for a week. More than a quarter (27.3 percent) schools managed the leisure classes by the substitute

teachers or by the volunteer teachers. If the student is bullied by their friends, they would be reminded of not doing it for the first time. If such activities turned into fight, then a strict rule would be applied for those students who fight each other.

Available Rooms in Schools

Teaching is the process of exchanging knowledge, attitude and practice among teachers and students. For better teaching-learning activities, there should be good facilities for students and teachers. The school facilities include classroom, curriculum, textbooks, teaching materials and so on. Classrooms are very essential for teaching-learning activities. There should be a whiteboard, teacher desk, chair and table for students. Availability of proper light and ventilation is essential to make the teaching-learning process easier. Proper temperature is essential in the classroom. Other rooms are also essential to run the school properly. Rooms can be used for different purposes such as for teaching, administration, library, laboratory, health centers, canteen, staff sitting and meeting. The researcher asked the headmasters about how many rooms were there in their schools and how they were used. The responses were presented in the following table.

Table 1
Availability of Rooms

Rooms of the Schools	S.1	S.2	S.3	S.4	S.5	S.6	S.7	S.8	S.9	S.10	S.11	Total
Class rooms	9	7	6	3	8	6	8	20	12	6	6	91
Staff rooms	2	1	1	1	1	1	1	2	1	1	1	13
Library rooms	1		1		1	1		1	1			6
Rest rooms	4	3	4	2	4	2	4	3	4	3	3	36
Store rooms	1	1				1	1	1	1			6
First Aid rooms								1				1
Activity rooms	1							1	1			3
Other rooms	C	C			C			C	C		C	5
Total	19	13	12	6	15	11	14	30	20	10	11	162

Table 1 illustrates that there were 162 rooms in 11 schools. Among them, 91 rooms were used as the classrooms, 13 rooms were used as staff rooms and only six schools had library rooms. There were only 36 toilets, which were very few in comparison of the student's ratio. Only one-school had two toilets even though there were nine people altogether. Similarly, a school had nearly 400 students, but they had only three toilets, which were less as prescribed by Anderson in 1972. He recommended that a minimum of one restroom is needed for one hundred students. More than half of the schools (54.5 percent) had storerooms and the rest of schools stored their unnecessary and other things at the last of other classes and under the stair. Storing inside the same classroom is more dangerous to have an accident. More than one-quarter of schools had the hall of conducting co-curricular activities and the rest of the schools performed their activities in the large classroom or on the ground. Those schools which didn't have a hall couldn't conduct extra-curricular activities on rainy and high sunny days.

Classrooms should have been made according to the interest of students and their maturity level. Importantly, students' seat also affects the student's learnings.

Studies have reported that flexible seating arrangements impact the learning process. The classroom arrangement from a students' point of view symbolizes their personality. Couches and sitting tables are used in Nursery and KG classes in well-managed schools of Pokhara. Students could sleep inside the classroom, too. Two schools had the policy of playing, sleeping and making entertainment where students were found to be happy. Two schools had the policy to manage sitting couches to Nursery classes in that fiscal year. Proper light and ventilation are the other two essential factors in the classrooms. Good classrooms should have doubled face-to-face ventilated windows, which provide proper light and fresh air. In the study area, more than two-thirds of schools had good light and ventilation. Only one school had a room and a low bed for injured or sick students although there was insufficient medicine. More than one-third of schools had a first-aid box and used by the teacher whenever someone was injured. Anderson (1972) said that every school should have a school health clinic where health teachers, nurses, doctors and assistants are working for the health of the school's students, teachers and staff. Students' health is generally checked while they are admitted to new schools and whenever they feel uncomfortable. The referral program is done if needed. But, in our context, parents are informed if a health problem occurs in schools.

