

**AN ANALYTICAL STUDY OF EXISTING
MULTI-GRADE AND MULTI-CLASS TEACHING
PRACTICES IN NEPAL**



Tribhuvan University
Research Centre for Educational Innovation and Development
Balkhu, Kathmandu, Nepal

2004

ACKNOWLEDGEMENTS

There are mainly three types of instructional organizations in practice in Nepal viz. Multi-grade, multi-class and mono-grade teaching. Due to the lack of enough teachers' positions as per the number of grades at primary level, the teachers are forced to teach more than one grade at the same time. Moreover, Nepal's commitment for Education for All (EFA) and its policy implications have inspired the birth of many more new schools in remote and sparsely populated areas. These factors contributed to create multi-grade and multi-class teaching situations and now such practices have been virtually unavoidable and will remain unchanged for many years to come. Therefore, this situation demands a careful reflection on the education policy in order to address the MGT and MCT situations in the country. This is now a high time that a specific policy on MGT and MCT be made and basic specifications be developed to maintain the quality of instruction in these situations. In addition to this, efforts are also needed at various levels to opt multi-grade teaching as a pedagogic choice.

This study entitled "An analytical study of existing multi-grade and multi-class teaching practices in Nepal" is the second phase of the Formative Research Project on MGT and MCT situation in primary schools of Nepal. The first phase of the study was mainly focussed on identifying the status and issues of multi-grade/multi-class teaching situation. The present study, which was developed on the basis of the findings of the previous study, is conducted in order to identify policy provisions for MGT and MCT practices and suggest appropriate measures to implement them in line with the pedagogic need of the instructional practices.

In order to bring this study in the present form, several individuals and agencies have made significant contributions. The study would not have been possible to come to this stage without their help. The Research team would like to express its sincere gratitude to all of them. Particularly, the team would like to thank Dr. Kristin Tornes, Technical Advisor to Formative Research Project, Norway; Dr. Hridaya Ratna Bajracharya, Executive Director, CERID and Dr. Kishor Shrestha, Coordinator, Formative Research Project, CERID, for entrusting us to conduct this study and for providing technical support regularly. We are also grateful to the resource persons, namely, Prof. Dr. Dibya Man Karmacharya, Prof. Dr. Basu Dev Kafle of Faculty of Education, Tribhuvan University, Mr. Soviet Ram Bista and Miss. Neera Shakya of Department of Education for their valuable co-operation, advice and support. Sincere thanks also go to Dr. Sri Ram Lamichhane, CERID for his advice during the study.

Thanks also goes to all the District Education Officers, School Supervisors and Resource Persons of the sample districts and the headteachers, teachers, SMC members of the sample schools who helped us in many ways to complete this study. Similarly, our sincere appreciation also goes to all FRAG members, experts and concerned CERID staff members who helped the study team to complete the report in one way or the other.

Finally, we are thankful to CERID family for providing administrative and logistic support and continuous encouragement extended to the team.

July 2004

Dr. Prem Narayan Aryal

EXECUTIVE SUMMARY

The Context

In Nepal, three types of instructional arrangements seem to dominate the instructional delivery: multi-grade, multi-class and mono-grade teaching. Multi-grade may be defined as teaching two or more age groups or grades together in the same classroom by the same teacher (NCED, 2003). Multi-grade teaching (MGT) does not address the situation created either by chronic shortage of teachers or by casual absence of intermittent teachers. In such a situation, a teacher may teach the students by combining two full size classes to meet the shortage of teachers or by placing students of two classes in different rooms by dividing his/her time between the two, leaving one class with some activities to do while attending to the other class. This practice led to the initiation of multi-class teaching (MCT) as a major instructional arrangement in the Nepalese context.

Different situations were found existing in mountain, hill and terai regions regarding the use of instructional arrangements. Sparsely populated areas of mountain region have a low number of students creating a problem of supplying teachers as per the number of grades. Most of the classrooms in hilly region are small like the classroom in the mountain region. But the class sizes are found larger compared to those of the mountain region. In the terai region where classrooms are found crowded, both multi-grade and multi-class arrangements could not be used effectively. Thus the inadequate supply of teachers as per the fixed student-teacher ratio and inadequate number of classrooms has forced the use of combined teaching as a reality. Such variations observed in instructional arrangements demands a careful reflection on the education policy of the country as well. Variations were also observed in classroom management, delivery of instruction and classroom participation. Thus the need is there to identify some basic specifications and requirements for effective instructional delivery in both multi-grade and multi-class settings.

Objectives

The specific objectives of this study are as follows:

- To assess the existing educational policies on instructional arrangement with respect to multi-grade and multi-class teaching.
- To identify bases for considering a school as a multi-grade and multi-class teaching school.
- To develop basic specifications required for effective arrangement of multi-grade and multi-class teaching.
- To suggest appropriate instructional approaches necessary for multi-grade and multi-class teaching.
- To recommend policy measures for the effective arrangement of MGT and MCT practices in primary schools of Nepal.

Methodology

The following methodology was used in order to conduct the study:

Review of Related Documents

Policy documents with respect to MGT and MCT instructional arrangements were reviewed in order to assess the existing scenario of MGT and MCT. Studies carried out in the field of MGT were reviewed to analyze the prevailing MGT and MCT practices in Nepal. Relevant literature in MGT practices was used to prepare guidelines for conducting different focus group discussions and workshops in order to collect information in line with the objectives of the study.

Field Study

In order to elicit information in line with the objectives of the study, 19 schools were selected from 5 districts (Kaski, Dhankuta, Mustang, Dhading and Rautahat); 19 classes of the selected primary schools were observed; 14 Focus Group Discussions (FGD), 3 district level workshops and 2 national level workshops were organized.

Different study tools such as 'School Survey Forms', 'Class Observation Forms', 'FGD Guidelines', 'Interview Schedule' and 'District and National Level Workshop Guidelines' were prepared in order to collect information required for the study.

Major Findings of the Study

On the basis of the analysis of the information obtained from the field and the available literature, following major findings are drawn:

- MGT and MCT were initiated mainly due to the shortage of required number of teachers in the schools. This is reflected in the MGT and MCT practices of Dhankuta (92%), Mustang (91%) and Dhading (82%). Almost all the classrooms were found built for mono-grade teaching without considering the physical setting for the MGT practice. Even in COPE schools' MGT was introduced with a little consideration of the required class size for MGT practice.
- The key multi-grade teaching techniques such as the use of learning corners, display of teachers' and students' materials, grouping of students, accessible and flexible seating arrangement, use of students' self learning materials and the use of bookshelves in the classroom were found not to have been used by the MGT and MCT teachers.
- The main problems faced by the teachers are difficulty in managing time, controlling the class, completing the course in time and lack of time for preparation.
- MGT and MCT pedagogic skills such as integrating lesson plans, using students' self-learning materials, using whole class approach, use of group work and pair work and curriculum adjustment technique and technical backstopping from the DEO are the major professional supports expected by the teachers.
- As the community has not yet been fully aware of MGT and MCT as a pedagogic choice, a massive community awareness along with provision for building their capacity were found to be the need in order to involve community in MGT and MCT management.

- A provision of school-based monitoring supervision involving its immediate stakeholders such as School Management Committee (SMC), Parent Teacher Association (PTA), Village Education Committee (VEC), Head-teacher and the Resource Person (RP) of the respective Resource Centre (RC) is expected for effective monitoring and supervision of MGT and MCT schools.
- In order to settle the on-going confusion of MCT and MGT, a clear distinction should be made between these terms by the Ministry of Education and Sports (MOES). MCT should be taken as an intermediary adjustment of classes during the absence of teachers where as MGT as a long term arrangement caused due to (a) small class size (b) less number of teachers than the number of classes (c) opening of new schools in the sparsely populated area to ensure access under the Education For All (EFA) context, and (d) the acceptance of the fact that MGT is a pedagogic choice.
- Some implicit policy provisions are reflected in certain areas such as teacher student ratio, distribution of minimum teachers to 1 - 3 and 1- 5 schools, recurrent teacher training package on MGT, opening of new schools even in sparsely populated areas to ensure access and education provision through mother tongue. However, a specific policy to address MGT as a pedagogic choice was pointed out by the respondents at all levels.
- A school to be considered as an MGT or MCT school is expected to have the following bases:
 - A school located in a sparsely populated area with a small number of students (MGT)
 - A small primary school with maximum number of 30 students (MGT)
 - A school located in a remote and isolated area with a small number of students (MGT)
 - Community recognition of MGT as a pedagogic choice.
- For the effective implementation of MGT in particular and MCT, in general following specifications are suggested as the minimum requirements:
 - A spacious classroom with at least 1 square meter area per student, minimum of 1 ropani of land for out of classroom activities, movable and light desks and benches with 2 students' capacity in each and separate blackboard for each combined grade in the same classroom.
 - A single teacher MGT school with less than 20 students, less than 30 students while combining more than one grades for MGT and more than 30 students while combining more than one grades for MCT.
 - A teacher equipped with MGT and MCT skills.
 - No combination of grade one and ECD with any other grades.
 - Desirable combination would be the adjacent grades beyond grade one.
 - Provision of learning corners, bookshelves for a small library and other instructional materials, self-learning materials, materials kit box, instructional support materials such as work cards, problem generators, different types of charts and pictures and workbooks for the students.

- Provision of teacher support materials that include MGT Teacher's Guide, elaborated integrated curriculum and related supplementary materials.
- Provision of implementing Continuous Assessment System (CAS) as a means of evaluating the performance of students along with recording their behaviour through non-testing devices such as checklist.
- Community ownership in the implementation and management of MGT and MCT.
- Following instructional approaches were suggested by the respondents:
 - A carefully planned delivery of instruction in MGT situation.
 - Preparation and use of annual, weekly and daily plans to address MGT situations.
 - Preparation and use of instructional aids to facilitate learning in MGT situations.
 - Instructional techniques such as the use of monitor and peer tutoring, use of learning corners, use of self-learning materials, use of work cards, work book and work sheets.
 - Implementation of CAS to record the students' performance.
 - Regular communication and interaction with parents about their wards' progress and feedback.

Recommendations

Based on the findings of the study, following recommendations are made:

- In order to settle the on-going confusion of MCT and MGT, distinct clarity between these two terms should be made by the MOES in line with the concept that MCT is an intermediary adjustment of classes during the absence of teachers where as MGT is a long term arrangement caused due to small class size, less number of teachers than the number of classes, opening of new schools in the sparsely populated area to ensure access under the EFA context, and the acceptance of MGT as a pedagogic choice.
- A specific policy on MGT to address issues related to conceptual clarity of MGT, teacher-student ratio, management of MGT and MCT, teachers' qualification and training, motivation schemes for MGT teachers, monitoring, follow-up and supervision of MGT practices and students evaluation scheme is needed.
- Following bases are recommended in order to declare a school as an MGT or MCT school:

MGT School

- A small primary school with maximum 20 students,
- A school located in a sparsely populated area with a small number of students, not exceeding 30 while combining more than two grades,
- A school located in a remote area where the number of students is very small and is not likely to increase,
- Community recognition of MGT as a pedagogic choice.

MCT School

- A school where the number of students exceeds more than 30 while combining more than one grade,
 - A school where there are less number of teachers than the number of grades due to the lack of students' number to meet the teacher student ratio,
 - Consideration of MCT as an intermediary adjustment which needs to be settled either by supplying required teachers' quota or converting it into an MGT school.
- For the effective implementation of MGT and MCT, following specifications are recommended as the minimum requirements:
- A spacious classroom with at least 1 square meter area per student, minimum of 1 ropani of land for out of classroom activities, movable and light desks and benches with 2 students' capacity in each and separate blackboard for each combined grade.
 - A teacher equipped with both MGT and MCT skills.
 - No combination of grade one and ECD with any other grades
 - Desirable combination would be the adjacent grades beyond grade one except in case of small school with less than 20 students.
 - Provision of learning corners, bookshelf for a small library and other instructional materials, and availability of self-learning materials, materials kit box, instructional support materials such as work cards, problem generators, different types of charts and pictures and workbook for the students.
 - Provision of teacher support materials that include MGT Teacher's Guide, elaborated integrated curriculum and related supplementary materials.
 - Provision of implementing CAS as a means of evaluating the performance of students along with recording their behaviour through non-testing devices such as checklist.
 - Community ownership in the implementation and management of MGT and MCT.
- To reflect the spirit of MGT, the classrooms to be built in the future are to follow the basic specifications of MGT as recommended by this report.
- An intensive and thorough orientation on the MGT practice and its pedagogic benefits should be provided to the teachers to develop an insight into MGT practice.
- Training on MGT practices should be given to the teachers in order to motivate and enable them to apply the MGT techniques such as integrating lesson plans, using SLMs, using whole class approach, organizing demonstration lesson and curricular adjustment skills. These specific skills are to be reflected in the MGT teacher training package.
- In order to ensure the transfer of training in classroom practice, teacher training on MGT should follow the modality of 10 - day training in Resource Center (theoretical), 10-day training in respective schools of the participants and follow-up workshops as demanded by the teachers with specified duration of time.

