

# **Longitudinal Study on System Indicators**



Tribhuvan University  
Research Centre for Educational Innovation and Development (CERID)  
Formative Research Project  
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# Chapter I

## Introduction

### Background

The guiding concept of Formative Research Project (FRP) is to bring forth information relevant to the Ministry of Education and Sports (MOES), Nepal on planning, implementation and management of Basic and Primary Education Programme II (BPEP II) with respect to five different components -- Physical facilities, Access and retention, Learning and achievement, Management and capacity building and SIP-based development programme. The information will provide reference for regular monitoring of the planning and policy implementation as well as insights/details regarding the issues and problems faced in the implementation process. It is important for FRP to provide MOES with two distinct kinds of research-based information: (i) key issues and questions pertaining to planning, implementation and management of BPEP II and (ii) regular periodic information on system indicators.

Upon receiving key research questions pertaining to the implementation of different components of BPEP as well as on its overall aspect, FRP conducts in-depth research studies to answer them. In addition to this, there is another aspect in which all the concerned agencies including MOES, Department of Education (DOE) and donors are interested. They all felt a need for objective information on the progress of Primary Education Development in Nepal since the initiation of BPEP II. In other words, the objective of the study is to provide research-based data on Performance Indicators of BPEP II, which is an area of concern.

In this context, FRP has also made attempts to provide information to MOES on attainment of targets pertaining to basic and primary education in the country on a periodic basis. This Longitudinal Study on System Indicators is designed towards this aspect of BPEP.

### Focus of the Study

Data collected and reports written up to now will serve as baseline for registering the effects of a redesigned BPEP II for the remaining period of the project. However, depending on existing areas does not preclude the introduction of new areas where this seems appropriate. Longitudinal Study included some of the major shifts as announced in 2002, the main essence being to focus on “child learning and development” in a “decentralized administrative perspective”. The study focused on “topics and communities” which are receiving “special attention” in order to be able to capture the consequences and effects of instruments central to the implementation process. It is important that the project include data on “success as well as failures”, “barriers as well as facilitators”, “structures as well as processes”, and “intensions as well as results”.

The overall objectives of the FRP is to find out WHY things are working or not working the way they are to-day and, further what should be done BY WHOM to change the situation at the various levels. Therefore, the studies conducted under FRP provide not just a set of quantitative indicators through the System Indicators Study but also a lot of supporting evidence as well through other in-depth studies. Therefore, the Longitudinal Study on System Indicators has been conceptualised.

The specific focus of this study is to provide quantitative database information to other qualitative in-depth research studies, which will produce strategic information for the Ministry of Education and Sports in a periodic basis. Also the in-depth studies will provide qualitative information to support the findings of the System Indicators Study. This information is basically be used for the monitoring purpose. The study will have periodic data collection, analysis and reporting on the given indicators.

The study has also been developed to keep students tracking system. The necessary and detailed information of all the students enrolled in Grade 1 will be gathered in the first year of the study. Similarly the information of these students will be updated in the next year and also the information of new entrants of Grade 1 will be collected. This process will go on at least up to five years so as to produce real internal efficiency components -- promotion, repetition and dropout rates, until now these rates were derived by the Reconstructed Cohort Model developed by UNESCO.

### **Specific Objectives**

The overall concept of the Longitudinal Study on System Indicators Study is to measure periodically the progress made by BPEP II with quantitative indicators. Also this study will provide necessary qualitative supporting evidence to the values of the indicators generated from the study by linking in-depth studies. The specific objectives for this study are as follows:

To review and determine basic system indicators related to basic and primary education II.

To collect data on the basic system indicators as well as related information periodically.

To make progress analysis on five major areas of BPEP II (Physical facilities, Access and retention, Learning and achievement, Management and capacity building, SIP-based development programme).

To provide research-based information on Basic Indicators of BPEP II on a periodic basis to MOES for attainment of targets pertaining to basic and primary education.

To help evolve improved data keeping system in schools.

This study has developed a study strategy to address the given objectives.

## **Chapter II**

### **Study Strategies**

#### **Strategies adopted for the selection of indicators**

The following steps were taken for the selection of indicators:

A general meeting was held at CERID to discuss about the concept and strategies regarding the longitudinal study on system indicators. In this respect the chief of Monitoring and Evaluation Section, MOES, Executive Director, CERID, FRP coordinator and researchers shared their views. The concept of the study was put forward by the FRP coordinator. Subsequently the participants gave their opinions and suggestions with respect to furnish further details.

At least two sharing meetings were held among Executive Director of CERID, FRP coordinator, Joint Secretary of Planning Division and Chief of Monitoring and Evaluation Section, MOES, regarding the key indicators and sample districts to be selected for the study.

In an another meeting, Directors, Deputy Directors and Section Officers of concerned units and sections of DOE, Executive Director of CERID, FRP coordinator and researchers reviewed the indicators set by different reports. The reports included *Key Performance Indicator* (PIP Policy Framework), *Fourteen Benchmarks* (Aide Mëmoire), *ASIP Indicators* (includes 18 EFA indicators), *Monitoring Indicators for PMR* (Project Management Report) and *Log Frame: Detailed Policy Framework Indicators*. Altogether 171 indicators were identified.

The next meeting took place with participation from MOES, DOE and CERID selected a list of most needed and do able 40 indicators for the study from 171. The meeting also suggested to include further indicator(s) if needed.

Lastly a meeting was held among Chief of Monitoring and Evaluation Section, MOES, Director General, Director, Deputy Directors, Section Officers of the DOE, Technical Advisor from Norway and Executive Director CERID, FRP Coordinator and researchers to develop study design and sample plan for the field work.

#### **Strategies for periodic data collection**

##### *Development of questionnaires*

The questionnaires were developed based on 40 indicators for the first round of data collection from the sample schools. There are 6 sets of questionnaires that were specifically designed on the following components:

1. Physical Facilities
2. Students Information
3. Information on Incentives
4. Detail Information on all the Grade one students (cohort)
5. Primary Teachers Information
6. Miscellaneous

Besides these questionnaires, an observation form regarding the presence of head teacher, teachers and students on the day of visit was also developed.

#### *Orientations/training and Piloting of questionnaire*

The Researchers of the in-depth studies were given orientation on the questionnaire forms of the System Indicators Study (SIS), as well as methods to determine common sample. A two-day orientation program was conducted at Research Centre for Educational Innovation and Development (CERID) for the researchers, research associates and field researchers. The pre-test of the questionnaire was done at four schools of the Kathmandu Valley (Lalitpur district). The field researchers were paired up as a team for each school. The monitoring was done to make the field researchers more knowledgeable with the questionnaire. At the same time the Researchers collected data from some sample schools. After the first round of the data collection a half-day program was scheduled to discuss on the problems and their solution on the data collecting process. The inputs from the researcher were taken into consideration and necessary changes were made in the questionnaire.