Teaching-Learning Process

Schools are opened to conduct teaching-learning activities. It is the main educational institution to socialize the person. Students are admitted by the parents to teach good morale and discipline. UNICEF's (2015) child-friendly school manual said that schools provide experiences that most children worldwide have nearly common practices that are teaching and learning to prepare the young for the future. It is the process of making good citizens for the need of the nation. On the annual day of UNICEF in 2015, more than a billion children were in schools for learning. About 689 million in primary and 513 million children were in the secondary level schools. They were in permanent and temporary buildings, in tents and some were under trees, too. Schooling is not always a positive experience for children. It can mean shivering in cold and sweltering in summer. Some students didn't get proper sitting, unsuitable classrooms, being hungry, thirsty and unwell condition inside the school. They may be frightened by the threat of punishment, much more loads of books, workbooks and copies, humiliation, bullying, or violence from teachers and fellow pupils.

Table 2
Responses on the Teaching Learning Process

Particular	Yes	No	Total
	Number and %	Number and %	
Does the school provide books within a month of the academic year?	10 (90.9%)	1 (9.1%)	100
Do the teachers prepare a lesson before teaching?	10 (90.9%)	1 (9.1%)	100
Is there continuous monitoring?	9 (81.8%)	2 (18.2%)	100
Are there adequate and appropriate teaching materials?	4 (36.4%)	7 (63.6%)	100
Do teachers have computer, internet and email?	4 (36.4%)	7 (63.6%)	100
Does the school have local materials and textbooks?	1 (9.1%)	10 (90.9%)	100
Do parents take an interest to their	5 (45.5%)	6 (54.5%)	100

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children learning?			
Extra co-curricular activities at least once a month.	11 (100%)		100
Do schools manage educational tour once a year?	4 (36.4%)	7 (63.6%)	100
Defective vision students can seat in proper light.	8 (72.7%)	3 (27.3%)	100
Do teachers use knowledge of training in the classroom?	5 (45.5%)	6(54.5%)	100
Does the SMC monitor the result?	4 (36.4%)	7(63.6%)	100
Is there interaction program among parents, teachers and students?	3 (27.3%)	8(72.7%)	100

Table 2 demonstrates that a hundred percent of schools claimed that they had conducted extra co-curricular activities within a month. Learning in the classroom involves teacher-student and student-student interactions. Creative and active learning is formed during the interaction process so that the learning objectives are achieved. Similarly, 91 percent of schools provided textbooks within a month and claimed to make lesson plans before teaching and continuously monitoring the teaching-learning activities. Eight schools managed the front seat for the eye defected students. Nearly two-thirds of schools (63.6%) had the policy to manage teaching materials as the students' interest and age. Nearly half of the schools (45.5%) claimed that their teachers used knowledge of training in the classroom and parents took interest in their children's learning. More than one-quarter of schools (36.4%) claimed that they had adequate and appropriate teaching materials and the same percent of teachers had a computer, internet, and email knowledge. Likewise, (36.4%) schools managed educational tours once a year, and the school management committee monitored the result. More than one-quarter of schools (27.3%) had managed interaction programs among parents, teachers and students. These all show that community schools in Pokhara tried to consider child-friendly school policies, programs and activities.

Observation of School Facilities and Class Activities

Observation is the act of noticing something or a judgment or inference from something seen or experienced. The act of noting, taking record with or without rating scale or checklist of a subject matter. The school is the primary and most essential socializing place for every individual. Students usually spend 6-7 hours per day, so, the school should be facilitated with essential facilities. Anderson (1972) For an alert and stimulating class, the room must have proper temperature should be held between 66°F in Winter to 71°F in Summer. Ordinary window gravity ventilation can be highly satisfactory. Windows opposite on the wall tries to make proper humidity and temperature p. 352. Proper light is also necessary for everyone. Without proper light in the classroom, students can't easily read and write. Better light and ventilation systems are required for good vision fresh air for the health. The researcher attempted to check the existing condition of lighting and ventilation system in schools.