- In order to regularly update the teachers on MGT practices, technical backstopping from the DEO, RP/SS should also be given to the MGT teachers.
- Community awareness package on MGT should be prepared and delivered to promote community involvement in MGT management.
- Following instructional approaches are recommended:
 - A carefully planned delivery of instruction in MGT situation
 - Formulation and use of annual, weekly and daily plans to address MGT situations.
 - Preparation and use of instructional aids to facilitate learning in MGT situations.
 - Use of instructional techniques such as use of monitor and peer tutoring, use of learning corners, use of self-learning materials, use of work cards, work book, work sheets.
 - Continuous assessment of the students' performance.
 - Regular communication and interaction with parents about their wards' progress and feedback.
- A strong monitoring and supervision mechanism at the grassroots level should be established involving its key players with their specified roles.

ABBREVIATIONS

CAS	Continuous Assessment System
COPE	Community Owned Primary Education
DDC	District Development Committee
DEC	Distance Education Centre
DEO	District Education Officer/Office
ECD	Early Childhood Development
HT	Head Teacher
MCT	Multi-class Teaching
MGT	Multi-grade Teaching
MOES	Ministry of Education and Sports
NCED	National Centre for Educational Development
NFEC	Non-Formal Education Centre
PTA	Parent-Teacher Association
RP	Resource Person
SLM	Self-Learning Materials
SMC	School Management Committee
SS	School Supervisor
TU	Tribhuvan University
VDC	Village Development Committee
VEC	Village Education Committee

TABLE OF CONTENTS

ACKNOWLEDGEMENTS _____	iii
EXECUTIVE SUMMARY _____	iv
The Context _____	iv
Objectives _____	iv
Methodology _____	v
Major Findings of the Study _____	v
Recommendations _____	vii
ABBREVIATIONS _____	x
<i>Chapter I</i> _____	1
INTRODUCTION _____	1
The Context of the Study _____	1
Significance of the Study _____	2
Objectives of the Study _____	2
The Research Questions _____	2
Methodology of the Study _____	3
Data Collection and Analysis Procedure _____	5
<i>Chapter II</i> _____	7
EXISTING SCENARIO AND FOLLOW-UP OF MGT AND MCT PRACTICES _____	7
Multi-grade and Multi-class Teaching Practices in the Schools _____	7
Source: Field survey, 2004 _____	8
Problems Faced by the Teachers with Needed Supports _____	11
Community Involvement _____	14
Monitoring and Supervision _____	15
Dichotomy of MGT and MCT _____	16
Follow-up of the 1st Phase of the Study _____	17
<i>Chapter III</i> _____	18
Policy Perspectives and Bases for MGT and MCT Situation _____	18
Existing Educational Policies on MGT and MCT _____	18
Policy Related Suggestions _____	19
Bases for Considering a MGT or MCT School _____	21
<i>Chapter IV</i> _____	23
BASIC SPECIFICATIONS AND INSTRUCTIONAL APPROACHES _____	23
Basic Specifications _____	23
Instructional Approaches _____	26
<i>Chapter V</i> _____	29
SUMMARY OF FINDINGS _____	29
MGT and MCT Practices _____	29
Problems Faced by the Teachers with the Needed Support _____	29
Community Involvement _____	30
Monitoring and Supervision _____	30
Dichotomy of MGT and MCT _____	30

Policy Perspectives _____	30
Bases for Considering a MGT or MCT School _____	31
Basic Specifications _____	31
Instructional Approaches _____	31
Chapter VI _____	33
RECOMMENDATIONS _____	33
References _____	36
<i>Annexure</i>	
<i>Annex I</i> _____	37
List of the Sample Schools _____	37
<i>Annex II</i> _____	38
Study Tools _____	38
<i>Annex III</i> _____	49
Workshop Themes _____	49
<i>Annex IV</i> _____	51
Kaski: Districtwise Cases on MGT and MCT Practices _____	51
<i>Annex V</i> _____	62
Dhankuta: A case on mgt and mct practices _____	62
<i>Annex VI</i> _____	68
Mustang: A case on mgt and mct practices _____	68
<i>Annex VII</i> _____	84
Dhaging: A case on mgt and mct practices _____	84
<i>Annex VIII</i> _____	89
Rhautahat: A Case on MGT and mct practices _____	89
<i>Annex IX</i> _____	94
Status of MGT in Three Sample Districts _____	
<i>Annex X</i> _____	95
Students' Profile of the Sample school by Districts _____	95
<i>Annex XI</i> _____	96
Teachers' Profile of the Sample Schools by Districts _____	96
<i>Annex XII</i> _____	98
Teachers' Qualification and Position in Sample Schools _____	98
<i>Annex XIII</i> _____	99
Teaching Scenario of Observed Classes _____	99
<i>Annex XIV</i> _____	100
Instructional Environment of Observed classes _____	100
<i>Annex XV</i> _____	101
Promotion Rate of Students' in Sample Schools of Dhading District _____	101
<i>Annex XVI</i> _____	102
Scenario of the Sample Schools of Dhading District in the First and Second Phase Study on MGT and MCT Situations _____	102
<i>Annex XVII</i> _____	103
List of Participants of Different Workshops _____	103

Chapter I

INTRODUCTION

The Context of the Study

In Nepal, three types of instructional arrangements seem to dominate the instructional delivery: multi-grade, multi-class and mono-grade teaching. Multi-grade may be defined as teaching two or more age groups or grades together in the same classroom by the same teacher (NCED, 2003). Multi-grade teaching (MGT) does not address the situation created either by chronic shortage of teachers or by casual absence of intermittent teachers. In such a situation a teacher may teach the students by combining two full size classes to meet the shortage of teachers or by placing students of two classes in different rooms by dividing his/her time between the two, leaving one class with some activities to do while attending to the other class. These situations are usually termed as multi-grade teaching in the Nepalese perspective. Such practice has also created a situation in which a teacher teaches two or more classes in separate rooms at the same time. This practice led to the initiation of multi-class teaching as a major instructional arrangement in the Nepalese context. It is because of such practice that 'multi-class' teaching is often confused and equated with 'multi-grade' teaching in small schools (NCED, 2003).

A study conducted under Formative Research Project (FRP) on multi-grade teaching revealed that majority (59%) of classes were found either with multi-grade or multi-class teaching (CERID, 2003). Shortage of teachers is indeed created by the failure of the government to supply teachers as per the teacher-student ratio fixed by the Education Regulations. Teacher absent classes are the consequences of such a dire reality. This situation has placed the teachers in a position to teach more than one grade at the same time either in one room (MGT) or in separate rooms (MCT).

Different situations were found existing in mountain, hill and terai regions regarding the use of instructional arrangements. Sparsely populated areas of mountain region have a low number of students creating a problem of supplying teachers as per the number of grades. Small classrooms in this region have created the problems of using multi-grade teaching in true spirit on the one hand and most of the classes in this region were run with multi-class teaching, on the other. Such a variation in the practice of primary school education has raised the issue of selecting appropriate instructional arrangement.

In the hilly region, the practice of delivery of instruction is found rather different. Most of the classrooms in this region are small like the classrooms in the mountain region. But the class sizes are found larger compared to those in the mountain region. This situation may have therefore demanded the practice of temporary arrangement of multi-class teaching due to the inadequate supply of the required number of teachers as per the rules fixed by the government. In terai where classrooms are found much crowded, both multi-grade and multi-class arrangements could not be used effectively. Thus the inadequate supply of teachers as per the fixed student-teacher ratio and the inadequate number of classrooms have forced the use of combined teaching as a reality. Such an educational setting has thus been termed as multi-grade teaching. The above situations lead one to conclude that the use of multi-grade and multi-class teaching in the terai region seems to be an impracticable exercise. Multi-grade teaching when considered from the above scenario does not appear as a pedagogic choice rather it is used as an unwanted reality due to shortage

of the required number of teachers on the one hand and inadequate number of rooms on the other. What appears, therefore, as an imperative need is to make teachers, head-teachers and parents understand the benefit of multi-grade and multi-class teaching. These two different practices have therefore raised the question of how to make them effective instructional arrangements particularly in relation to students' achievement and their social behaviour. Such variation observed in instructional arrangements demands a careful reflection on the education policy of the country as well. Similarly, a study carried out by CERID (2003) has revealed that most of the classes observed in the sample schools of all the three regions had un conducive learning environment. In other words, most of the classrooms have inadequate space, light and ventilation, inadequate number and inappropriate size of the furniture and poor classroom management to facilitate both the individual as well as group learning. Variations were also observed in classroom management, delivery of instruction and classroom participation. Thus the need is there to identify the basic specifications and requirements for effective instructional delivery in both multi-grade and multi-class settings.

Significance of the Study

Both multi-grade and multi-class teachings are the existing realities of instructional arrangements in Nepal. Since there is variation in the practice of instructional arrangements, existing educational policies should be assessed and basic specifications should be developed in order to make instructional delivery more effective. This study will, therefore, be of immense use to workout strategies to adopt the use of appropriate instructional arrangement based on the reality of the country, on one hand and pedagogical need of the instructional practices on the other. Moreover, a study of this nature will be helpful to the policy and decision-makers to bring out distinctive differences between the two instructional practices for their clarity in concept and ease in their application.

Objectives of the Study

The specific objectives of this study are as follows:

- To assess the existing educational policies on instructional arrangement with respect to multi-grade and multi-class teaching.
- To identify the bases for considering a school as a multi-grade and multi-class teaching school.
- To develop basic specifications required for effective arrangement of multi-grade and multi-class teaching.
- To suggest appropriate instructional approaches necessary for multi-grade and multi-class teaching.
- To recommend policy measures for the effective arrangement of MGT and MCT practices in primary schools of Nepal.

The Research Questions

The main purpose of this study is to answer the following research questions:

- What are the policies needed for establishing multi- grade and multi-class schools in Nepal?

- What are the factors that determine a school as an MGT or MCT school?
- What are the current issues/problems prevailing in MGT and MCT practices?
- What basic specifications are required for the effective arrangement of Multi-grade and multi-class teaching?
- What instructional approaches are necessary for MGT and MCT practices in Nepal?

Methodology of the Study

This study had adopted the following methodology:

Review of Related Documents

Policy documents with respect to MGT and MCT instructional arrangements were reviewed in order to assess the existing scenario of MGT and MCT. Some studies carried out on MGT were analyzed to review the existing MGT and MCT practices in Nepal. Relevant literature in MGT practices was also reviewed to suggest the appropriate instructional approaches/methods/techniques for effective MGT and MCT practices in Nepal. Information obtained from the review of related documents was used to prepare the study tools.

Field Study

A field study was conducted in order to collect information pertaining to the objectives of the study. As more possibility of MGT and MCT practices were identified in the mountain and hill regions of the country, (CERID, 2003) one district from mountain (Mustang), and two districts from hill (Kaski and Dhankuta) were selected for the study. As the study also aimed at establishing longitudinal linkage with the study on MGT and MCT practices conducted last year under Formative Research Project, Dhading district, one of the sample districts of CERID (2003) study, was selected. Likewise, Rautahat district was selected in order to share the COPE experiences on MGT.

In order to elicit information in line with the objectives of the study, 19 schools were selected from 5 districts, 23 classes of the selected primary schools were observed, 14 Focus Group Discussions (FGD) and 2 national level seminars were organized.

Sampling of the Study

The sample of the study consisted as follows:

Table 1: Sample of the Study

Region	District	Schools* (Primary)	Teachers/ HTs/SMC Members	Stake holders (for workshop)	Educational personnel at the central level	SSs&RPs
Mountain	Mustang	4	39	27	-	3
Hill (I)	Kaski	4	20	25	-	2
Hill (II)	Dhankuta	4	61	29	-	2
Hill (III)	Dhading	5	-	-	-	
-	COPE District	2	32	17	-	
-	Total	19	152	98	46 + 37	7

*See Annex I for the list of the sample schools

As planned earlier, all the sample districts were visited by the study team in order to collect necessary information.

Study Tools

Different study tools such as 'School Survey Forms', 'Class Observation Forms', 'FGD Guidelines', 'Interview Schedule' and 'District and National Level Workshop Guidelines' were prepared in order to collect information for the study purpose.

A list of study tools used for the study along with the corresponding respondents is given in the following table (For details of the study tools, see Annex II).