The research associates and two research assistants collected data from 5 sample schools of Kaski district. The coordinator of FRP along with Ministry personnel made a supervision visit to the sample schools of the district.

After the field visit of Kaski district a two-day orientation program for research assistants was organized at CERID. A half-day program on field experience sharing was carried out at CERID where all the research assistants shared their experiences that they have faced in the sample schools. The sharing of experiences was very useful for all the research assistants to learn from each other especially in dealing with different sort of problems they might encounter in the schools.

#### *Field visit for collection of the data*

The data was collected by the researchers of the in-depth studies themselves in the in-depth studies sample districts and research assistants were used in other sample districts. The necessary data for the first round was collected from all 62 sample schools.

In the sample, 3 to 5 schools from each sample district are included. Since the sample should be proportionately allocated across the 16 strata, the size of the sample within a stratum should be proportionate to the total school size of the stratum.

The schools were selected in consultation with DEO of sample districts. The sample districts of the in-depth were selected based on the objectives of each study. The districts with more than one in-depth study, the schools were selected proportionately to link this study with all the in-depth studies.

The guide was developed for the coding and processing of the collected data from the schools. The questionnaires were coded by the research assistants, who were also given orientation for the management of the collected questionnaires. The coded data was computerised in supervision of the research associates.

The data has been collected from all the 62 sample schools at four different points of time. The data was edited soon after it was computerised. All the data was strictly checked and rechecked several times. The values of the indicators were so derived



### *Monitoring and follow up of data collection activities*

The data collection activity was randomly monitored by the associate researchers in some sample districts (Ilam, Dhankuta, Rasuwa, Kaski, Banke, Morang, Lalitpur) at various points of time. In these visits the objectives of the study and importance of the data system were informed to the DEOs, Section officer Primary, head teachers, teachers and other concerned personnel of the sample schools.

Similarly, during the field visit for data collection, the field researchers were in regular touch via telephone from field and the centre regarding the activities that has helped the field researchers to obtain the accuracy in the data as well as solve various sorts of problem they have encountered in the data collection activities.

The field researchers also oriented data managers of sample schools. As the study intended to visit all 62 sample schools four times in different points of time. In every visit the field researchers did follow up of the data management.

### *Harmonisation of school census data with longitudinal study on system indicators data*

One of the important aspects of the study is harmonisation of school census data with longitudinal study on system indicators data. Above-mentioned 6 questionnaires were based on the school census form developed by Statistical Section, DOE. The data filled in the school census form was rechecked by using flow chart and the methods to check such type of data was demonstrated to the data managers.

### **Strategies for progress analysis**

The strategies for progress analysis was finalised after various rounds of consultation meetings with experts. FRP coordinator conducted several meeting to develop parameters, framework and format of analysis with Technical Expert from Norway, Experts, Statisticians from DOE and researchers at CERID. Similarly appropriate statistical tools were used by the help of SPSS package.

### **Strategies for providing research based information to moes and doe**

One of the objectives of FRP is to provide research-based information to Ministry of Education and Sports and Department of Education. There were strategies adopted for this purpose. The regular meetings of FRAG (Formative Research Advisory Group), which consists of various levels of education practitioners and administrators, were conducted to discuss the study findings.

The Action steps for the MOES from all in-depth studies were developed. These action steps based on major finding of the in-depth studies and responsible body to implement the suggested action steps of each study were provided to the MOES and DOE.

The dissemination at national and regional level was also an integral part of the project. In a fiscal year three regional workshops were conducted for dissemination of the research reports. The regional seminars were conducted three different regional headquarters with the participation from all the five regions. Similarly, dissemination seminars at national level were conducted in the capital. The interactive workshops were also conducted at central level with participation of educational stakeholders. National Level Seminars were also conducted to collect key research questions. For in-depth studies various Theme based interaction programs and meetings were organised at CERID.

Publication is taken as a very effective mean to spread the message, in this regard various research reports, bulletin, collection of Summary reports in Nepali language (*Saarsanchhep*) were published.

Further more, relevant personnel from different sections of MOES and DOE were assigned as resource persons in all the in-depth studies. The personnel from related section were given relevant tasks in the process of various research activities, which have developed a good linkage between ministry and researchers. The inputs provided by these personnel were indispensable for the research activities in making the research more useful and practicable.

### **Strategies to evolve improved data keeping system**

The data managers at the primary school level are generally head teachers. However, teachers and office assistants are also given the responsibility of data management. A need of orientation/training to the data managers was suggested by various research reports. In this regard the data managers were oriented and involved in data checking, by which, improved data keeping system is expected to evolve.

It has been indicated by studies that there is lacking of minimum physical facilities for improved data keeping system. For this purpose some logistic support was provided to 62 sample schools to help build basic physical facilities required for maintaining data keeping system.

### **Sampling**

#### *Selection of Districts*

One district from each 16 stratum (five development and three ecological regions and Kathmandu valley) was selected on the basis of various programmes of BPEP II. However, in order to incorporate more variations existing in stratum with large number of districts, two districts were included—e.g., Eastern and Western hills where more than 10 percent districts are located—from such stratum. On the other hand, looking at the proportions of student population and difficulty in reaching the district, two strata viz., Western and Mid-western Mountain were excluded from the study sample. The sample districts have been finalised in close collaboration with DOE/MOES. The sample districts by sample number of schools are given below:

**Table 1: Number of sample schools by districts and stratum**

Dev. Region	District	Geographical Region				Total
		Mountain	Hill	Tarai	Valley	
Eastern	Sankhuwasabha	4				4
	Ilam		4			4
	Dhankuta		3			3
	Morang			5		5
Central	Rasuwa	3				3
	Kavrepalanchowk		5			5
	Chitwan			4		4
	Lalitpur				4	4

Western	Kaski		5			5
	Syangja		4			4
	Kapilvastu			4		4
Mid-Western	Surkhet		4			4
	Banke			3		3
Far western	Darchula	3				3
	Dadeldhura		3			3
	Kailali			4		4
Total		10	28	20	4	62

### **Selection of Schools, Resource Centres, Students, Teachers, Parents, etc.**

From each sample district 3 to 5 schools were included in the sample. As oriented the sample should be proportionately allocated across the strata, the size of the sample within a stratum has been made proportionate to the total school size of the stratum. Basically schools are the major units of the study. The sample schools were selected by consultation with the District Education Officer (DEO), Resource Person (RP)/ School Supervisor (SS), Section Officer (Primary) of each sample districts.

Following points were taken into consideration while selecting sample schools:

- Pure primary schools and at least one lower secondary/secondary level attached school.
- Priority was given to the objective of the in-depth studies while selecting sample schools for the study. In some cases this has voided the above clause.
- The sample schools have been divided proportionately in the sample districts where more than one in-depth study is going on.

All the resource centres in which the sample schools are affiliated are also the part of study sample. The study design was to include RC affiliated to the each sample schools however the priority were given to BPEP Programs and the sample of in-depth studies more than one school from one RC has also been included in the study.