Table 3

Observation of School Facilities

Particular	Good number and %	Satisfactory number and %	Poor number and %	Total
Ground and courts	1 (9.1%)	7 (63.6%)	3 (27.3%)	100

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Tutorial room	3 (27.3%)	7 (63.6%)	1 (9.1%)	100
Candle or light	5 (45.5%)	5 (45.5%)	1 (9.1%)	100
Ventilation	3 (27.3%)	7 (63.6%)	1 (9.1%)	100
Water supply	2 (18.2%)	4 (36.4%)	5 (45.5%)	100
Cleanliness		9 (81.8%)	2 (18.2%)	100
Tiffin system	1 (9.1%)	3 (27.3%)	7 (63.6%)	100
Rest rooms		5 (45.5%)	6 (54.5%)	100
Safety Measures		11 (100%)		100
First Aid		3 (27.3%)	8 (72.7%)	100

Table 3 shows that schools claimed they had their own space for students' entertainment. But the researcher did not find a good space in almost all schools (90.9%). Only one school had a space for volleyball, kabaddi and so on. Three schools had a poor playground. The researcher found a slogan "Learning through playing" displayed outside the compounding wall. Only seven schools had satisfactory playgrounds. It was observed that children couldn't actively participate in recreational and physical activities due to the lack of a proper playground on the school premises. According to Education Regulation (2059), in the hilly areas, an area of 20 or 20 Ropani lands is appropriate to be healthy environment and to have all sorts of activities inside the schools. The researcher found that all schools had less than 20 Ropani lands. It is impossible to expand the area due to lack of open space near the schools. Only three schools had satisfactory first aid treatment, but the rest eight schools had poor service on the first aid. Cleanliness, restroom and safety measure were not available in any schools, so the school management committee and other stakeholders should think about the policy and program on these matters. A school had poor tutorial room in the sense that there were many students and no space to manage desk and benches. Five students were sitting on a bench. Benches and desks were found to be in large sizes, so the room was seen congested.

Practice Teachers' Class Observations

The researcher went to three schools of Pokhara to observe the practice teachers' classes who were sent for teaching from Janapriya Multiple Campus. They were teaching in classes of four and five. Three classes were observed once on three different days. Two practice teachers had been allocated one class by the school administration as recommended by the researcher. The researcher took the permission from the practice teachers to record their classes for research reports and providing feedback to the schools. They requested not to write their names and write x, y, z while writing reports and articles. The researcher took down the note in the evening with the points written in the classes as well the record on the mobile phone. Only those data, which were related to the child-friendly class were interpreted.

Practice Teachers' Class Observations on 25 February 2020

Two of the practice teachers were teaching in class six. The researcher or the internal supervisor stayed outside and asked to start the lesson. They entered the classroom and asked the students to show their homework. They made the students sit and stand fifty times who did not do their homework. The class was started with punishment. There were eleven students in the class. The researcher wanted to get a permission from the headmaster to enter the classroom even though he was the classmate of the researcher. The headmaster was inside the exam room and class ten students were sitting for the exam. The headmaster requested the researcher to observe the students

who were sitting for the exam. The researcher stayed for five minutes inside the exam hall and saw that one of the students looked at the other's answer sheet. The headmaster ordered the student who showed the paper to go outside for five minutes. It was observed that students had to fold their hands to go to restrooms in the queue. It seemed that there had maintained the discipline of students, having no freedom to move without the teachers' permission. Students didn't have the right of saying against them and going away without the teachers' permission. The researcher went to the classroom after ten minutes of starting the class. The practice teachers finished checking homework and providing punishment for those who have not completed their assignments. One practice teacher wrote the topic and sub-topics on the whiteboard and explained with an example. Other practice teacher did the same as the first did. Students were asked a few oral questions by the first one and the second one wrote the assignments for homework on the whiteboard. They said goodbye and left the classroom.

From the observation, the researcher concluded that there were traditional approaches to collect homework, put the tick on all the pages even though it was incorrect. The practice teacher asked why the students didn't do their homework and received the punishment. Such were happened forty years ago and the same happens now. The surprising matter was that the headmaster punished the students who did not look at others because others could not write if he was sent out. In his opinion, he had already finished and stayed there to show them the answer. Students were to be good listeners and the teachers were the explainer of something. The practice teacher made the chart and showed it on their hands without hanging on the flatten board or on the wall. Students were not happy in their class and outside, too. There should be a question: how would they be happy in their schools? Practice teachers were asked about why they made them punish. They answered that it was the order of their class teacher. It was observed that there were no student-friendly materials, activities and methods. The other four practice teachers filled in the peer observation form and the group of six was given some feedback on how such activities could be made a child-friendly teaching-learning environment.