Table 2: Study Tools with Key Information and key Informants

Study tools	Key information	Respondents (Key informants)
School Survey Form	Utilization of resources Class arrangement In school and out of school activities Availability and use of play ground Arrangement of physical activities for play environment Use of school building	Each sample school was surveyed (HTs)
Class Observation Form	Seating arrangements Instructional materials used in the classroom Grouping of students Instructional approaches	Classes (teachers)
FGD Guidelines-I	Bases for MGT school Problems faced Instructional approaches Basic specifications for MGT and MCT classes	Teachers, Head teachers, SMC members

Interview Schedule	Bases for using MGT and MCT Policy Perspective on MGT Basic specifications Instructional approaches	RPs and SSs
Workshop Schedule (District level)	Educational policy on MGT Basic specifications Bases of MGT school Instructional approaches Practices of MGT and MCT school	District level stakeholders (Teacher, HTs, educationists and DEO personnel)
Workshop Schedule (Central level)	Policy issues Factors deciding MGT and MCT schools Problems in instructional arrangement	Central level educational administrators, policy makers, researchers
Workshop Schedule (Central level)	Educational policy on MGT Basic specifications Requirements for MGT and MCT schools	Central level educational administrators and policy makers

Data Collection and Analysis Procedure

The researcher, resource person and research associates of the study were directly involved in collecting the required data from the respondents. The Field Research Assistants had also assisted them to collect the information regarding the same. Firstly a discussion programme on the prepared research tools was organized among researchers, field assistants and resource persons for maintaining uniformity in data collection and tabulation. Secondly, a central level workshop was organized to discuss the themes of the workshop to be conducted in the districts (see Annex III for details of the workshop themes). The following activities were conducted in the field in order to collect the needed information. The workshop also dealt with the relevant existing policies that are linked with MGT and MCT practices, the factors to decide MGT and MCT schools and issues/problems on instructional arrangement. The other central or national level workshop was organized as a concluding workshop that reviewed and validated responses/information collected from the field (see Annex XI for the name list of the participants of different workshops).

- Three district level workshops (one in each district) were conducted:
 - to explore basic specifications required for effective arrangement of multi-grade and multi-class teaching.
 - to collect suggestions for policy provisions on MGT and MCT.
 - To identify problems on instructional arrangement and approaches to teaching.
- School environment and classroom management was observed and utilization of resources for multi-grade and multi-class teaching was analyzed.
- Selected practices with respect to multi-grade and multi-class teaching were observed in order to develop basic specifications and instructional approaches.
- Selected COPE schools (two) were observed in order to see the initiatives taken by them.

- FGDs were conducted with teachers, Head teachers, SMC members and community people to discuss on multi-grade and multi-class teaching practices in their respective schools.
- Similarly, DEO, school supervisors and resource persons were also interviewed to collect their responses in relation to MGT and MCT practices in the districts.

The details of the activities conducted during field visits are presented in the table below:

Table 1.3: Activities Conducted for the Study

Districts	Dates	No. of schools visited	No. of classes observed	FGD	Workshops District/ National
Kaski	3-11 Feb. 2004	4	MGT: 3 MCT: 2	4 (With HTs, SMCs and Teachers)	1
Dhankuta	3-11 Mar. 2004	4	MGT: 3 MCT: 2	4 (With HTs, SMCs and Teachers)	1
Mustang	29 April -9 May 2004	4	MGT: 1 MCT: 2	4 (With HTs, SMCs and Teachers)	1
Dhading	21-28 Feb. 2004	5	MGT: 3 MCT: 1	-	0
Rautahat	22-29 Feb. 2004	2	MGT: 2 MCT: 0	2 (with COPE School head-teachers and district level)	0
National workshops organized in Kathmandu					2
Total		19	MGT: 12 MCT: 7 Both: 19	14	5

After the collection of field-based information, district wise cases were developed in the summarized form. Responses collected from district level workshops were summarized and presented in the national level workshop for their validation and necessary modifications. Available data/information were tabulated, analyzed and interpreted as per the objectives of the study.

Chapter II

EXISTING SCENARIO AND FOLLOW-UP OF MGT AND MCT PRACTICES

In order to find out the real MGT and MCT situation in the country, the study team visited 5 districts. The main focus of the visit was to observe the MGT and MCT situation in reference to the initiation of MGT and MCT practices, existing physical setting of the classroom, teacher preparation efforts, the instructional delivery and the main problems faced while handling the MGT and MCT situations. In addition to this, the study team also recorded the opinions of the teachers. Head-teachers, SMC members and district level personnel with respect to the MGT and MCT situations in the district and the type of support needed for better management of MGT and MCT. The information obtained during the visit was summarized and consolidated under different categories as per the objectives of the study. Thus, the districtwise cases were prepared. The details of the districtwise information in the form of case study have been presented in Annexure IV to VIII. The summarized information under different headings is presented in the subsequent sections below.

Multi-grade and Multi-class Teaching Practices in the Schools

Initiation of MGT and MCT Practices

The practice of MGT and MCT had been initiated mainly due to the lack of required number of teachers for each classroom. Majority of the schools in the districts visited do not have teachers as per the number of grades. Among 209 primary schools in Dhankuta, 193 schools i.e. 92% were found to have less number of teachers than the number of grades in schools. Similarly, 91% schools in Mustang and 82% schools in Dhading also present a similar picture (see Annex IX for details). The percent of incomplete teacher schools was 73 including the sample of terai district in the first phase study on multi-grade and multi-class teaching. Thus, this situation corroborates with the finding of the first phase of MGT/MCT study last year (CERID, 2003).

This situation clearly indicates that MGT and MCT situations are the realities and have remained in schools in the form of unavoidable practices. In some schools, MGT and MCT emerged right from the beginning of the schools due to inadequate classroom facilities whereas in some cases it was due to insufficient number of teachers. It was also observed that MCT and MGT situation, in many cases, occurred as the classes were upgraded in the new academic sessions.

In case of Dhankuta, 'opening up a new primary school and upgrading its classes' were reported as political decisions rather than academic ones. It was found that a ward has four schools within every short distance not because of the need but because of the pressure of the political persons in the locality. The students of the ward had to be distributed among all four schools which resulted into a small number of students in all the primary schools. This prevented them from getting teacher supply from the DEO as per the number of grades.

In case of Kaski, the number of students in the schools lying at the outskirts of Pokhara Municipality suddenly decreased due to the opening of many private schools which attracted students from the public schools. As the students decreased, the DEO curtailed the teachers' quota from the schools while redeploying the

teachers in the district. This has created MGT and MCT situation in some schools of Kaski district.

In case of Mustang, some of the children studying in the schools were adopted by the foreigners and some even left schools to join the Monastery. Due to the lack of students the schools did not get teachers for each grade. Thus, the schools had to be turned into either MGT or MCT situation. A practice was found to recruit private teachers in the schools even if the number of students was low in order to deploy teachers as per the number of grades by DEO. It has made the MGT and MCT situation a temporary adjustment instead of being a permanent phenomenon.

Physical Setting of the Classroom

None of the schools observed in the sample districts have MGT friendly physical setting. It was found that the classrooms were built for mono-grade teaching without anticipating the MGT situation in the schools. However, in COPE schools, the teachers have tried their best to set up MGT practice in the schools though the class size for this purpose is not adequate and MGT techniques should have to be adopted by these schools.

In the mountain and hill districts, the classes look bigger due to the small number of students present there. Even in such cases the teachers are still practicing MCT, not MGT. These classes can be combined for MGT purposes without too much difficulty. In one of the schools in Dhankuta, there is a folding classroom divided by a wooden shutter, which can be folded in case a big hall is needed. This hall can be used for MGT purpose if the classes are combined. But the teachers still use MCT in the school, as they do not consider MGT as an appropriate instructional arrangement.

The present scenario of the observed schools with respect to the teacher-student ratio and average students per grade indicates that the arrangement of MGT seems possible in Mustang, Dhankuta and Kaski. However, in Dhading and Rautahat, arrangement of MCT seems to be possible as a temporary adjustment. The existing situation of teacher student ratio and average students per grade in the sample schools is presented in the following table:

Table 3: Teacher-student ratio and average students per-grade by sample districts

Sample Districts	Total				Description		
	Students		Grades	Teachers	Absenteeism (%)	Teacher student ratio	Average student per grade*
	Enrolled	Present in class					
Kaski	296	210	20	16	29	1:19	15
Dhankuta	215	134	16	11	38	1:20	13
Mustang	56	39	17	14	30	1:04	3
Dhading	617	463	23	18	25	1:34	27
Rautahat	165	132	8	7	20	1:24	21
Total	1349	978	84	66	28	1:20	16

Source: Field survey, 2004

* See Annex X for details of the students' profile of the sample schools by districts.

Teacher Preparation

Teacher preparation is one of the main factors that influences, the quality of education. In the observed schools, it was found that some of the teachers teaching in the districts have attended recurrent teacher training programmes. The table below presents the situation of teacher preparation for MGT and MCT arrangements in the school.

Table 4: Training status of the teachers

Districts	No. of teachers with MGT training	No. of trained teachers with other training	No. of teachers without any training	Total
Kaski	0	8	8	16
Dhankuta	5	4	2	11
Mustang	3	9	2	14
Dhading	6	2	10	18
Rautahat (COPE schools)	7	0	0	7
Total	21	23	22	66

As the table indicates, only a small number of teachers in the sample districts have attended MGT training. It is only in COPE schools in Rautahat district where all the teachers have attended MGT training. In COPE schools, when the teacher is recruited, s/he is given training before sending her/him to school. Thus, the training in COPE school is obligatory. (The details of the teachers' profile of the sample schools are presented in the Annex XI and XII).

Instructional Delivery

Instructional delivery is the main part of instructional organization. In order to see the existing situation of instructional delivery in the sample schools, the study team observed 19 classes. Among them 12 were MGT and 7 MCT. In the instructional delivery, the team considered class combination, teaching subjects, planning of instruction, transition from one grade to the other, time management, use of MGT techniques and use of monitor as the main areas to be recorded. The information obtained from the field under each heading is presented below (For details see Annex XIII for teaching scenario of the observed classes and Annex XIV for instructional environment of observed classes)

Combination of Grades

In majority of the cases, the neighbouring grades were combined in MGT situations. The table below presents the combination of grades in an MGT situation.

Table 5: Combination of classes in MGT situation

Grades combined	Frequency
1+2	2
2+3	5
4+5	2
1+3	1
3+4	1
3+5	1
Total	12

As the table indicates, majority of the combinations are grades 2 and 3. In few cases, non-adjacent grades like 1+3 and 3+5 were also combined. This situation is not very different from the situation observed last year.

In case of MCT situations, no systematic combination was observed. As the table indicates, grades like 2 and 5, which are two different extremes, were also found to have been combined for MCT purpose.

Table 6: Combination of classes in MCT situation

Grades combined	Frequency
2+3	2
4+5	2
2+5	1
3+5	2
Total	7

Teaching Subjects

The integration of curricular contents makes the delivery of instruction easier and more effective. After the observation of the classes, it was found that majority of the teachers with MGT settings used to teach same subjects for both the combined grades. However, in an MCT situation, considerable percent of teachers taught different subjects. The following table presents the picture of subjects taught in both the organizations:

Table 7: Subjects taught in MGT and MCT situations

Instructional Organization	Same Subjects	Different Subjects	Total
MGT	10	2	12
MCT	4	3	7

Planning of Instruction

Careful planning of instruction is an essential condition for multi-grade teaching. During observation of the classes taught by MGT and MCT teachers, it was noticed that no plan was prepared by the teachers. Teachers also reported that they did not prepare lesson plans. Timetable management and Yearly Planning of the observed classes are presented in the following table:

Table 8: Timetable and yearly planning in observed schools

Instructional Organization	Timetable	Yearly Planning
MGT (N=12)	7 (58.3)	7 (58.3)
MCT (N=7)	4 (57.1)	5 (71.4)
Total (N=19)	11 (57.9)	12 (63.2)

The above table presents the picture that about 58 percent of the observed MGT and MCT classes had timetable in the school. Similarly, nearly 63 percent of them had yearly planning during the time of observation. It also indicates that considerable number of schools are running the classes without timetable and annual planning.

During classroom observation it was recorded that teachers in only 4 out of 17 classes (23.5%) had managed their time properly in the delivery of instruction.

Use of MGT Techniques

The main theme of multi-grade teaching is the continuation of students' learning. Classes observed in all the public schools were found not to have used techniques by the teachers that may be helpful for students' continuation in learning. Even a single classroom was not rated good with respect to classroom decoration. Techniques like using learning corners, display of students' materials, grouping of students, accessible seating arrangement, availability of material/book shelves, and students' learning materials were found not to have been used in both the MGT and MCT situations.

Teachers in both the MGT and MCT situations were found to have spent most of their time in teaching one particular grade. Shifting from one grade to another is a haphazard practice instead of making it a planned activity. Teachers had not developed the ability of monitoring the activities of both the grades at the same time. They just concentrated on the classes they were teaching and the other classes, where they were absent, were left at the mercy of the students. This situation prevailed more in the MCT practice. The similar situations with respect to the use of MGT techniques in the classroom teaching were found in the first phase study on MGT and MCT practice (CERID, 2003)

Problems Faced by the Teachers with Needed Supports

Since MGT and MCT situations have not yet been fully recognized, no systematic attention has been paid for its effective management. Thus, MCT and MGT situations are undergoing through a lot of problems and the teachers are handling them the way they feel comfortable. It was reported that even the teachers who have attended 10 days' recurrent MGT training have not been able to manage MGT and MCT situations by using the MGT pedagogic approach. The respondents presented various problems with regard to MGT and MCT practices and sought various types of supports for their effective management. The main problems expressed by them and the types of support requested are described under the subsequent headings.