All the students, teachers, parents of students, School Management Committees (SMCs) and communities are part of the System Indicators Study. Detailed information on all the students of Grade 1 of the 62 sample schools in the year 2059 has been included in the study. Similarly in the second year same information from the Grade 1 as well as Grade 2 students' cohort will be collected. Some information of the parents of the students of Grade 1 has also been collected. This information will be used to find out the real cohort flow of the students which will be used to calculate internal efficiency derived from promotion, repetition and dropout rates primary level, until now these rates were derived by the Reconstructed Cohort Model developed by UNESCO.

Similarly, the data of all the teachers of the sample school is also included in the study. The data of the primary school teachers of 62 sample schools with their name, age, qualifications teaching experience, trainings and licence were included.

### **Statistical Tools**

The collected data was coded and computerised by using Microsoft Excel. The computerised data was edited and SPSS 10.01 is used for the analysis of the data.

According to the nature of the data simple as well as complex statistical tools have been used to analyse the data. The data has been cross-tabulated by gender where ever possible.

### **Delimitation**

There were several indicators set by different agencies at different point of time, however this study has been limited to 40 indicators. Also there are more that 27000 schools in the country and the study has 62 sample schools. Nevertheless the sample schools will represent national average.

## Chapter III

### Determination of the Indicators

#### Review of Different Indicators

Since the inception of Basic and Primary Education II, there have been several indicators set by different reports. Following are the number of indicators:

**Table 2: Different Indicators set by different reports**

	Indicators
Key Performance Indicator (PIP Policy Framework)	10
Fourteen Benchmarks (Aide M�moire)	14
ASIP Indicators (includes 18 EFA indicators)	27
Monitoring Indicators for PMR (Project Management Report)	51
Log Frame: Detailed Policy Framework Indicator	69
Total	171

Out of 171 indicators, 40 indicators were selected for the study after discussion with the Ministry. The basic criteria for the selection of the indicators were:

- should be measurable
- should be visible/observable
- should be useful for program monitoring

The research design is open to include new indicators and variables, as the restructuring measures of the BPEP are being implemented and new instruments and incentives developed.

The study has a periodic data collection system, analysis and reporting on various components of BPEP II in an annual basis. For this purpose detailed study tools observation form, guidelines and questionnaire have been developed to collect necessary quantitative data. All the sample districts, Resource Centres (RCs) and schools will be followed for the entire period of BPEP II. The more "soft" methods such as collection of qualitative data, (participant) observation, and interviews may be rather unstructured, discussion groups, etc. will be used in this study wherever required. The data collection will be organised jointly with the researcher from the in-depth research studies. Sampling design that satisfies demands of large-scale survey will be adopted.

Whenever there are certain intervention programmes, various programme indicators need to be monitored. At the same time various performance indicators could also be used to monitor the effect of interventions. The System Indicators Study (SIS) under the Formative Research Project is designed to obtain data on the status of primary education in the country in terms of BPEP II interventions. As the study intends to obtain primary data on various indicators from sample schools care has been taken to use those indicators, which could be computed with the data available at school.

#### Review of BPEP II Interventions

The indicators that have been set by the BPEP II for the betterment of the Program were also reviewed. There are 17 interventions taken by BPEP II, they are:

1. Physical Facilities
2. Alternative Schooling
3. Education of Girls
4. Education for Special Focus Group
5. Special Education
6. Early Childhood Development
7. Community Mobilisation
8. Literacy
9. Curriculum and Textbook Renew
10. Continuous Assessment System
11. Recurrent Training and Support
12. Certification Training
13. Strengthening DOE and District Level Institution
14. Strengthening District Planning and Implementation
15. Strengthening Local Level Institution
16. Program Management
17. Technical Support Advisory Group

The system indicators study and the in-depth studies basically focus on these 17 intervention areas of BPEP II.

#### *Review of Educational Statistics*

The Educational Statistics which is a regular publication of the DOE/MOES (popularly known as Yellow Book) were also reviewed. In this regard the proper use of the information published by the DOE/MOES as well as the significance of the data and its importance in policy formulation was also discussed with the concerned personnel of the DOE/MOES. The lack of awareness about the importance of the data among the data generator at the school level has been felt. This is also because they haven't felt or experienced the utilisation of the data.

#### *Selected Indicators*

The list and the matrix of selected indicators for the study and the components of BPEP II are as follows:

**Table 3: Selected indicators by BPEP II components**

SN	Indicators	Physical Facilities	Access and retention	Learning achievement	Management and capacity building	SIP-based development programme
1	Number of classrooms rehabilitated					
2	Number of new classrooms constructed					
3	Primary school completion rate					
4	Transition rate (from Primary to Lower Secondary)					
5	Percentage of new entrants with ECD in Grade 1					
6	Student-teacher Ratio (STR)					
7	Repetition Rates by grade					
8	Dropout Rates by grade					
9	Per student classroom space					

10	Number (or %) of students by Incentive Programmes					
11	Number of teachers trained for special education					
12	Enrolment of disabled and special focus group children in primary schools					
13	Under-aged children enrolled in Grade 1					
14	Enrolment growth pattern of last three years					
15	Details of Grade 1 Cohort—student tracking through out the study period (including achievement)					
16	Learning achievement--based on school exams (average marks by subject and grade including range)					
17	Promotion Rates by grade					
18	Percentage of teachers with qualification					
19	Percentage of teachers with full training					
20	Percentage of teachers with teacher training certificate					
21	Number of teachers who have attended recurrent teacher training programme(s)					
22	Percentage of teachers with temporary and permanent license					
23	Per student expenditure					
24	Proportion of expenditure on major headings (salary, instructional materials, etc.) and also by source					
25	Proportion of income by source					
26	Textbooks available to students within 2 weeks of start of the school year					
27	Availability of Curriculum, TGs, supplementary books and other curricular materials					
28	Availability of library (including reading space)					
29	Types of books in the library--for students and adults					
30	Average daily attendance (ADA) of teachers					
31	Average daily attendance (ADA) of students					
32	Teacher deployment—employment status of teachers; turnover					
33	Retention of staff in key positions—head teacher					
34	Percentage of new replacement female teachers					
35	Percentage of females in various training programmes					
36	Head teachers trained					
37	SMC formed/trained					
38	Frequency of school visit by RPs/SSs and DEOs					
39	Number of schools that have prepared SIP					
40	Number of schools that have implemented SIP					

## Chapter IV Status of Indicators

### Status of Indicators

This part of the chapter presents the status of indicators based on the analysis of collected data. The five areas and 40 indicators of the study are presented respectively. The status of the indicators is presented in the national level and also by gender, wherever possible.

The analysis of the data collected was done in various stages. Using the computer software Microsoft Excel the data was computerised. Altogether there are 2025 variables defined comprising of 118, 1444, 140, 39, 25, 206 and 53 from the questionnaire forms 1 to 6 respectively. The computerised data was cleaned, edited and crosschecked using various techniques. Finally, the clean data was used for creating tables. The data was analysed by using statistical software package SPSS 10.01.