Practice Teachers' Class Observation on 1 March 2020

Students stood and said good morning while the team of practice teachers and the researcher were entering into the classroom. At the same time, the researcher and other four practice teachers said good morning and sat on the last seat. The X practice teacher wrote on the board without saying anything and Y practice teacher collected students' notebooks and put a tick on them. Three students out of fourteen students didn't do their homework and asked the reasons were asked for not doing their homework. Y felt angry and made them say sorry. X asked Ganesh and Sushil to take out their books. When they didn't follow X, the students were asked for the whereabouts of the books. X wanted the students to take out the science book from their bags. Ganesh laughed to see Sushil. Y teacher went nearby them and hit them with his hand so that they become silent. X read the book in a loud voice. Y told Arjun to look at the book while Arjun was drawing a house on his notebook. When Ganesh hugged his friend, Y asked him to stand up, and asked why he made a noise. She said him to sit down. Rajan turned backward and talked to his friends. The practice teacher showed her palm as shown biting, but they were talking. Y said that the monkey didn't make his home and break down others to make them silent. Y went in front and hanged the chart related to smoking and asked one of them to read. Just two or three minutes later, they all paid attention to read it. She asked three of the students who were on three benches to read the points on the chart paper. Y ordered them to write the points on their notebooks. Four students didn't write

and tried to make a noise. At that time, both of the teachers were there around them, so they didn't make any noise rather than their body gestures.

Y asked Ajaya to read the points. He did not understand the instruction. Y again repeated the instruction. He read it with difficulty. When she shouted at them, all of them looked on the board and read the points. Half of the students read the points correctly, but some students read the points in their own ways. One of the students asked the question, but he didn't answer because he was drawing a frog. X provided them the homework and then they left the classroom. After arriving in the practice teacher's office, the researcher asked them why they were against a child-friendly environment. They replied that the teacher in the school told them to hit them if they made any mistake and control the students. They added that the day was silent in comparison to other days. Other four practice teachers were in the office as the researcher provided some feedback to the practice teachers.

Practice Teachers' Class Observation on 2 March 2020

The team of seven practice teachers entered into the classroom saying good afternoon and sat on the last seats. The class observation for the third time was conducted after five days of observing for the first time. Practice teachers did better than their other four friends. They made a clear chart, hung the materials on the board by using double masking tape and asked students to read the chart from every benches. Two students were sat on a bench like a seat planning of exam. The researcher asked them why they were sitting like the exam hall. They replied that it was the best way to control them. There were 14 benches and only 22 students were present there. X student wrote on the board. They taught the lesson of alcohol and its impact on health. X asked the student with roll number 7 if he had seen the alcoholic person in the community. He replied that he saw the one. X said the meaning of alcohol and showed the chart. She asked five students to read the written points. X asked them to write the points on their notebooks. After twenty minutes, Y handed the class and asked the student with roll number 19 about the previous lesson. The student with roll number 19 told about the causes of alcohol. She told one story related to the long-term effects of alcohol. Y showed the chart that was about the effects of alcoholism. She asked other five students to read the effects and asked them to write on their notebooks. Y provided them assignments for homework and left the classroom. The teacher provided the feedback in a group.

Discussion

The findings of the study show that the physical facilities in schools should be made according to the students' age and capacity. Although the Government of Nepal, Ministry of Education (2010) included the physical facilities such as school building, classrooms, playing grounds and courts, furniture, library, laboratory, toilets or restrooms, compounding, gardening, drinking water, office, health clinic, electric instruments, canteen and hostels for students and teachers, maintenance of the facilities and equipment waiting room, school roads, signboard, etc., but it is found that many schools still lack these facilities. In this study, both minimum and expected indicators were included. The researcher used the indicators to make the rating scale for measuring or assessing the physical facilities. It is observed that the physical facilities like playground, classrooms, illumination, ventilation, rest rooms, canteen and so on. These facilities were assessed from the children's rights approach. In principle, learning through games is the motto of child-friendly schools. Schools should consider different capable students while preparing facilities. There are many games and athletic activities