Problems Faced by the Teachers in MGT and MCT Situations

The major problems as expressed by the teachers during discussion with them are listed as follows:

- Since a teacher has to divide his time for teaching in both the grades, total objectives of the lesson of both the grades cannot be fulfilled. Course contents cannot be completed in time and learning outcomes of both the grades cannot be achieved by the end of the session.
- Teaching in one grade, especially in an MGT situation, creates disturbance to other grade/s. The teacher becomes tired while teaching two or more grades moving from one room to another (MCT situation).
- The students of both/ all classes involved in MGT/MCT setting cannot have opportunity for adequate learning.
- The teacher cannot pay equal attention to the students of both/ all grades.
- Because of the lack of intensive training on multi-grade techniques, teacher could not manage time properly.

- In all the observed schools, space of the classrooms was found small. Thus, small size of the room has resulted into poor delivery of instruction. Inadequate space of the classroom becomes a barrier for group work and teachers movement.
- As the teacher does not have leisure in school, s/he could not prepare any plan of instruction and teaching materials there.
- Checking homework and class work becomes difficult in a situation where the teacher has to move from one room to other.
- Small children do not have patience to sit without disturbing other students of the class after completing their class work. This has created problem to control the class.
- Teaching in an MCT situation creates more problem than teaching in an MGT situation because a teacher cannot observe both the grades at a time.
- Since the teacher has no leisure, it is difficult for them to collect and prepare materials for daily use in her/his classroom.
- Teaching in MCT situation is more a tiring job than teaching in MGT situation. Moreover, teaching in both the situations is conceived to be a load for the teacher.
- In MGT situation, attention of the teacher cannot be directed towards teaching; s/he has to give more time to controlling the class.
- PTA chairperson of one of the observed public schools in Mustang claimed that teachers are not regular in the school and they do not have any plan for educational development of the school.
- Teaching in an MCT situation creates the problem of time management. The teacher could not distribute time for both the grades equally.

Support Needed to the Teachers for better MGT and MCT

Support needed to the teachers as expressed by them to increase students' enrolment through MGT and MCT [ractices"]

- Training in practical situation will make the teachers able to handle MGT and MCT situation. Quality teaching will be helpful for motivating parents to public schools and thus increase students' enrolment in the school.
- A well-established school with the application of MGT and MCT strategy will also contribute to increase the student number.
- Since the trend is there in Mustang to send children to Gumba schools, it has created the situation of small number of students in public schools. Therefore programmes should be developed and implemented to attract students to public schools from Gumba school or Monastery in case of Mustang district.
- As suggested by the participants, in case of Mustang district, if Lama religion is taught in the school, number of students can be increased.
- In order to increase the number of students in the school, provision of scholarship, instructional materials, incentive program to the students should be made available.

Professional Support Required for Managing Multi-grade and Multi-class Teaching

The teachers should be equipped with professional competencies in order to implement MGT practices in the schools effectively. When teachers and other stakeholders were asked to explore the areas of professional support, they forwarded the following opinions regarding the effective arrangement of multi-grade and multi-class teaching in the schools. (For details of teaching scenario of the observed classes and physical environment of the sample school, see Annex XIII).

- The teachers require training in order to develop and use students' self-learning materials so as to facilitate their learning.
- The teachers should be taught to prepare integrated lesson plans in order to teach in MGT and MCT situations.
- Training and workshop should be conducted for the professional growth of the teachers.
- Orientation programmes should be conducted for SMC members about multi-class and multigrade teaching.
- Teachers' guide on instructional delivery in MGT and MCT situation should be prepared and dissemination of the same should be organized.
- The teachers should be provided training on the use of instructional materials to make them able to facilitate students' learning.
- Textbooks should be made available in time. Similarly, teacher support materials and students' self-learning materials should be made adequately available in all the schools.
- Regular supervision and monitoring mechanism should be established.
- Awareness package should be developed for the community people and stakeholders.
- The MGT and MCT arrangements demand integration of contents in order to complete the course within the stipulated time period in one academic session. In this respect, textbook contents should be rearranged and curricular contents should be readjusted to address the problem created by MGT and MCT situation.

Type of Support Expected from DEO to Implement MGT and MCT in the School

District Education Offices are responsible for the management of school level educational activities in the districts. The preparation of teachers, supply of educational materials and other technical support are possible only through District Education Offices. The teachers, community members and other respondents expressed their expectations with respect to support from DEO to implement instructional arrangement as per the need of the school. Local stakeholders at the school level expressed their expectations from DEO to implement MGT and MCT in the schools.

- The DEO should create a matching fund for the management of physical facilities (Play ground, play and instructional materials) in MGT and MCT schools.
- The DEO should provide training to all teachers including the private teachers.
- The DEO should provide instructional and technical support to the teachers teaching in MGT and MCT situation.

- District Education Personnel (DEO, SS, RP) should play the role of the facilitator to suggest and follow up annual plan of the school.
- The RPs and SSs should present demonstration/model lessons in MGT and MCT situations.
- The DEO should run regular short term training as demanded by the teachers.
- There should be a provision of intensive training on MGT and MCT in DEO that should be delivered to the teachers as per their need.
- Teachers should have the skills to prepare instructional aids using local materials. There are some materials that cannot be prepared by the teachers. In this context, the DEO should manage a minimum package of instructional materials for every school. It will promote teachers for the use of instructional materials in their classroom teaching.
- The DEO should develop a mechanism of regular monitoring and evaluation of teachers' performance.
- The DEO should help to construct large size classroom as specified by Education Regulations. Especially for an MGT purpose, the size of the classroom should be bigger than the normal classroom.
- Training should be organized to the teachers to teach in large and combined classes.
- The DEO should help to prepare and implement SIP in the school.
- Majority of the participant teachers expressed that the supply of teacher quota is only the solution to the problems created by MGT and MCT practices in the schools

Community Involvement

Community involvement is essential in running MGT and MCT classes in the schools. The community can be involved in the development of the school in different ways. Community people including SMC and PTA members can contribute to the development of the infrastructures of the school. Similarly, they can also provide supervisory and monitorial help for the regular running of the programme and quality instruction of the school.

One of the strengths of COPE school programme is active involvement of the community for the development of the schools. These schools are owned by the community people. Resources are mobilized by the community people and support provided for physical development of the schools. They supervise and monitor school activities. They have prepared their timetable of supervision. After supervision, they write comments on the register kept in the school. This system had inspired them to participate actively in school activities. During the FGDs' the SMC members reported that teachers were alert themselves in their duties. It was because of regular interaction between the teachers and the community members. Moreover, annual plan of the school is prepared jointly by the SMC members and the teachers. For example, school building of Durga Community School was constructed with the joint effort of community, VDC and COPE. A large portion (53.4%) of the building cost was shared by the community people. COPE shared 27.5 percent of the cost of

the building. The school buildings of majority of the public schools were also found constructed by the community people.

In the discussion programmes, school teachers and head teachers teaching in MGT and MCT situations along with community people involved in such situation expressed different opinions with respect to community involvement in running MGT and MCT in the schools. Their responses are listed as follows:

- Government policy regarding the involvement of the community people in school activities should be clear.
- The role of community people should be identified and they should be made aware of their responsibility for running school effectively.
- Community people do not interfere the school to run any instructional activities within the school. Therefore, their involvement should be directed towards management aspects of the school.
- Teachers should play the role of a change agent to make community people aware and involve them in school activities.
- The provision of MGT and MCT school should be a cooperative approach.
- Community should be involved in the aspects like management of physical activities, creation of learning environment, motivating community people for the support of MGT and MCT activities in the school.
- Local resources should be mobilized through the coordination of local organizations like VDC, VEC, SMC and PTA.
- Community people should be involved to monitor their children's' educational activities and increase students' enrolment in the school.
- Community should be involved in making the teachers regular and forming PTAs in the school. The SMC and PTA should work cooperatively to implement the MGT or MCT as per the situation of the school.
- The SMC should make school activities more transparent and should involve community people for its support.
- Community people should have a clear concept of MGT and MCT and its implementation strategy. Moreover, they should be made aware of the need of adopting MGT and MCT so that with their help and support, MGT friendly classrooms may be constructed and teachers added if necessary.

Monitoring and Supervision

School Supervisors and Resource Persons were asked about the frequency and nature of supervision they perform in the assigned primary schools of the district. Ss and RPs of Mustang district expressed that they generally visit the school once in 3 months. However, Ss and RPs of Kaski district mentioned that a school is normally visited 2 times in a year. The main areas considered during the supervision are administration related activities, school statistics, teachers' regularity etc. As suggested by district level education personnel, the Head-teachers need to be provided in orientation on MGT and MCT and they should be made responsible for monitoring and supervision of teachers' performance. The supervision should focus on the professional enhancement of the teachers. The VEC should also be involved in the monitoring and supervision of the school activities. District level education

personnel of the concerned districts raised the following points during discussion with them:

- Concerned authorities should follow-up to know whether the suggested measures are implemented or not.
- Supervision should be focused on class observation and feedback, collection and flow of required data, use of instructional materials by the teachers, teachers' regularity and implementation of training.
- Since Friday meeting of the teachers does not have any use to meet the need of professional support to the teachers, instead of conducting these meetings, follow-up workshops should be conducted.
- Local community should be mobilized for regular supervision of teaching in the school.
- Existing school supervision system is more administrative. Therefore, it should be made more professional.
- Frequent supervision of the MGT and MCT schools, at least once in three months, by RPs or SSs and occasional inspection of these schools by DEO should be done.
- Follow-up training of MGT and MCT teachers should be conducted for the application of appropriate techniques in the classroom.
- After supervision, feedback should be provided to the teachers.
- MGT unit should be established under the Department of Education to facilitate the supervisors and resource persons in the aspects of school supervision.

Dichotomy of MGT and MCT

The existing scenario of multi-grade and multi-class teaching practices in observed schools reveals the fact that there is the dichotomy of multi-grade and multi-class-teaching. Teaching students of different grades in separate rooms is not similar to teaching different grades in one room at the same time. This dichotomy has put the teachers in confusion to address both the situations in a similar way. Both these situations were tackled by the teachers without adequate knowledge of multi-grade teaching. Those teachers who lacked the understanding of the concept had managed instructional activities with their own effort. However, some of the teachers have received recurrent training on multi-grade teaching. The multi-grade teacher training package does not address both the situations distinctively. Moreover, the recurrent MGT training package gives the overall impression of the use of mono-grade type of teaching (CERID, 2003).

As teacher preparation seems to be focused more on subject teaching in mono grade situation than on teaching students with multilevel abilities, the teachers are confronted with the difficulties of managing MGT with mono-grade teaching techniques. The other dichotomy can be seen in the practice of multi-grade and multi-class teaching in primary schools in the sense that the main focus of the practice of these arrangements in the school is found to be more temporary adjustment for covering the teacher-absent class instead of making it a pedagogic choice for improving students' performance. Thus, the practice of dichotomy of MGT and MCT as well as temporary adjustment or pedagogic choice has made the teaching in both the situations more complicated for the teachers.

Follow-up of the 1st Phase of the Study

As this study was carried out under the Formative Research Project since last year, it has also a component related to the follow-up of MGT and MCT practices in Dhading district. Last year, the MGT and MCT practices in Dhading district were studied with a focus on exploring the status and issues of MGT and MCT whereas this year the focus of this study was on policy perspectives and basic specifications of MGT and MCT practices. Therefore, an attempt was made through this study to establish relation between the MGT and MCT practices and the factors like classroom construction and rehabilitation, class promotion and repetition, availability of curriculum and textbooks in time.

The findings derived from this follow-up study are as follows:

- Among the observed schools (five), one school is constructing two classrooms while the other one is constructing seven room buildings under the financial assistance of NGOs such as Room to Read, Rato Bangala School, DDC and VDC. Free labour was provided by the local community.
- The average promotion rate of the students from the sample schools was found 73 percent of the four schools under the follow-up study, three are found to have an increasing promotional rate (see Annex XII for details).
- Those who were not promoted to the upper grades are the repeaters in the same class. The dropout rate of the students was negligible.
- The average number of students in one grade in the sample schools was found increasing in one school, decreasing in the other and retaining the same number in the remaining three schools (see Annex XVII for details).
- The situation of availability of textbooks in the schools was found similar to that of last year in that all the schools could not get the textbooks even after two months from the initiation of the academic session.
- No change was observed regarding qualification, training and position of teachers in the sample schools.
- Little change was observed in the organization of the classroom, time management, use of instruction materials, availability and physical facilities and other support materials in all the sample schools.
- The time-tables were not found updated from the last year and no annual work plans were found prepared in the sample schools.

Chapter III

POLICY PERSPECTIVES AND BASES FOR MGT AND MCT SITUATION

As variations are observed in the operation of both MGT and MCT in primary schools of Nepal, certain policies are to be identified in the existing regulations of the government and additional policies should be developed to address the problems created by both the situations. This chapter deals with the identification of policies that address the provision of multi-grade and multi-class teaching practices in primary schools of Nepal and collect and analyze suggestions with respect to the introduction of educational policies to address MGT and MCT practices in the schools.