#### *Physical facilities*

One of the five major areas is the physical facility of the schools. Classroom is a basic need for quality teaching and learning. Though physical facility includes overall physical structure of the school, the number of classrooms rehabilitated and the number of classrooms constructed were selected as indicators in this study.

##### 1. Number of classrooms rehabilitated

It was found that the classrooms have been rehabilitated and constructed by two financial sources: (i) government and (ii) other sources such as District Development Committee (DDC), Village Development Committee (VDC), I/NGO, Local donors and others. Some of the schools managed to get funds from different sources such as personal donations from international people, school's own resources, etc.

**Table 4: Number of classrooms rehabilitated**

	Govt Aid	Other funds	Total
2057	9	16	25
2058	33	4	37
2059	8	26	34

##### 2. Number of new classrooms constructed

The numbers of classrooms constructed in the three consecutive years from 2057, 2058 and 2059 were 36, 17, and 43 respectively.

**Table 5: Number of classrooms constructed**

	Govt Aid	Other funds	Total
2057	13	23	36
2058	6	11	17
2059	10	33	43

It was found that the percentage of classrooms constructed in the last three years from other funding sources was higher than the classrooms constructed from the government aid.



### *Access and Retention*

Another intervention of BPEP II is the access to the education for the age group of school going children and to retain them.

#### 3. Primary school completion rate

The primary school completion rate is generally derived by using promotion, repetition and dropout rates of a certain year of all the primary grades. These rates are then fitted into a Reconstructed Cohort Model developed by UNESCO to calculate the Primary school/cycle completion rate. This model is also used by the MOES/DOE for calculating the primary cycle completion rate; however there is some shortcoming in this model. The model is designed in such a way that it does not consider the students enrolled in the mid of the cycle. This model assumes that students are only enrolled in Grade one and not other grades.

The Primary School Completion rate of Nepal was 30.18% in the year 2056 of which 30.86% for boys and 29.52% for girls. The rate has increased to 34.75 in the year 2057 and 35.33 in the year 2058.

**Table 6: Primary school completion rate**

Year	Boys	Girls	Total
2056	30.86	29.52	30.18
2057	35.95	33.5	34.75
2058	37.58	32.72	35.33

#### 4. Transition Rate (from Primary to Secondary)

The percentage of students enrolled in Grade VI out of the total students promoted from Grade V in previous year is termed as transition rate from primary to secondary level.

The transition rate from primary to secondary level was found to be the highest in the year 2056, with 80.44% in total of which 79.10 for boys and 81.81 for girls. It was found that the transition rate was in a decreasing trend in 2057 and 2058.

**Table 7: Transition Rate (from Primary to Secondary)**

Year	Boys	Girls	Total
2056	79.10	81.81	80.44
2057	77.01	76.31	76.66
2058	77.31	68.24	73.05

#### 5. Percentage of new entrants with ECD in Grade 1

The government has given efforts to upgrade the quality of education. In this regard various studies showed that pre-primary or early childhood education is essential for the betterment in primary level education. The students with pre-schooling were found to have performed better in grade one than the students without pre-schooling. In this context one of the interventions of BPEP II is promotion of ECD/preschool programs in the country.

**Table 8: Transition Rate (from Primary to Secondary)**

2056	5.75	4.20	4.99
2057	6.17	4.89	5.55
2058	6.77	6.73	6.75
2059	13.09	12.59	12.83

It was found that the percentage of new entrants with ECD in grade one is progressing gradually with time from 4.75 to 12.83 in the consecutive years 2056, 2057, 2058 and 2059 respectively. There was a significant growth in the year 2059.

#### 6. Student-teacher Ratio

The student teacher ratio is also taken as one of the major factors that affect the learning achievement of the student. The classroom with high number of students is considered to have impact on the teaching-learning environment. In this regard the study also tried to find out the situation in the country. The student teacher ratio for primary level in the year 2059 was 1:32.38.

#### 7. Repetition Rates

One of the indicators of the study is the Repetition rate of the primary level students by grade. The repetition rate is one of the indicators for the calculation of the internal efficiency of the system. In this regard the repetition rate of all the primary grades, i.e., Grades one to five has been calculated. The repetition rate is calculated based on the total number of students enrolled in certain grade considering the numbers who failed to get promoted in the next consecutive grade.

It was found that the repetition rate of Grade one was high and Grade five was low in compare to other grades. The repetition rate has increased noticeably in the year 2058 in all the primary grades.

**Table 9: Repetition Rates by Grade**

Year	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2056	29.40	15.13	11.06	11.87	8.85
2057	26.64	13.19	11.34	12.44	7.82
2058	31.30	18.42	13.90	15.72	12.58

The analysis shows that the repetition rate in grade one is still exist as hinder in the internal efficiency of the system.

**Table 10: Repetition Rates by Grade for Boys**

Year	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2056	30.18	15.70	10.74	13.56	8.65
2057	25.55	14.35	12.23	12.62	7.00
2058	28.71	16.75	13.08	15.00	13.36

The repetition rate of boys was found to be higher than that of girls in Grade 1, however the repetition rate of girls was found to be higher in all other grades of the primary level.

**Table 11: Repetition Rates by Grade for Girls**

Year	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2056	28.56	14.52	11.41	10.19	9.04
2057	27.74	11.96	10.44	12.23	8.65
2058	33.94	20.31	14.77	16.45	11.71

## 8. Dropout Rates

The dropout rates for four consecutive years of five grades have been calculated.

**Table 12: Dropout Rates by Grade and Year**

Year	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2056	25.30	16.48	10.29	14.55	19.03
2057	22.47	11.76	9.46	12.53	22.40
2058	20.46	12.69	9.32	10.71	20.50

The dropout rate was found to be highest in the Grade 5 compared to other grades. Also in Grade 1 the dropout rate is higher than other grades. It was found that in the primary level the dropout rate is lower in Grade 3.

**Table 13: Dropout Rates by grade for Boys**

Year	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2056	24.48	16.78	10.46	13.06	18.96
2057	21.68	10.78	9.51	12.01	22.84
2058	22.85	11.64	9.21	10.51	15.57

There was no significant different found in the dropout rates for boys and girls, however the dropout rate of girls is slightly higher than that of boys.

**Table 14: Dropout Rates by grade for Girls**

Year	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2056	26.18	16.17	10.11	16.02	19.11
2057	23.26	12.79	9.41	13.12	21.96
2058	18.02	13.87	9.43	10.91	26.02

## 9. Per student classroom space

The Education Regulation (7<sup>th</sup> Amendment) has set 0.75 sq. meters i.e., 8.1 sq. ft. classroom space per student (1m=3.28 ft). The classroom space available per student in the school shows that space available per student in all primary grades was less than the prescribed space.