in the course but many schools lack the playgrounds. Similarly, a school had nearly 400 students, but they had only three toilets, which were less as prescribed by Anderson (1972). He recommended that a minimum of one restroom is needed for one hundred students. Similarly, the child-friendly school manual-2010 recommended two minimum and expected measures about the toilet. A minimum indicator is that one set toilet is needed for 50 students. The expected indicator is that one set of toilet is needed for 20 students.

Each school should have its own policy to run the school effectively. The school policy may be different as their needs, interests and issues. Each school should have a student handbook, which is a guide for managing students. It should be updated and changed every year. A policy that will work in one district may not be as effective as in another district. There are ten essential policies that every student handbook should include (Meador, 2019). Most of the schools had policies for attendance, bullying, fighting, dress and discipline. All the students as well as their parents should be informed about the school policies at the time of admission. Some schools wrote in their dairy and a few others used the school handbook. Over the past twenty years, school uniforms have become a big business. The National Center for Education Statistics found that (21%) of the public schools in the United States required uniforms during the school year 2015–2016 (as cited in Musu et al., 2018). This study is consistent the National Center for Education Statistics as all schools in the study area had the uniforms to wear as per their schools' rules. Some schools had the sport dress while taking part in games and sports.

From the observation of schools during the study, it was found that there were traditional approaches to collect homework and to check the assignments. It was found that the teachers put the tick marks on all the pages even though the answers were incorrect. The practice teachers asked why students did not do their homework and receive the punishment instead. The students replied that such practices have been there for forty years. It was surprising that the headmaster punished a student in the examination hall who did not look at others' answer copies, but the student showed to others. Ironically, the headmaster did not punish the student who cheated by copying from others.

The findings of the study also demonstrated that practice teachers punished the students in the classroom because they were instructed by the class teachers. Punishments such as hitting the students with a stick and making them frogs were common practices when the students did not do their homework or when they were not in discipline. But the class teachers did not ask students why they did not do their homework. The class teachers neither liked to communicate with students about their problems nor the class teachers liked to solve the problems of students. But when feedback was given to them by the practice teachers, their classes were found to be improved when the practice teachers visited the schools later. In this way, this study recommended that traditional methods of teaching should be changed, replacing them with student-oriented methods, which can make their teaching methods students-friendly. Project work, class activities, problem solving and quiz sessions are some examples of making the classes more active and student-friendly. Lastly, it is necessary that there should be a proper communication among teachers, students and parents so that the community schools can promote child-friendly school policies to improve the quality of education in schools. Thus, feedback, motivation and encouragement are essential to improve teaching learning activities in schools.

CONCLUSION

During the field visits, it was observed that almost all schools had the policy of discipline, dress code, attendance policy, bullying and fighting policy, but there were very poor policies on the first aid, school mid-day meal and restroom sanitation. The school policies should be made through discussion with all stakeholders. There were no sufficient playgrounds, so students could not play games in schools. It is better to arrange a space for games so that students can show their talent in games. Teachers who believed on traditional teaching methods emphasized on parrot learning, teacher's superiority, teacher-centered methods and materials, heavy homework, punishment and so on. On the contrary, there are other teachers who had respect for the right of child, student's psychology and student-oriented methods and materials. The findings of the study demonstrated that almost all teachers were guided by the traditional teaching philosophy who did not easily change their attitude and practice. However, community schools tried to create a child-friendly teaching-learning environment, but it was made slow due to traditional teachers, lack of proper school facilities and lack of resources. The child rights activists as well as the child-friendly school framework advocate for the rights of children, creating free and fearless environment in schools. But punishment was found to be in practice in basic schools of Pokhara such as hitting with sticks, making frogs, making students stand up in front other students, etc. It is suggested that communication, cooperation and coordination are required among the stakeholders such as teachers, students, parents and school administrators to promote the school policies for creating child-friendly schools in the community.

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