Existing Educational Policies on MGT and MCT

In order to find out the existing policy guidelines on MGT and MCT instruction and then identify the measures to be taken for MGT and MCT instruction in the future, available documents related to policy on instructional organization were reviewed.

In the existing Educational Regulations, no specific policy on MGT and MCT as such has been noticed. However, there are some indications in some policy documents, which implicitly talk about the existence of MGT and MCT situations in the country. While reviewing them the study team identified the following policy related measures in the existing instructional system. Some of such indications as found during the review are as follows:

- The Education Regulations mentions the teacher – students ratio as 1:40, 1:45 and 1:50 for the mountain, hill and the terai regions respectively. This indicates that a school having less than 40 students per teacher results in MGT or MCT situations due to the less number of teachers than the number of grades. School cannot get additional teacher if it cannot show the number of the students as per the ratio fixed by the government. In such a situation, the school has to be run with a less number of teachers than the number of grades. This, therefore, resulted into multi-grade or multi-class teaching practice in the school. In the mountain region, this provision seems to be more unrealistic because of the possibility of not reaching and maintaining the ratio by any means.
- In order to provide access to primary education for all, the number of primary schools had to be increased. This situation created several schools in the hills and mountains even in sparsely populated areas. Due to the less number of students in these areas, the teachers' supply was less than the grades running in the schools. This situation also created MGT and MCT situations in many schools in the hills and mountains. Since the government is committed to providing universal primary education for all by 2015, this has been the long standing policy of the government which has direct implication on the practice of MGT and MCT in Nepal.
- The policy of the government to provide teachers' quota in less populated school has also contributed to create MGT and MCT situations. According to the regulations, a school having five grades receives at least three teachers and a school with three grades receives two teachers if the number of students does not meet the established ratio.

- The government has developed a recurrent teacher training package as one of the modular teacher training packages and provides teacher training quota on MGT. The DEO identifies the situation of MGT or MCT in the district and provides training to the teachers. Since the government has observed the situation of not supplying teachers as per the number of grades in the schools, it has developed a recurrent teacher training package on multi-grade teaching. The government has planned to provide basic and short-term recurrent teacher training along with multi-grade training to all the teachers within the next few years. This has revealed the fact that the government has realized the situation of multi-grade or multi-class teaching in the country. It has the implication that government has tried to implement MGT policy in an implicit way.
- The government has developed the scheme of providing primary level education in different mother tongues. It has an implication for expanding educational opportunities to ensure the rights of indigenous people and linguistic minorities.
- The government has already started the process of handing over the management of public schools management to the community. It has envisaged the concept of community ownership of the schools. However, the community cannot appoint teachers as per the number of classes that has created the situation of more schools in the community as well as less teachers that may result into MGT or MCT practice.
- The government has developed decentralization scheme in order to increase community participation in the management and operation of schools in the community. Active participation of the community including DDC, VDC, SMC, VEC, PTA will strengthen their capacity that may result into establishment of more schools in the community. As a result, MGT and MCT situations emerged.
- There is a practice that government usually approves upgrading of the class without providing teachers quota. Thus the number of grades in the schools increases as compared to the number of teachers that resulted in MGT or MCT situations in the schools.
- Redeployment of teachers from one school to another school and from one district to another district is found to be a difficult practice at this moment. Thus, variations in existing teacher-student ratio have also created the practices of MGT and MCT in the schools.

Policy Related Suggestions

Based on the review of the existing MGT and MCT situations, it was felt that specific policy guideline to address MGT and MCT practices in Nepal should be formulated. In order to explore the major policy options to address the MGT and MCT situations, series of workshops at various levels (national and district level) and focus group discussions with various groups were organized. Below is the summary of the suggestions obtained from the participants:

- The government should address the MGT and MCT situation through policy documents making clear the concept and definition of MGT and MCT as follows:
 - MGT: Teaching two or more grades by a teacher in one classroom at the same time.

- MCT: Teaching two or more grades by a teacher in separate classrooms at the same time.
- As both MGT and MCT situations exist in the country and will remain for a longer period of time, MGT and MCT should be treated separately right from the policy level.
- MGT should be established as a long-term strategy in the education system of the country whereas MCT should be treated as an intermediary adjustment of instructional adjustment.
- Both MGT and MCT should be included as one of the major components of primary teacher-training curriculum. Basic training package should address the necessary components of MGT and MCT practices in the schools. Training should be made mandatory for the recruitment of the teachers in MGT and MCT school. While selecting teachers for MGT, they should have additional training on it.
- The policy should also indicate the specific qualifications and competencies required of the MGT and MCT trainers, curriculum materials and development of teachers. In order to run the MGT classes, teachers' qualification should be more than SLC.
- Motivational schemes should be developed for teachers by providing them with support materials, additional marks for promotion, opportunity for professional growth. Moreover, MGT teachers should be honoured and recognized so that they will feel proud to work in MGT and MCT environment.
- The existing curriculum, which is mainly of mono-grade type, should be made flexible/adaptable to incorporate MGT and MCT situations. For this, primary school curriculum should be made flexible without changing the intent of the original curriculum. Teachers' guides should be prepared based on the adjusted curriculum for MGT and MCT teachers to achieve the same learning outcomes at the end of the session.
- The teacher-student ratio for MGT and MCT should be fixed based upon the given situation. The benchmark ratio fixed by the government in this regard will not be valid for MGT. The teacher student ratio should be rearranged without exceeding it to 1:30 in both the mountain and hill regions.
- The communities and teachers should feel that MGT could also be a pedagogic choice and the community should be heavily involved in the management and supervision of MGT and MCT practices in the schools.
- Monitoring/evaluation/feedback should be made very much school-based. Head-teacher, SMC, VEC, PTA and DEO should be actively involved in it. The DEO should be made responsible for establishing the monitoring, supervision and feedback mechanism at the district level.
- Education regulations should make the provision of MGT as a long-term arrangement and MCT as an intermediary arrangement based on the minimum specifications set by the regulations.
- Awareness programmes for different stakeholders should be organised in order to develop positive attitudes towards multi-grade teaching in respective schools.
- Priority should be given to a local teacher for teaching in MGT or MCT situation. Both MGT and MCT practices need to prepare local teachers, not from outside.

- Teacher deployment policy should be based on teacher student ratio, qualification of the teacher, availability of local teachers and competencies in teaching.
- Assessment of students' progress or grade promotion should be based on Continuous Assessment System. This system should be made obligatory for MGT and MCT situations.

Bases for Considering a MGT or MCT School

In order to create effective instructional environment in school, instructional management should be well-defined. This is possible only if the existing resources including teachers are effectively mobilized. In order to do so, the schools where MGT and MCT situations prevail should be officially declared as MGT and MCT school. During the interaction with the participants in different levels, following bases were suggested to declare a school as MGT or MCT school:

- A school located in a sparsely populated area where the number of students does not increase to meet the criteria of teacher-students ratio.
- A school located in a remote and geographically isolated area where the number of students is low and is not likely to increase.
- A small primary school with maximum 30 students while combining all the grades.
- The place where there are many schools but less number of teachers.
- If the number of students exceeds 30 when combining two grades, it should be declared as an MCT school. When it meets the fixed teacher-student ratio, the MCT should be turned into subject or mono grade teaching.
- Physical facilities: Minimum 1 or 2 classroom for grades 1-3 schools and 3 or 4 rooms for grades 1-5 schools. For MCT classrooms, space should be not less than 0.75 square meter per student as fixed by the Education Regulations.
- Since grade one should have the practice of grade teaching there should be a separate room for this grade. For other grades, if the number of students is low, two other rooms are sufficient for running MGT classes.
- The community where number of primary school age children is less than 30.
- Inadequate physical facilities and less number of teachers in the school create the situation of MGT and MCT. If the number of students is very low in the school, it is simply the misuse of resources to supply more teachers. In this situation, MGT and MCT practice should be accepted as an instructional delivery in the school. The local level bodies like PTA, SMC, VEC should take the initiation of setting up an MGT and MCT school.
- A community should recognize MGT and MCT as a pedagogic choice and own the responsibility for running such schools.
- In an MGT classroom there should be adequate learning materials, and adequate space for group work.
- A strong mechanism of monitoring, evaluation and feedback should be developed.
- There should be a system of providing support for instructional materials and learning corners in MGT and MCT classes.

- The concerned community should be actively involved to establish support system for running classes in MGT and MCT situations.
- The community should be involved directly in all the activities through planning to evaluation of school activities. School activities should be planned prior to start of the session or during the session and be demonstrated to the concerned stakeholders.
- The community's role needs to be identified and their contributions should be specified.

Chapter IV

BASIC SPECIFICATIONS AND INSTRUCTIONAL APPROACHES

Basic Specifications

Basic specifications are the minimum requirements necessary for running MGT and MCT classes effectively in the school. Variations are observed in MGT and MCT practices in the primary schools of Nepal. These variations are found in areas such as physical facilities, instructional organization, preparation and use of instructional materials, teacher preparation, deliberation of contents, assessment of students' performance community involvement. In order to bring uniformity and implement MGT and MCT successfully as a pedagogic choice, it is important that certain guidelines be developed and preparation be made accordingly. Efforts were made during the study period at different stages to draw MGT and MCT specifications at various levels. Firstly, the first national workshop agreed upon broad headings under which the specifications are prepared. Based on the suggestions, the study team organized district level workshops and collected information on the headings agreed. Finally, the information from the districts was presented in the 2nd national workshop, which reviewed and consolidated the findings. The basic specifications suggested under different headings are presented as follows:

Physical Facilities

- Minimum 1 or 2 classroom for grades 1-3 schools and 3 or 4 rooms for grades 1-5 schools should be managed for running MGT and MCT schools.
- Space for each student in MGT class should be raised from the existing 0.75 square meters to at least 1 sq. meter.
- Provision should be made for minimum of 1 ropani area/land for open space in each MGT school.
- Provision of separate blackboard for each combining classes should be made.
- There should be the provision of movable and light sets of benches and desks with the capacity of maximum two students in a bench or carpet with small desks in each MGT school.

Instructional Organization

- No MGT and MCT setting should combine grade one with any other grades. Therefore, in school where there are three grades there should be at least two teachers. In this case grade one will have grade teaching and grades two and three will be combined either into MGT or MCT situation.
- Early childhood Development (ECD) centers have been combined with grade one in many of the observed schools. This has created many problems as the requirement of the children in ECD and grade one are different. Therefore, ECD classes must be separated from MGT schools for reasons of their significant difference.
- Class size: 20 students for MGT class in a single teacher school, 30 students in each MGT class (a teacher teaches 30 students of two grades) and if students' number is

more than 30 while combining two grades, it should be considered as MCT arrangement.

- Considering the constraints of the present national context, assignment of teachers: 2 teachers in 1-3 grade school, 3 teachers in 1-5 grade school (if the number of the students is 20 –30, only 2 teachers should be assigned in 1-5 grade MGT school) should be considered by the size of the class and available/existing number of students.
- Classroom settings: (Grouping of students, combining grades for MGT, creation of learning corners, etc.): If there is separate provision of ECD center in the school, grade one can be put in MGT setting. The most probable setting for MGT is the combination of grades 2 and 3 or 4 and 5.
- Grouping of students: Students' groups should be formed on the basis of the level of learning, grade, interest and ability as per the need of the lesson.
- Combining grades for MGT and MCT: Consecutive grades should be combined for MGT and MCT such as grades 2 and 3 and grades 4 and 5.
- Creation of Learning Corners: Minimum two Corners should be formed such as (a) Language and Social study Corner and (b) Mathematics and Science Corner.
- The school situation in the country will not remain the same in the future: The suggestion on assigning teachers on the basis of the number of classes seems to be a permanent strategy. School situation in the future may be improved and number of classrooms may be added and teachers' numbers be increased. In this context MCT, cannot remain to a long-term strategy.

Preparation of Instructional and Student Learning Materials

- There should be the provision of attendance board, display boards, general rack, small class library with students' self-learning materials and materials kit box in each MGT or MCT class.
- Adequate provision and space should be there for learning corners for MGT instructional management.
- Instructional support materials: MGT/MCT school should have the minimum provision of support materials, work-card, different problem generators (e.g. Dice, model) minimum number and types of charts, toys, color, picture and picture card.

Curricular Adjustment

- Adjustment should be made in the curriculum according to different MGT and MCT situations.
- A teaching guide should be prepared in order to integrate curricular matters to achieve the expected learning out comes.
- The same curriculum and the same textbook should be used for all types of instructional arrangements. However, Teacher's Guide should be developed separately, especially for teaching in multi-grade and multi-class situation.
- Students' learning materials based on the textbook should be developed in cooperation with the teachers teaching in MGT and MCT situation.

- Workbook should be developed for each grade and subject (also for special needs based arrangement).