**Table 15: Per Student Classroom Space in sq. meter (sq. ft.)**

Year	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2059	0.54 (5.81)	0.60 (6.43)	0.63 (6.83)	0.63 (6.80)	0.75 (8.09)

It also shows that the students in Grade one was getting only 0.54 sq. m per students. It was interesting to note that per student space in the classroom increases as it goes to upper grades and for the students in Grade 5, per student space was 0.75 sq. m. in the year 2059.

## 10. Number (or %) of students by Incentive Programmes

The government has the policy to distribute seven various incentives which are listed below. Among these incentives, scholarship for Dalits was highest and incentives for learning materials and dress were found to be lowest.

**Table 16: Number and Percentage of students by Incentive Program (2058)**

Type of Scholarship	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Total	
	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl
Dalit	56	37	48	41	32	31	39	29	30	22	205	160
Girls		59		32		28		34		25		178
Primary	2	3	1	6	1	8	2	11		3	6	31
Learning Materials		1										1
Dress				1								1
Poor and Intelligent	1	2	1	10	1	6	2	3		5	5	26
Disable						1		2				3
Total	59	102	50	90	34	74	43	79	30	55	216	400

There were altogether seven types of scholarships/incentives provided by the government. It was reported that only one girl received learning material incentive and one girl received dress incentive. It was also found that 3 girls were provided the incentive for disable.

#### 11. Teachers trained for special education

The special education for the disabled who needs special attention has also been given higher priority in the BPEP II. In this regard several trainings on special education was provided to the selected teachers of the country.

Altogether 7 teachers (1.7% of the total teachers) were trained for special education in the sample schools. These teachers were trained on special education for Deaf, Blind, Mentally Retarded and Physically handicapped. Of 7 teachers 5 were male and 2 female.

**Table 17: Percentage of Teachers Trained for Special Education**

Year	Deaf			Blind			Mentally retarded			Physically handicapped		
	M	F	T	M	F	T	M	F	T	M	F	T
2059	0.48	0.51	0.49	0.48	0.00	0.25	0.48	0.00	0.25	0.95	0.51	0.74

The study shows that two teachers were trained for deaf, one for blind, one for mentally retarded and three for physically handicapped in the year 2059.

#### 12. Disabled and Special Focus group children enrolled in primary school

The information on the enrolment of dalit children in primary schools is one of the indicators of the study.

**Table 18: Enrolment of Dalit and Special Focus Group children (2059)**

	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Total		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Dalit	368	383	254	210	200	179	198	179	158	154	1178	1105	2283
Kamaiya	2	3	1	0	0	1	2	1	1	2	6	7	13
Tharu	180	185	136	127	169	159	135	162	136	97	756	730	1486
Rai-Lepcha	34	43	25	35	26	20	26	24	30	19	141	141	282
Tamang	58	59	32	37	36	34	33	22	20	19	179	171	350
Muslim	22	23	29	14	13	9	23	7	8	4	95	57	152
Musahar	5	6	3	8	9	5	10	2	2	1	29	22	51
Total	669	702	480	431	453	407	427	397	355	296	2384	2233	4617

The government has made various means to increase the enrolment of dalit and special focus group children in the main stream of primary education. However the efforts still need to be further enhanced to achieve the goal to bring these children to the mainstream education.

Another effort made by government is to give basic and primary education to the disabled children to make them independent and self-confident. A provision of resource classroom with a teacher trained for special education has been made in schools for the disabled children. Besides this various programs have been launched which have encouraged the disabled children as well as their parents for enrolment.

The study aims to show the number of disabled students who were enrolled in the sample schools. Basically five types namely: deaf, blind—partial and complete, mentally retarded, physically handicapped and multiple disabilities are considered.

**Table 19: Enrolment of disabled children (2059)**

		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Total	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Gir ls
Deaf	United	1	0	4	3	3	4	1	1	0	1	9	9
	Resource	11	1	2	1	3	2	0	0	0	0	16	4
	Mild	3	2	2	1	0	3	0	0	0	0	5	6
Blind- complete	United	1	0	0	0	1	0	0	0	0	0	2	0
	Resource	0	0	0	0	0	0	0	0	0	0	0	0
Blind- Partial	United	1	0	0	1	2	0	1	1	1	1	5	3
	Resource	1	1	1	0	0	0	0	0	0	0	2	1
Mentally Retarded	United	9	2	4	2	2	2	1	0	0	1	16	7
	Resource	1	2	0	0	1	0	0	0	0	1	2	3
Physically Handicap ped	United	3	3	3	3	6	1	3	3	2	2	17	12
	Resource	1	2	0	0	0	0	1	0	1	1	3	3
Multiple Disable	United	0	0	0	0	0	0	0	0	1	0	1	0
	Resource	0	0	0	0	0	0	0	0	0	0	0	0

The classroom for disabled students were categorised into two types: united and resource class. The students with mild disability were kept in the united or normal classroom and students who need special care were kept in the resource classroom.

The numbers of physically handicapped children were found higher than other disabilities. Altogether 35 physically handicapped children were found enrolled in the 62 sample schools in primary level. Out of which 6 were found to be kept in the resource classroom where remaining children were being treated as normal students and kept in the normal classrooms.

The study shows that among 28 mentally retarded children (18 boys and 10 girls) 23 are kept in the normal classroom. The number of deaf students who are treated special and kept in the resource classes were found higher than any other disabilities.

### 13. Under aged children enrolled in Grade 1

The enrolment of under aged children in Grade 1 has been taken as a hinder in achieving one of the goals of BPEP II to increase the Net Enrolment Rate. It was found that 14.91% of enrolees in Grade one is still under aged. The percentage of boys is 15.16% and girls 14.66%.

### 14. Enrolment growth pattern of last three years

The enrolment growth pattern in the primary grades was another indicator of the BPEP II. The enrolment growth pattern was calculated taking the year 2056 as the base year. The pattern shows that in total the enrolment growth was highest in the year 2058, however, the growth pattern was found to fall in the following year.

**Table 20: Enrolment Growth Pattern of last three years (Base 2056)**

Year		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
2057	Boys	95.17	109.01	104.82	112.86	112.24	104.70
	Girls	96.52	109.27	108.00	104.56	115.01	104.95
	Total	95.83	109.14	106.37	108.77	113.67	104.82
2058	Boys	101.59	128.72	127.66	126.98	136.08	120.09
	Girls	99.84	115.15	125.48	123.34	117.65	113.57
	Total	100.74	122.04	126.59	125.19	126.54	116.87
2059	Boys	87.22	122.84	131.25	137.20	140.46	116.97
	Girls	96.96	118.64	122.81	127.36	119.57	113.81
	Total	91.95	120.77	127.12	132.35	129.65	115.41

### 15. Details of Grade 1 Cohort—student tracking

The details of Grade 1 student cohort was established for the study from 62 sample schools in the year 2059. The necessary information of altogether 3288 students was computerised. The main purpose of the cohort was to track students enrolled in the Grade one in the first year and adding up new comers every year. In the second year the information of the students from first year will be update and so on. With the help of this give the true promotion, repetition and drop out rates of the cohort were derived.

#### *Learning and Achievement*

### 16. Learning achievement--based on school exams (average marks by subject and grade including range)

Learning achievement of the student is taken as one of the very crucial indicator to measure the efficiency of the education system. The ultimate goal of all the inputs and interventions is to improve the learning achievement of students. On the other hand there are various factors, which play a vital role in improving the learning achievement, and this should not be overlooked.

One of the indicators of this study was to find out the level of learning achievement in different grades and subjects including range based on the school examination records.

The marks obtained in the final examination taken by school were used for this study. The maximum, minimum and average marks scored by boys and girls in different grades and subjects were calculated. The marks were as reported by the school examination test.

**Table 21: Learning Achievement by subject and grade in 2058**

	Subjects	Full Marks	Pass Marks	Minimum Marks		Maximum Marks		Average Marks	
				Boys	Girls	Boys	Girls	Boys	Girls
Grade 1	1.Nepali	150		2	2	148	148	62.16	61.28
	2.Math	150		1	2	148	150	67.47	63.18
	3.Social Studies & Environmental with Health	100		1	1	99	110	44.15	41.94
	4.Physical	50		2	1	48	48	24.41	24.41
	5.Creative & Expressive Art	50		1	1	49	49	23.91	23.72
	6.Optional	100		1.2	1	97	97	42.97	40.40
Grade 2	1.Nepali	150		3	3	146	150	62.77	64.99
	2.Math	150		3	1	147	145	67.97	63.19
	3.Social Studies & Environmental with Health	100		1	2	95	98	47.40	45.17
	4.Physical	50		3	4	46	47	25.95	25.77
	5.Creative & Expressive Art	50		1	1	49	49	25.80	25.38
	6.Optional	100		2	4	97	96	43.48	42.24
Grade 3	1.Nepali	150		1	3	144	139	66.35	67.54
	2.Math	150		2	2	146	147	64.76	61.81
	3.Social Studies & Environmental with Health	100		3	4	94.5	96	48.26	50.09
	4.Physical	50		3	7	47	47	25.30	26.35
	5.Creative & Expressive Art	50		7	3	49	50	24.75	25.86
	6.Optional	100		4	2	98	98	44.95	44.35
Grade 4	1.Nepali	100		0.2	4	95	92	41.37	43.78
	2.Math	100		1	1	93	94	39.07	39.59
	3.Social Studies	100		3	5	99	97	40.67	43.97
	4.Physical	50		1.6	7	49	49	24.49	26.07
	5.Creative & Expressive Art	50		3.2	8	47	46.6	25.59	26.39
	6.Optional	100		0.4	3	94.1	98.4	43.42	44.25
	7.English	100		1	4	94	98	43.32	43.42
	8.Environmental & Health	100		2	6	97	95	44.49	47.35
Grade 5	1.Nepali	100		4	3.2	93.5	94	45.60	47.57
	2.Math	100		3	0.2	95	97	38.40	37.88
	3.Social Studies	100		3	7.4	98	96	48.02	47.39
	4.Physical	50		0.4	0.4	85	51	27.71	27.96
	5.Creative & Expressive Art	50		4.8	1.8	48.5	48	27.25	28.18
	6.Optional	100		4	4.6	95	93.5	46.78	43.84
	7.English	100		3	3	95	93.5	43.52	43.48
	8.Environmental & Health	100		3.8	4	96.5	95.5	49.07	49.35

**Table 22: Pass percentage by subject and sex in 2058**

	Subjects	Appeared Students		Passed Students		Pass Percent	
		Boys	Girls	Boys	Girls	Boys	Girls
Grade 1	1.Nepali	786	771	495	478	62.98	62.00
	2.Math	792	767	531	466	67.05	60.76
	3.Social Studies & Environmental with Health	785	762	537	497	68.41	65.22
	4.Physical	760	740	615	581	80.92	78.51
	5.Creative & Expressive Art	785	757	596	590	75.92	77.94
	6.Optional	788	763	518	526	65.74	68.94
Grade 2	1.Nepali	858	729	652	544	75.99	74.62
	2.Math	716	605	559	454	78.07	75.04
	3.Social Studies & Environmental with Health	714	603	583	475	81.65	78.77
	4.Physical	685	588	631	521	92.12	88.61
	5.Creative & Expressive Art	704	601	636	536	90.34	89.18
	6.Optional	716	604	588	474	82.12	78.48
Grade 3	1.Nepali	902	856	770	728	85.37	85.05
	2.Math	896	848	743	659	82.92	77.71
	3.Social Studies & Environmental with Health	851	851	786	756	92.36	88.84
	4.Physical	874	810	830	785	94.97	96.91
	5.Creative & Expressive Art	883	829	839	810	95.02	97.71
	6.Optional	896	846	764	704	85.27	83.22
Grade 4	1.Nepali	890	813	707	688	79.44	84.62
	2.Math	887	813	693	593	78.13	72.94
	3.Social Studies	887	813	757	717	85.34	88.19
	4.Physical	877	804	786	763	89.62	94.90
	5.Creative & Expressive Art	876	804	818	768	93.38	95.52
	6.Optional	887	813	738	682	83.20	83.89
	7.English	871	794	712	647	81.75	81.49
	8.Environmental & Health	871	794	770	718	88.40	90.43
Grade 5	1.Nepali	769	742	703	682	91.42	91.91
	2.Math	772	742	585	554	75.78	74.66
	3.Social Studies	769	741	712	680	92.59	91.77
	4.Physical	760	735	727	712	95.66	96.87
	5.Creative & Expressive Art	761	731	742	717	97.50	98.08
	6.Optional	787	742	661	649	83.99	87.47
	7.English	769	772	630	631	81.92	81.74
	8.Environmental & Health	764	739	690	678	90.31	91.75



### 17. Promotion Rates (Grades 1 to 5)

Another indicator for determining the internal efficiency of education system is the promotion rate. In this regard the promotion rates of all the primary grades in three different consequent years were calculated.

**Table 23: Promotion Rates by year and grade**

Year	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2056	45.30	68.39	78.64	73.58	56.66
2057	50.89	75.05	79.29	75.03	55.19
2058	48.25	68.89	76.78	73.58	54.10

It was found that promotion rate of Grade 3 is high and Grade one was low of all other grades.

**Table 24: Promotion Rates by year and grade for Boys**

Year	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2056	45.34	67.52	78.80	73.38	58.48
2057	52.77	74.86	78.43	75.37	54.86
2058	48.44	71.61	77.71	74.49	56.82

The study showed that there was no significant difference in the promotion rates of boys and girls. However, the rate was slightly higher of boys than that of girls in grade one.

**Table 25: Promotion Rates by year and grade for Girls**

Year	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2056	45.26	69.30	78.48	73.79	54.91
2057	49.00	75.25	80.15	74.65	55.52
2058	48.04	65.82	75.80	72.64	51.09

### 18. Percentage of teachers with qualification

The qualification of teachers is a key factor for the quality teaching-learning. It was found that the majority of teachers of the sample schools have qualification of SLC.