Teacher Preparation (teachers' qualification and training)

- Minimum qualification of teachers teaching in MGT and MCT situation should have Higher Secondary or Intermediate level education with 5 months training in multi- grade teaching (SLMs based training).
- After one year of teaching in MGT and MCT situation, a short refresher training should be given.
- Teacher's training: 10-day training in Resource Centre (theoretical) followed by a 10-day training in respective schools of the participants (practical) along with follow-up workshops should be arranged.
- Since existing training packages have given very little emphasis on MGT contents, they did not fulfill the needs of the MGT teachers.
- MGT contents in the training package: ten percent of the contents should be MGT and MCT related materials in the first 2.5 month in-service training package and also in the 5 month pre-service training package.
- Specific roles of MGT teachers (planning learning activities, record keeping etc.) should be defined such as preparing annual work plan, keeping students' progress records, keeping students' cumulative and anecdotal records, communicating parents about MGT and MCT situation.

Teacher Support Materials

- Each teacher teaching in MGT or MCT situation should have adequate instructional/support materials such as Teachers' Guide, Curriculum Elaboration Guide, Teachers' Guide for handling MGT and MCT provision.
- Instruction materials: Pocket charts, flannel board, graph board, flip chart, flash cards and other subject related materials should be made available.

Assessment System

- The CAS should be applied as one of the means of students' performance evaluation.
- Provision of anecdotal record, socio- cultural record and students' achievement record should be made in each MGT and MCT school. Keeping of records of these types are equally important in other classroom arrangements also.
- *Methods used to assess students' performance:* Observation, oral and written test, participation in group activities, peer evaluation etc. should form an integrate part of student's evaluation methods.
- Teachers should prepare annual and weekly work plans.
- A checklist should be developed and used to assess students' learning outcomes. Students' progress reports should be distributed and discussed with the parents in every three months.

Monitoring and Follow-up

- Training providing institutions should be given responsibility of supervision and monitoring of the training.
- One support and monitoring unit should be established in each school involving RC, SMC, VEC and DEC.
- Community, SMC members, VEC members, PTA members and Head teacher should be made collectively responsible for monitoring activities.

Community Ownership (Community support, role of SMC, role of DEO)

- *Community support:* a) Manage physical infrastructure and take care of it. b) Monitor instructional activities in the school. c) Sensitize people towards the importance of education. d) Help the school to prepare its development plans.
- *Role of SMC:* (a) Manage school environment for running MGT classes, (b) Mobilize local resources, (c) Establish coordination with PTA, VEC, VDC, DEO and DDC.
- *Role of DEO:* (a) Deal with policy matters, (b) supervise and monitor school activities, (c) Provide technical support to the school.
- *Workshop and training to other stakeholders:* Orientation training to head teachers (1 week duration) workshop for SMC members (1 week duration), training to school supervisors and resource persons (2 weeks) should be carried out.

Instructional Approaches

Teaching in multi-grade situation can be more of a challenge than teaching in a single grade classroom. A teacher teaching in multi-grade and multi-class situation may require different behaviours and skills. In MGT classes, a teacher has to address individual differences, in the absence of which the effectiveness of teaching may suffer. In a situation where student diversity increases, the teacher should be more resourceful in both the cognitive and emotional aspects. In order to address this situation, Miller has suggested six key instructional dimensions such as classroom organization, classroom management and discipline, instructional organization and curriculum, instructional delivery and grouping, self-directed learning and peer tutoring affecting successful multi-grade teaching (Miller,1991). These techniques may help the teachers apply whole-class instruction method which is very much appropriate for multi-grade teaching. A teacher should spend more of his time in multi-grade classroom by organizing and planning for instruction. In order to accomplish this, s/he has to devise effective strategies. During discussions in different workshops, participants suggested different instructional approaches in order to make the classroom teaching in MGT and MCT situations more child-friendly and effective. Their suggestions are collected and categorized under different headings and presented as follows:

Instructional Planning

Since the MGT and MCT requires teaching in more than one grades, a teacher should be able to plan lessons in such a way that the need of all the grades are covered and the intended contents in different grades are delivered. Thus, teachers should be able to make annual plan and weekly work plan for MGT and MCT situations. Similarly,

in an MGT situation, the teacher sometimes has to address all the grades at a time and in some cases s/he has to address different grades separately as per the nature of the content. In case s/he has to address different grades separately, the transition from one grade to another becomes very crucial. Thus, the teacher should carefully plan the lessons to handle this situation successfully.

Classroom Management

An MGT classroom should have sufficient indoor space for mobility and group work. The seating arrangement should be MGT-friendly and the desks and benches should be movable for group works and pair works. There has to be enough space for learning corners and separate blackboard for each grade. The classroom should be decorated with teacher-made and students-made materials and enough light and ventilation should be available.

Instructional Management

The instructions of MGT and MCT differ in many ways from mono-grade teaching. The timetable preparation for MGT and MCT is also a very important dimension. It should be flexible and adaptable according to the situation that arises in classroom teaching. Sometimes the teacher will have to spend more time in one grade by giving some assignment to the other grades in order to give the students enough time for practice in the given contents. Similarly, while addressing many grades at a time, the teacher has to spend more time in one subject than the other. In these cases, the teacher should be given freedom to plan his/her own time.

In an MGT class, instructions should be planned in such a way that the theme of presentation can be integrated from related subjects of different grades. The teacher can address the same theme by giving the conceptual clarity and assigning different tasks of different levels to one grade and giving the students time for practicing the given content for the other grade in the same classroom. The field observation found not that the same subject was not in some thought to different grade cases. Therefore, the time table should address this issue by making a provision of dealing with the same theme/subject in different combined grades.

Instructional Delivery/Techniques

The focus of instructional approach should be shifted from teaching to learning. The instructions should not be based on grade promotion but on concrete experiences and facilitation of learning. Group activities should be followed by individual activities. Teacher should play the role of a facilitator rather than that of an instructor. The teacher should adopt whole class approaches and methods such as play-way methods, project work, field visits. Use of songs and rhymes should be encouraged. Provision should also be made to send the students in field trip and learn from the community. The students should have access to various play materials and the teacher should make maximum utilization of them in the school. The instructional techniques to be adopted for the MGT situation, as suggested by both the respondents and the MGT literature, are as follows:

Use of Monitor and Peer Tutoring

In an MCT class, the teacher has to move frequently from one class to another. In such cases, there has to be someone in the class to monitor the students' activities

during the absence of the teacher. A monitor could play a vital role in this situation. While observing the classes run in MGT and MCT situations in the schools, the study team found that on the one hand there was a very minimum use of monitor in the class and on the other, the monitors, if used at all, are given responsibility mainly for maintaining classroom discipline rather than monitoring the learning activities. If the monitor can be used for monitoring learning activities, it will create positive learning environment in the class even during the absence of teachers.

The students have so much to offer. A lot of learning can take place if the students are encouraged to share among themselves what they already have with them. Therefore, it will be desirable to establish a system of getting benefits from sharing and cooperation in the sense that good students of the class may be used for teaching weak students and students from senior class can help their junior friends.

Use of Learning Corners

In order to give continuation to the momentum of learning in an MGT and MCT class, use of learning corners is a very effective technique. In none of the classes observed, the use of learning corners was found. Frequent disturbances during the classes and a lot of interruption in the activities were seen. Therefore, if the students are engaged in the learning corners, this will help in the continuation of their learning in the class.

Use of Self Learning Materials/Textbooks

In the existing situation, the teachers were found to depend solely on the textbook. No self learning materials (SLMs) were used in the class. While presenting a lesson in class the teacher can address all the grades at a time and then the teacher's presentation can be followed by different levels of tasks though the use of self learning materials. In addition to this, the SLMs motivate the children to learn more and keep them engaged learning activities. This is also equally useful to keep the students engaged during the absence of teachers.

Use of Work Cards/Work Sheets/Work Books

In order to give maximum practice in the contents in the class, work cards and work sheets are very useful. Through these materials, the teacher can divide the students in various groups not only according to their grades but also according to their interest and intellect.

Assessment and Reporting

Assessment on the progress of the students should be recorded continuously. This should be done by using anecdotal records and cumulative records. Students' achievement profile along with their personal information and their background should be kept in school and reported to the guardians regularly. There has to be frequent interaction between the school and guardians regarding the progress of the students in learning. Provision of homework and its correction mechanism should also be a part of regular teaching and learning activities.

Chapter V

SUMMARY OF FINDINGS

On the basis of the analysis of the information obtained from the field and the available literature, following major findings are drawn:

MGT and MCT Practices

- MGT and MCT were initiated mainly due to the shortage of required number of teachers in the schools. This is reflected in the MGT and MCT practices of Dhankuta (92%), Mustang (91%) and Dhading (82%). Almost all the classrooms were found built for mono-grade teaching without considering the physical setting for the MGT practice. Even in COPE schools, MGT was introduced with a little consideration of the required class size for MGT practice.
- A small number of teachers are found to have attended the MGT training. Existing MGT training of recurrent nature was not found to have truly represented the spirit of MGT.
- In majority of the cases, the adjacent classes were found to have been combined for MGT purpose. For MCT purpose, this combination, however, was not used so strictly.
- Majority of the teachers taught the same subjects in MGT settings. However, majority of the teachers taught different subjects in the MCT settings.
- A total of 58% teachers of MGT and MCT classes had timetable against 63% teachers who had only yearly planning in their schools.
- None of the teachers were found to have prepared daily lesson plans for the delivery of instruction in both MGT and MCT situations.
- The multi-grade teaching techniques such as use of learning corners, display of teacher and students' materials, grouping of students, accessible and flexible seating arrangement, use of students' self-learning materials and the use of bookshelves in the classroom were found not to have been used by the MGT and MCT teachers.

Problems Faced by the Teachers with the Needed Support

Problems

- Since the teachers have to address many grades at a time without an MGT planning, it is difficult to complete the course within the stipulated time. So teachers find it difficult to manage time and control the class.
- The teachers expressed that they are overloaded due to the more number of classes than themselves and therefore urged that they do not find time to prepare/collect materials with virtually no leisure time. Thus, they feel tired at the end of the day.
- As the teachers lacked MGT management skills, they said that their time has been spent more on class control rather than on teaching and learning.

Supports Needed

- The main support the teachers sought for is the MGT and MCT situation management skill.
- A well-established school with MGT as a pedagogic choice is expected to support the teachers which will in turn help attract the students in MGT school.
- MGT and MCT pedagogic skills such as integrating lesson plans, using students' self-learning materials, using whole class approach, use of group work and pair work and curriculum adjustment technique are the major professional support expected by the teachers.
- Training on MGT and MCT, regular monitoring and professional support through RPs, SSs organization of demonstration lesson and supply of instructional materials are the types of support the teachers expect from the DEO.

Community Involvement

- As the community has not yet been fully aware of MGT and MCT as a pedagogic choice, a massive community awareness along with the provision for building their capacity were demanded as the need in order to involve community in MGT and MCT management.

Monitoring and Supervision

- A provision of school based monitoring and supervision involving its immediate stakeholders such as SMC, PTA, VEC, Head-teacher and the RP of the respective Resource Centre is expected for effective monitoring and supervision of MGT and MCT schools.
- The respondents prefer to have supervision with a focus on class observation and feedback, use of instructional materials and transfer of training into classroom.

Dichotomy of MGT and MCT

- MGT and MCT so far have been used interchangeably and both of them have been considered as a crisis management mechanism during the absence of teachers without its pedagogic perspective.
- Distinctive clarity between these two terms was perceived as the need by the concerned stakeholders. Without clarity between these two terms, teachers were managing classroom instruction in their own ways and vision.

Policy Perspectives

- Though a specific policy to address the MGT and MCT situations does not exist, some implicit policy provisions are reflected in certain areas such as fixing of teacher student ratio, distribution of minimum teachers to 1 – 3 and 1- 5 schools, provision of recurrent teacher training package on MGT, opening of new schools even in sparsely populated areas to ensure access and educational provision through mother tongue.
- A need for specific policy to address the MGT and MCT as a pedagogic choice was pointed out by the respondents at all levels. Such policy would address issues related to conceptual clarity of MGT, fixation of teacher – students' ratio,

management of MGT and MCT, teachers' qualifications and training, motivation schemes for MGT teachers, monitoring, follow-up and supervision of MGT practices and students' evaluation schemes.

Bases for Considering a MGT or MCT School

A school, to be considered as an MGT or MCT school, is expected to have the following bases:

- school located in a sparsely populated area with a small number of students (MGT)
- a small primary school with maximum number of 30 students (MGT)
- a school located in a remote and isolated area with a small number of students
- community recognition of MGT and MCT as a pedagogic choice.

Basic Specifications

For the effective implementation of MGT and MCT, following specifications are suggested as the minimum requirements:

- A spacious classroom with at least 1 square meter area per student, minimum of 1 ropani of land for out-of-classroom activities, movable and light desks and benches with 2 students' capacity in each and separate blackboard for each combined grade in the same classroom.
- A single teacher MGT school with less than 20 students, less than 30 students while combining more than one grade for MGT and more than 30 students while combining more than one grade for MCT.
- A teacher equipped with MGT and MCT skills.
- No combination of grade one and ECD with any other grades and no combination of grade one with ECD.
- Desirable combination would be the adjacent grades beyond grade one.
- Provision of learning corners, bookshelf for a small library and other instructional materials, self-learning materials, materials kit box, instructional support materials such as work cards, problem generators, different types of charts and pictures and workbook for the students.
- Provision of teacher support materials that include MGT Teacher's Guide, elaborated integrated curriculum and related supplementary materials.
- Provision of implementing CAS as a means of evaluating the performance of students along with the recording of their behaviour through non-testing devices such as checklist.
- Community ownership in the implementation and management of MGT and MCT.