**Table 26: Percentage of Teachers with Qualification**

	Under SLC			SLC			Intermediate			Bachelor			I. Ed.			B. Ed.			M. Ed.		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2059	1.9	6.7	4.2	52.1	54.9	53.6	31.8	26.2	29.1	9.5	2.6	6.2	1.0	5.6	3.2	3.8	3.6	3.7	0.0	0.5	0.2

Similarly around 29 percent of the teachers had intermediate level. The percentage of teachers with I.Ed. and B.Ed. were around 7 percent. It was found that one female teacher who had done M. Ed. was teaching in one of the study sample schools. It was interesting to note that there are around 4 percent of teachers who are under SLC, were teaching in the primary schools. The numbers of female teachers without SLC qualification were higher than male teachers. See Table 26.

### 19. Percentage of teachers with full training

Another important aspect of the achievement of the students is the training of the teachers. The BPEP II had given emphasis on the teacher's training. The teachers who have completed 4<sup>th</sup> package of the training are considered as teachers with full/complete training.

Altogether, 29.06% of total teachers were found to have full teacher training. The percentages of male and female teachers were 22.75 and 35.90 respectively in the year 2059.

### 20. Percentage of teachers with teacher training certificate

The teachers have been provided various kinds of training by the government. In this regards the teachers will be awarded a teacher training certificates after their participation. The percentage of teachers with teacher training certificate was 42.96 in the year 2059. The percentages of male and female teachers were 41.63 and 44.39 respectively.

### 21. Number of teachers who have attended recurrent teacher training programme(s)

The number of teachers who have attended recurrent teacher training programs was one of the indicators of this study.

**Table 27: Percentage of Teachers attending Teacher Training Programme (2059)**

	Male		Female		Total	
	N	%	N	%	N	%
Refresher Training in 2058	45	21.53	48	24.49	93	22.96
Refresher Training in 2059	55	26.19	58	28.29	113	27.23

It was found that 22.96 percent of the teacher attended in the refresher training of the year 2058.

### 22. Percentage of teachers with temporary and permanent license

The government had provided temporary teacher license to all the teachers of the country. However, it was found that except the teachers who were appointed by the school on their own resources or the ones who were doing voluntary service, all the teachers have the temporary license.

It was reported that 86.91% of teachers have temporary licence, out of which 87.56% were male and 86.22% were female in the year 2059.

The government has the provision to provide permanent teacher licence to the teachers who fulfil the required criteria. In this regard it was found that the number of teachers with permanent teacher licence was found to be 1.48% among them 0.48% were male and 2.55 were female.

### 23. Per student expenditure

The quality of the student's achievement is believed to be dependent of the expenditure per student. In this regard the average per student expenditure in the primary level was found to be Rs. 2390.95/- in the 2059.

### 24. Proportion of expenditure on major headings (salary, instructional materials, etc.)

The proportions of expenditure on major headings are presented in Table 28. The major proportion of the school expenditure was on Primary Teachers' salary and minor

proportion was in the sports. The proportion of expenditure on sports, furniture, stationary, teaching materials and scholarships was found very nominal.

**Table 28: Proportion of expenditure on major headings**

Year	Teachers' Salary	Adm. Staff Salary	Stationary	Teaching Materials	Construction	Furniture	Maintenance	Scholarship	Sports	Others	Average Total per school
2058/059	79.54	5.85	0.78	0.92	3.16	0.40	2.81	0.75	0.18	5.61	Rs. 507797.38

**25. Proportion of income by sources**

There were various sources of income in a school. Among them the highest proportion was from the government. Similarly, there were other income sources of the schools such as student fees, DDC/VDC/Municipality/Aid local community. This showed that most of the government schools were running on the aid from the government. The other sources of income were donation from donor agencies and individuals, which contributes, minimal in the total income source.

**Table 29: Proportion of Income by Sources**

Year	HMG Aid	DDC/VDC/Municipality	Aid by Other Organisation	Own Source of School	Contribution by Local Community	Student Fees	Others
2059	67.10	5.76	1.15	3.21	4.06	12.98	5.75

**26. Textbooks available to students within 2 weeks of start of the school year**

The textbook is the main tool for the teaching and learning. The government has policy of free distribution of textbooks for all the enrolled primary level students. The teaching/learning process will be affected without textbooks for the students. The government has tried and put on efforts to make the textbooks available on time, but still there is a problem on making the textbooks available to the students on time. To have a look into this situation, this study selected this as an indicator. The start of the session and two weeks time is supposed to be enough for the school to enrol the students and send the data to DEO so that the DEO could send necessary number of textbooks according to the number of students in the respective school.

The study found that around 39.0% of the students got the textbook within two weeks of the session in the year 2059.

**27. Availability of Curriculum, TGs, supplementary books and other curricular materials**

The availability of curriculum, teacher's guide, supplementary books and other curricular materials, which aid in the teaching-learning also have a significant impact on the classroom teaching-learning and ultimately on students achievement.

It was found that most of the sample schools do have textbooks, curriculum, TGs, supplementary books and other curricular materials.

**Table 30: Availability of different teaching aids**

Year	Text book	Curriculum	Subject Elaboration	Curriculum Directives	Teacher's Guide	Reference Books
2059	91.7	98.3	96.7	95.0	98.3	95.0

**28. Availability of library**

Besides other teaching aids, the availability of library helps students to improve their teaching-learning situation. In this regards one of the indicators of the study was to find out the availability of libraries in the primary schools of Nepal. It was found that 22 schools (35.48%) reported that they have set up library in their school in the year 2059. It was found that 12.9% of schools have separate room with reading space for the library.

**29. Types of books in the library--For students or adults**

The schools that have reported to have library was found to have different types of books for the students as well as for teachers. In these libraries, it was reported that 55.28% Reference books, 23.30% textbooks and 13.02% were other books and 8.40% books for teaches were kept.

**30. Average Daily Attendance of Teachers**

The average daily attendance of teacher is one of the 40 indicators of the study. In this respect the percentage of teachers' attendance was found in a decreasing trend in last three consequent years.

**Table 31: Percentage of Daily Attendance of Teachers**

Year	Baishakh	Jestha	Ashadh	Shrawan	Bhadra	Ashwin	Kartik	Mangsir	Poush	Magh	Falgun	Chaitra	Total
2058	93.42	91.53	77.41	97.38	92.13	95.90	84.23	94.32	91.23	96.06	92.52	97.31	93.03
2059	83.68	84.96	80.38	91.81	86.72	84.58	87.27	88.94	86.73	85.81	85.27	88.34	86.27

**31. Average Daily Attendance of Students**

The average daily attendances of students were also studied in the study. In the year 2058, the percentage of students' attendance varies with the grades.

**Table 32: Percentage of Daily Attendance of Students in 2058**

Month	Baishakh	Jestha	Ashadh	Shrawan	Bhadra	Ashwin	Kartik	Mangsir	Poush	Magh	Falgun	Chaitra	Total
Grade 1	61.06	73.68	50.51	65.88	53.70	71.10	67.53	68.92	72.16	68.34	62.12	61.84	65.62
Grade 2	77.00	74.53	64.02	71.68	71.91	80.28	69.78	60.70	76.15	72.33	69.89	69.18	71.32
Grade 3	89.16	73.27	56.27	77.38	73.29	77.90	65.29	76.58	73.18	77.16	73.19	78.40	74.82
Grade 4	78.27	80.60	60.30	75.47	74.56	82.31	67.09	74.21	80.53	78.24	73.19	78.04	76.59
Grade 5	54.35	82.85	64.49	78.49	68.82	76.58	64.30	68.55	73.55	72.13	70.85	80.86	72.33

**Table 33: Percentage of Daily Attendance of Students in 2059**

Month	Baishakh	Jestha	Ashadh	Shrawan	Bhadra	Ashwin	Kartik	Mangsir	Poush	Magh	Falgun	Chaitra	Total
Grade 1	59.13	64.80	66.32	71.41	66.18	71.59	63.55	70.74	69.12	65.81	67.14	82.55	66.89
Grade 2	65.20	75.07	70.18	65.82	67.38	76.46	65.04	73.70	71.44	71.34	68.94	82.74	70.80
Grade 3	67.46	74.94	75.15	76.86	72.58	77.82	61.11	80.16	72.72	78.69	73.66	94.43	73.89
Grade 4	64.31	74.01	72.01	75.42	72.99	79.42	68.67	77.20	61.67	70.77	78.86	74.86	71.83
Grade 5	72.87	79.00	74.82	80.34	77.61	81.81	70.69	80.42	79.77	82.57	78.11	92.85	78.20

*Management and Capacity Building***32. Teacher deployment—employment status of teachers**

The status of teachers who were deployed and employed in the years 2056, 057 and 058 is presented in the following table.

**Table 34: Deployment-employment Status of Teachers (Teachers' Turnover)**

	2056		2057		2058	
	Female	Male	Female	Male	Female	Male
Total Teachers in Previous Year	140	152	144	164	145	157
Incoming						
Newly Appointed	5	10	3	2	3	2
Transferred	2	4	6	6	5	3
Deputed	3	2	2	2	3	2
Replacement of Male	0	0	1	0	1	0
Total Incoming Teachers	10	16	12	10	12	7
Outgoing						
Retired due to age	0	1	1	2	0	0
Resigned	2	1	1	5	1	4
Terminated	0	0	1	1	1	1
Transferred	3	1	7	8	6	2
Expired	0	1	1	0	0	1
Deputed to other School	1	0	0	1	0	0
On Study Leave	0	0	0	0	0	0
Total Outgoing Teachers	6	4	11	17	8	8
Total Existing Teachers	144	164	145	157	149	156

**33. Retention of staff in key positions—head teacher**

One of the issues of the education system of the country is the retention of the staffs in the key position. In this regard the Head teacher is a key staff of the schools.

It was found that in 82.26% of the schools, one head teacher has been changed in the last three years (2057-059) where as in 14.52% of schools two head teachers have been changed and in 1.61% schools 3 head teachers have been changed in the last three years.

It was found that in only one school, the head teacher has not been changed in these years. This shows that change of a head teacher in the government schools is an issue, because the Head teacher has the responsibilities in both academic as well as administrative management of the school.

#### 34. Percentage of new replacement female teachers

The government has adopted the policy of replacing male teachers with female teachers in all the primary schools in due course of time. Since this policy has been changed in due course of time, this indicator was not used.

#### 35. Percentage of females in training programmes

The percentages of female teachers in various training program was found to be encouraging. The percentage of female teachers who have participated in the Refresher training in the year 2058 and 2059 are 24.49 and 17.86 respectively. Similarly the percentage of the female teachers who have taken the 150 hours training was found to be 33.67. The percentage of female teachers who have taken the first, second and the third package were found to be 5.10, 7.65 and 12.76 respectively.

**Table 35: Percentage of Female Teachers in various Training Programme**

	2059	
	N	%
I.Ed	10	5.18
B.Ed.	7	3.63
M.Ed	2	1.04
Refresher Training in 2058	48	24.49
Refresher Training in 2059	35	17.86
150 Hrs Training	66	33.67
First Package Training	10	5.10
Second Package Training	15	7.65
Third Package Training	25	12.76

#### 36. Head teachers trained

The head teacher has the responsibility of both academic as well as administrative responsibilities of smoothly operating the teaching learning activities in the school. In this regard the government has been providing training to the head teachers for the improvement of primary schools.

The study shows that 75.80% of the head teachers participated in the head teacher training in the year 2059. Similarly, 80.6% head teachers participated in the training in the years 2057 and 2058.

#### 37. SMC Formed/Trained

The School Management Committee was formed in the sample schools. The government is providing training for the SMC members. It was found that 4.99% of the SMC members were trained. The percentage of the trained male SMC member was 5.11 where as percentage of trained female members were 4.55 in the year 2059.

### 38. Frequency of school visit by RPs, SSs and DEOs

One of the responsibilities of the Resource Persons and School Supervisors is to visit schools of their respective area and provide necessary guidance and suggestions to the school and also to link up a relation between the school and the District Education Office. The frequency of the visits of the RP, SS and other external personnel was found to play a positive role in encouraging teachers as well as students of the school.

In this regard it was found that in the fiscal year 2058 the mean number of times the RP visited school was highest which was 2.29 times. Similarly the mean number of times the SS visited the school was 1.19, DEO and others was 0.60 and the mean number of time the SMC members visited the school was found to be 0.95. In the year 2059 the frequency of visits by different personnel has decreased whereas the visits by SMC member has increased to 4.23.

**Table 36: Frequency of visits**

s	2058		2059	
	N	Mean	N	Mean
RP	142	2.29	139	2.24
SS	74	1.19	65	1.05
DEO	37	0.60	18	0.29
SMC	59	0.95	262	4.23
Others	37	0.60	19	0.31
Total	349		503	

### *SIP-Based Development Programme*

#### 39. Number of schools that have prepared SIP

The School Improvement Plan is a document, which should be prepared by the schools for the improvement of the school. The government has provided SIP development training to the Head teachers, teachers, SMC members, community members and the students.

Out of 62 sample schools, 18 reported of preparing SIP in 2058 and 23 in 2059.

#### 40. Number of schools that have implemented SIP

Similarly, 55.55% schools that have reported that they have prepared SIP said that they have implemented the SIP in various aspects for the improvement of the schools in the year 2058. Like wise 30.43% schools said that they have implemented SIP in the year 2059.

Three schools in the year 2058 and five schools in the year 2059 reported that they have partially implemented the SIP, they have prepared.

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