Instructional Approaches

Following instructional approaches were suggested by the respondents:

- A carefully planned delivery of instruction in MGT situation.

- Annual, weekly and daily plan to address MGT situations.
- Preparation and use of instructional aids to facilitate learning in MGT situations.
- Instructional techniques such as use of monitor and peer tutoring, use of learning corners, use of self-learning materials, use of work cards, work books, work sheets.
- Implementation of CAS to record performance of the students on a continuous basis.
- Regular communication and interaction with parents about their wards' progress and feedback through an established mechanism at the school level.

Chapter VI

RECOMMENDATIONS

Based on the findings of the study, following recommendations are made:

- In order to settle the on-going confusion of MCT and MGT, distinct clarity between these two terms should be made by the MOES in line along with the concept of MCT as an intermediary adjustment of classes during the absence of teachers and MGT as a long term instructional arrangement caused due to:
 - small class size
 - less number of teachers than the number of classes
 - opening of new schools in the sparsely populated area to ensure access in the EFA context, and
 - the acceptance of the fact that MGT is a pedagogic choice.

Therefore, immediate efforts should be directed to establish MGT as a pedagogic choice by executing its useful principles.

- A specific policy on MGT is needed which would address issues related to conceptual clarity of MGT, fixation of teacher-student ratio, management of MGT and MCT, teachers' qualification and training, motivation schemes for MGT, teachers, monitoring, follow-up and supervision of MGT practices and students evaluation schemes.
- Following bases are recommended in order to declare a school as an MGT or MCT school:

MGT School

- A small primary school with maximum 20 students,
- A school located in a sparsely populated area with a small number of students, not exceeding 30, while combining more than two grades,
- A school located in a remote area where the number of students is very small and is not likely to increase for sometime to come,
- Community reorganisation to MGT as a pedagogic choice

MCT School

- A school where the number of students exceeds more than 30 while combining more than one grade,
 - A school where there are less number of teachers than the number of grades caused due to the lack of students' required number to meet the teacher student ratio,
 - MCT should be considered as an intermediary adjustment which needs to be settled either by supplying required teachers' quota or converting it into an MGT school.
- For the effective implementation of MGT and MCT, following specifications are recommended as the minimum requirements:

- A spacious classroom with at least 1 square meter area per student, minimum of 1 ropani of land for out of classroom activities, movable and light desks and benches with 2 students' capacity in each and separate blackboard for each combined grade in the same classroom.
 - A single teacher MGT school with less than 20 students, less than 30 students while combining more than one grade for MGT and more than 30 students while combining more than one grade for MCT.
 - A teacher equipped with MGT and MCT skills.
 - No combination of grade one and ECD with any other grades and grade one with ECD.
 - Desirable combination would be the adjacent grades beyond grade one except in the case of small school with less than 20 students.
 - Provision of learning corners, bookshelf for a small library and other instructional materials, self-learning materials, materials kit box, instructional support materials such as word card, problem generators, different types of charts and pictures and workbook for the students.
 - Provision of teacher support materials including MGT Teacher's Guide, elaborated integrated curriculum and related supplementary materials.
 - Provision of implementing CAS as a means of evaluating the performance of students along with recording their behaviour through non-testing devices such as checklist.
 - Community ownership in the implementation and management of MGT and MCT school.
- To reflect the spirit of MGT, the classrooms to be built in the future are to follow the basic specifications of MGT as recommended by this report.
 - Since the teachers have very little knowledge of 'MGT' as a pedagogic application, they have still considered this situation as an intermediary arrangement. If this attitude remains and the practice continues to exist at the cost of the spirit of MGT, the present state of affairs will continue. Therefore, an intensive and thorough orientation on the MGT practice and its pedagogic benefits should be provided to the teachers so that an insight into MGT practice could be developed.
 - An intensive training on MGT practices should be given to the teachers in order to motivate and enable them to apply the MGT techniques such as integrating lesson plans, using SLM using whole class approach, organizing demonstration lesson and curricular adjustment skills. These specific skills are to be reflected in the MGT teacher training package
 - In order to ensure the transfer of training in classroom practice, teacher training on MGT should follow the modality of 10 - day training in Resource Center (theoretical), followed by another 10-day training in respective schools of the participants and follow-up workshops as specified by them. This will equip the teachers with the theoretical orientation on MGT and apply those skills in the classroom situation in the presence of the trainers. The follow up workshops will help the teachers to settle the issues observed during the implementation of MGT skills.

- In order to regularly update the teachers on MGT practices, technical backstopping from the DEO, RP/SS should also be given to the MGT teachers.
- Community awareness package on MGT should be prepared and delivered to promote and ensure community involvement in MGT management.
- Following instructional approaches are recommended:
 - A carefully planned delivery of instruction in MGT situation
 - Annual, weekly and daily plans to address MGT situation.
 - Preparation and use of instructional aids to facilitate learning in MGT situation.
 - Use of instructional techniques such as use of monitor and peer tutoring, use of learning corners, use of self-learning materials, use of word cards, work book, work sheets.
 - Use of continuous assessment scheme to evaluate the students' performance.
 - Regular communication and interaction with parents about their wards' progress and feedback.
- A strong monitoring and supervision mechanism at the grassroots level should be established involving its key players with their roles specified.

REFERENCES

- APEID/UNESCO (1989). *Multi-grade teaching in single teacher primary schools*.
- CERID/TU (1988). *Multi-grade Teaching in Primary Schools of Nepal*. Kathmandu: Author.
- CERID/TU (2003). *A Study on Multi-grade/Multi-class Teaching: Status and Issues*. Kathmandu: Author.
- COPE (2002). *Quality with Equality: COPE Annual Report 2001/2002*, Kathmandu: author.
- COPE (April-June 2002). *COPE : Quarterly Bulletin of Community Owned Primary Education Programme NEP/99/009*. Vol. 3, No. 11.
- Gupta, D., Jain M, Bala, N., (1996). *Multi-grade Teaching: Status and Implications*. New Delhi; National Council of Education Research and Training.
- HMG (1999). *The Local Self-governance Act*. 1999. Kathmandu: The author.
- HMG (2058 B.S.). *Education Act and Regulations (Seventh Amendment) 2058*. Kathmandu: Author.
- Little, Angela (1995). *Multi-grade Teaching: A Review of Research and Practice (A Multi-grade Teaching Project)*. Institute of Education, University of London.
- Little, Angela (2001). Multi-grade Teaching: Towards an International Research and Policy Agenda in *International Journal of Educational Development*. 21(2001) 481-497. Institute of Education, University of London. Web site: www.elsevier.com/locate/ijedudev.
- Little, Angela (2003). *Multi-grade Teaching*. A paper presented at international seminar held at Kathmandu: CERID.
- Miller, B. (1991). A Review of the Qualitative Research on Multi-grade Instruction in *Research in Rural Education*, 7(2), 3-12.
- Miller, Bruce (1991). Teaching and Learning in the Multi-grade Classroom: Student Performance and Instructional Routines in ERIC Digest/ERIC Clearinghouse on Rural Education and Small Schools, Charleston WV.
- NCED (2001). *Supplementary Teacher Training Curriculum of Community Owned Primary Education Programme*, Bhaktapur: Author
- NCED (2003). *Primary Teacher Training Curriculum: Pre-Service*, Bhaktapur: Author.
- NCED (2003a). *Teacher Education in Nepal: The Issues of Multi-grade Schools Options and Recommendations*, Bhaktapur: Author.
- NCED (April 2003). *Primary Teacher Training Curriculum: A Basic Training Curriculum for Primary School Teachers*, Bhaktapur: Author
- Suzuki, T. (2000). *Multi-grade Teaching: Does it Exist in Nepal?* Abstract of a case study in Nuwakot District in Bajracharya et al. (eds.), *Education and Development* (pp. 91-103), Kathmandu: CERID.
- The Master Plan Team (1997). *The Basic and Primary Education Master Plan*. Kathmandu: MOE/HMG.
- Training and Supervision Section/DOE (2057 B.S.) *Multi-grade Teacher Training Manual (in Nepali)*, Bhaktapur: Author

Annex I

LIST OF THE SAMPLE SCHOOLS

District	School code	Names of the sample schools (VDC)
Kaski	1.	Saraswati Primary School, Dhikur Pokhari-9, Thulachaur
	2.	Aadu Primary School, Pumdi Bhumdi-1, Aanadhu
	3.	Chhitiz Primary School, Lahachowk-7, Lahachowk
	4.	Bhalam Primary School, Bhalam-1, Bhalam
Dhankuta	5.	Pancha Kanya Primary School, Parewadin-5, Rohateahal
	6.	Aatmara Primary School, Dhankuta-3, Aatmara
	7.	Thani Primary School, Belahara-7, Guthitar
	8.	Chandra Primary School, Bhirgaun-2, Gurase
Mustang	9.	Diyo Primary School, Tuchuk VDC 5, Chokhopani
	10.	Gyan Bhumi Primary School, Muktinath VDC 7, Khinga
	11.	Shri Tiri Primary School, Kagbeni VDC 9, Tiri
	12.	Dhumba Primary School, Jomsom VDC 9, Dhumba
Dhading	13.	Kuwapanidevi, Primary School, Naubise-5 Khattrithok
	14.	Janakalyan Primary School, Thakre-9, Ganeshe
	15.	Golma Rani Primary School, Kumpur-3, Parewater
	16.	Nava Durga, Primary School, Syamkosi-3, Bagaichapool
	17.	Balkumari Primary School, Baireni-8, Bhaltar
Rautahat	18.	Sri Durga Community, Primary School, Mahammadpur-1, Mahammadpur
	19.	Krishna Pranami Primary School, Domria-2, Hajarpoor

Annex II
STUDY TOOLS

School Survey Form (checklist)

Name of School:

Address: District VDC/Municipality Word No. Village

A. Availability and use of resources.

1. School building Yes () No ()
2. Number of rooms in the school
3. Number of rooms used for i) teaching
- ii) office
- iii) teaching and office.....
4. Number of desk/ benches in the classroom: adequate () inadequate ()
5. Proper use of the classroom space: Yes () No ()
6. Adequate space for the morality of teacher: Yes () No ()
7. Adequate space for group formation: Yes () No ()
8. Appropriate size of the desks/benches for the formation of the group: Yes ()
No ()
9. Availability of blackboard: Yes () No ()
10. Use of blackboard by the teacher
Commonly used for both the grades ()
Used for one grade at a time ()
Not used at all ()
Hapazardly used ()
Used for the giving classwork () homework ()
Used for giving instruction ()
11. Use of blackboard by the students
Students only copy from the blackboard ()
Used instruction for learning ()
Used to practice class work ()
Used to rote contents matters ()
12. Use of textbook by the teacher
Wholly depended on textbook teaching ()
Used for doing exercise ()
Used for controlling students in teachers absence ()

13. Availability of students self learning materials
adequate () inadequate () absence
Use of students' self learning materials
adequate () inadequate () absence
14. Availability and use of instructions materials
Purchase materials: adequate () inadequate () absence ()
Locally made by the teacher: adequate () inadequate () absence ()
15. Play ground and its use:
Play ground as per the number of students
Adequate () inadequate ()
Play ground used for combine play or work: Yes () No ()
Morning pray: Yes () No ()
Free play: Yes () No ()
Teacher guided play: Yes () No ()
- B. Class Arrangement
Class arrangement in MGT situation
Combination of next to each other grades () Remark
Combination of grades other than next to each other () Remark
Random combination of grades () Remark
Class arrangement in MGT situation
Combination of next to each other grades () Remark
Combination of grades other than next to each other () Remark
Random combination of grades () Remark
During teachers' absence any grade remains free () Remark
Any teacher looks after the teacher absent class () Remark
- In school and out of school activities**
In school activities
Morning prayer () PT during morning prayer ()
General instruction before starting of the class ()
Combined two or more groups for co-curricular activities ()
Teacher assigned to look after students play activities ()
Grouping of students for in school activities ()
Any other activities
- Out of school activities*
Types of activities arranged outside the school (if any)

- Single grade programme () Remark
- Combined grades programme () Remark
- Curricular programme () Remark
- Co-curricular/extra-curricular programme () Remark

D. Instruction Plans and Record Keeping

1. Annual work plan: available () not available ()
2. Implementation of Annual work plan: Yes () No ()
3. Teachers plan for teaching in MGT/MCT classes: Yes () No ()
4. Teachers' planning: adequate: inadequate () absent ()
5. Planning of individual instruction: Yes () No ()
6. Time table: available () not available ()
7. Time table for MGT/ MCT: appropriate () inappropriate ()
8. Implementation of timetable: proper () improper ()
9. Provision of keeping students' progress record: Yes () No ()
10. Keeping diary to note students' progress: Yes () No ()

E. Teachers' Profile

1. Total No. of teachers in school
2. No. of teachers trained in MGT (10 days recurrent)
3. No. of teachers by type (a) Permanent
- (b) Temporary in the permanent post
- (c) Private quota teacher
4. No. of teachers by academic qualification (a) B.A. and above
- (b) I.A.....
- (c) S.L.C.....

F. Student's Record

Sex	No. of students									
	Enrolled					Present				
	1	2	3	4	5	1	2	3	4	5
Boys										
Girls										
Total										

Class Observation Form

A. PERSONAL PROFILE OF THE TEACHER

1. Name of School:
2. Name of the Teacher:
3. Permanent/Temporary/Private (local resource based)
4. Teaching Experience: year(s).
5. Training Attended

S.No.	Year	Name of the Training	Duration

B. PHYSICAL SETTING OF THE CLASSROOM OBSERVED

6. Type of MGT situation:
Multi-grade situation: () Multi-class Situation: ()
7. This situation prevails as:
(a) Intermediary arrangement ()
(b) Long term arrangement ()
(c) Crisis management ()
8. Class Combination:

Class	Class Covered*	Details			
		Boys	Girls	Total	Subjects Taught
Pre-					
One					
Two					
Three					
Four					
Five					

* classes covered by the teacher during the observation period.

9. Student's seating arrangement is organised in:
Row ()
Circle ()
Semi-circle ()
U-shape ()
V-shape ()
Others (please specify)

10. Physical setting of the classroom

Specifics	Good	Fair	Poor	Not Available
Classroom sanitation				
Cleanliness of the floor				
Cleanliness of the walls				
Lighting condition				
Ventilation				
Number of desks and benches				
Arrangement of desks and benches				
Open space for teacher's movement				
Space for group work and other activities				
Cleanliness of the blackboard				
Condition of the blackboard				
Classroom decoration				
Provision of dust bin				
Use of dust bin				
Provision of learning corners				
Use of learning corners				
Availability of book/materials shelves				
Management of the materials in the shelves				
Display of students' materials				

11. Are desks and benches movable? Yes () No ()

12. Sitting capacity of the benches.

13. Availability of teaching materials in class: Yes () No ()

If available, list the items available:

a)

b)

c)

C. TEACHER'S PREPARATION

14. Does the teacher have a written lesson plan? Yes () No ()

15. Does the teacher seem prepared for the lesson? Yes () No ()

If yes, mention the indicators of teacher's preparedness:

a)

b)

16. Has the teacher brought any specific learning support materials in class? Yes ()
No ()

If yes, what are they? Worksheet(s)

Task sheet(s)

Group activity plan

Pictures

Others (pls specify)

17. Has the teacher used any of the following instructional support materials?

Materials	Yes	No	Remarks
Teacher's guide			
References			
Dictionaries			
Teacher's diary			
Other, (pls specify)			

D. INSTRUCTIONAL DELIVERY

18. How does s/he begin the class?

By addressing all the grades at a time

By addressing one grade at a time

Others (please specify)

19. What activities does s/he assign to the students when s/he goes from one class to another?

20. What do the students do during the absence of teacher?

21. How does the transition take place when the teacher moves from one grade to another grade?

a) By giving them class work

b) By sending them to the playground

c) Engaging them in group/pair work

d) No instruction at all

e) Assigning monitor to look after the class

f) Others (pls specify)

22. Who monitors the classroom activities when the teacher is absent?

23. How does the teacher monitor teaching learning activities in different classes at the same time?.....

24. How is the content delivered? (*For MGT situation only*)

a) Integrated themes (for all grades)

b) Separate theme (one at a time in a grade)

c) Mixed

Comments, if any:

25. Principal teaching method(s) adopted a) Lecture

b) Discussion

c) Question/ Answer

- d) Discovery
 - e) Exploratory
 - f) Project
 - g) Others (pls specify)
26. Did the teacher organize group work? Yes () No ()
27. If yes, how did the teacher organize students for group work?
- a) ability grouping
 - b) random grouping
 - c) interest grouping
 - d) gender grouping
 - e) age grouping
 - f) class grouping
 - g) row grouping
 - h) other (pls specify)
28. Was the group work appropriate for the given activity? Yes () No ()
29. Was the activity distributed as per the capacity of the students? Yes () No ()
30. Did the teacher assign task to the members of the group? Yes () No ()
31. If yes, mention the type of role assigned:

32. How did the teacher ensure equal participation of the members in the group?
33. How was the group work conducted?
- a) Monitoring
 - b) Reporting
 - c) Feedback
34. Questioning technique:
- a) Pointed out a student and asked a question
 - b) Asked question first to the whole class and then pointed the individual to answer it
 - c) Asked the students to ask questions to their friends
 - d) Other (pls specify)
35. What did the teacher do when s/he did not get an answer from the student?
36. How does the teacher facilitates learning in a bilingual situation (if it prevails in the class observed)?
- a) by using local language
 - b) by translating into local language

- c) by rephrasing the statements
 - d) others (pls specify)
37. What was the language level of the teacher in the instructional delivery?
- a) graded to the need of all levels
 - b) appropriate only for the higher classes
 - c) appropriate for the lower classes
 - d) beyond the level of all the students
38. Did the teacher use gestures/body language for:
- a) controlling the class
 - b) making things clear
 - c) monitoring the students' activities
 - d) other (pls specify)
39. How did the teacher make use of the blackboard for all the grades?
- a) Used for one grade at a time
 - b) Each grade has separate blackboard in MGT class
 - c) Used blackboard dividing space into sections for different grades
 - d) Used the blackboard as per the need of the lesson
40. Was the size of blackboard adequate for an MGT class? Yes () No ()
41. Location of blackboard
- a) At students' access
 - b) Convenient to use
 - c) Visible from all sides
42. Use of blackboard by the students
- a) Students only copy from the blackboard
 - b) Used instruction for learning
 - c) Used to practice class work
 - d) Used to note contents matters
43. Did the teacher use textbook? Yes () No ()
44. If yes, was the teacher's class textbook dependent? Yes () No ()
- If no, how was the textbook used?
45. Did the teacher use teaching/learning materials in class? Yes () No ()
46. Was the use of teaching/learning materials appropriate? Yes () No ()
47. Was any class-work given to the students? Yes () No ()
- If yes, how did s/he monitor the class work?
48. What was the class work checking strategy?

- 49. How did the teacher manage time?
- 50. Did the teacher sum up the lesson? Yes () No ()
- 51. If yes, how did the teacher sum up the lesson?
- 52. Did the teacher give any homework to the students? Yes () No ()
- 53. What were the homework checking strategies?
- 54. What additional activities are carried out apart from the teaching/learning activities?

Interview Schedule for School Supervisors and Resource Persons

1. How often do you encounter MGT/MCT situation in your supervision areas/resource centres?
2. What are the main problems you have noticed in MGT/MCT situation?
3. What measures do you think can solve the problems caused by multi-grade and multi-class teaching?
4. What types of arrangements are to be made for running multi-grade and multi-class teaching in a school?
5. What kind of instructional approaches do you think should be adapted to address MGT/MCT situation?
6. What types of supports have been asked by MGT/MCT teachers?
7. What kind of support have you been able to provide to MGT/MCT teachers?
8. What kind of community support is necessary for MGT/MCT practice?
9. What kind of instruction plans have you observed in the schools?
10. What kinds of incentives do you suggest to motivate teachers to work in MGT/MCT situation?
11. Are you involved in the delivery of MGT recurrent training? If yes, what are the areas of the MGT training that need to be improved?
12. What kind of support materials and educational resources will be necessary for MGT teachers?
13. How often do you supervise a school in a year? Also mention the areas that you focus while supervising the school.
14. What monitoring and supervision mechanism do you suggest for the effective implementation of MGT in primary schools?

Focus Group Discussion Guidelines for Teachers/Head Teachers and SMC Members

Focus group discussion with the teachers/head-teachers will be based on the following guidelines:

1. Initiation of multi-grade and multi-class teaching in the school
2. Problems faced by them to run classes in MGT and MCT situation
3. Support needed to increase students' enrolment through MGT/MCT arrangement
4. Community involvement in running MGT and MCT activities
5. Type of support expected from DEO to implement MGT/MCT in the school
6. Provision of instructional materials and their use in MGT/MCT situation
7. Instructional plan necessary for implementing MGT and MCT in the school
8. Other professional support required for multi-grade/multi-class teaching
9. Ways of making Multi-grade teaching effective, easy and practical?
 - Curricular adjustment
 - Instruction
 - Evaluation

Workshop Guidelines

(Central Level and District Level)

Objectives

1. To identify policy measures regarding MGT and MCT situation in Nepal
2. To identify bases for considering a school for MGT and MCT
3. To identify basic specifications for setting up MGT and MCT
4. To identify instructional strategy for MGT and MCT

Annex III
WORKSHOP THEMES

Workshop on
Policy Measures and Basic Specifications for MGT and MCT in Nepal

Objectives

1. To identify policy measures regarding MGT and MCT situation in Nepal
2. To identify bases for considering a school for MGT and MCT
3. To identify basic specifications for setting up MGT and MCT
4. To identify instructional strategy for MGT and MCT

Group A

Policy Measures for MGT and MCT Situations

1. Concept and Definition of MGT and MCT
2. Recognition of MGT and MCT situation
3. MGT and MCT as temporary adjustment or pedagogic choice
4. Teacher preparation and recognition
5. Teacher- student ratio
6. Teacher deployment
7. Curricular adjustment
8. Assessment of students' progress or grade promotion
9. Monitoring, evaluation and feedback
10. Others

Group B

Bases for Considering a School for MGT and MCT

1. Location and population
2. Teachers' supply
3. Physical facilities and school building
4. Teachers' qualification and training
5. Initiation of MGT or MCT School
6. Setting up a support system
7. Resource mobilization
8. Community involvement
9. Others

Group C

Basic Specifications for Setting up MGT and MCT School

1. Physical facilities (space of the classroom, size of the furniture, extra furniture)
2. Location (distribution of primary schools in the community, school mapping)
3. Organising the school (class size, assignment of rooms and teachers)
4. Teacher preparation (Teacher training, supervision and follow up)
5. Instructional / support materials
6. Curricular provisions / curricular adjustment
7. Classroom settings (grouping of students, combining grades for MGT, creation of learning corners etc.)
8. Teacher student ratio
9. Specific role of teachers (planning learning activities, record keeping etc.)
10. Assessment techniques, methods, practices
11. Management aspect (Community support, role of SMC, role of DEO)
12. Monitoring and follow up mechanism

Group D

Instructional Strategies (How to manage instruction?)

1. Classroom organization: Instructional resources and the physical environment to facilitate learning.
2. Classroom management and discipline: Classroom schedules and routines.
3. Instructional organization and curriculum:
4. Instructional delivery and grouping:
5. Self-directed learning/Individual learning
6. Peer tutoring/using monitors for multi-grade teaching
7. Principal of learning to learn: Shift of focus from teaching to learning, teacher as a facilitator rather than an instructor, discouraging grade promotion or annual evaluation.
8. Assessment and reporting
9. Transacting text books in multi-grade teaching situations using clustering of topics.
10. Instructional approach
 - a. Whole class approach
 - b. Individual approach
 - c. Self-learning/self-directing approach
 - d. Peer tutoring approach
 - e. Group work approach
 - f. Work cards/workbook approach

Annex IV

KASKI: DISTRICTWISE CASES ON MGT AND MCT PRACTICES

Exiting scenario of the observed schools (school No. 1-4).

Physical settings of the classroom observed

Both the MGT and MCT situations were found in the observed schools. In one of such schools, teachers misunderstood the concept of MGT as teaching two grades in the same room under particularly partitioned situation. This was found intermediary situation. Multi- class teaching was found inevitable in three observed school and one school had the situation of complete teacher school in near future. In two observed schools where number of students was found the lowest (less than 25), multi- class was found long term arrangement. However, teachers were found to have been waiting for grade- wise teachers.

Among all the five classes observed, adjacent (next to each other) grades were covered by the teachers in four schools during the observed period. Three cases were found with teaching the same subject and in two cases separate subjects were taught.

The seating arrangement in both the situations was found similar. The students were sitting in rows with fixed benches set in class. Though the number of desks and benches were found enough for the students, the arrangement of them was recorded poor in majority of the cases. As far as the classroom, sanitation and cleanliness is concerned, it was found good in MCT situations but was rated fair in MGT situation. The lighting condition and ventilation was also found enough except in a school where a window had to be divided into two classes while partitioning a class for two grades. The classroom space was found enough in both the situations. However, MGT situation the space was enough for teacher's movement but not enough for students' activities such as group work and pair work.

Blackboards were available in all schools and their condition was also found good. The blackboards were placed in the appropriate location and they were visible from the students' sitting sites. Blackboards were used for one grade at a time even in MGT situation. No partition of the blackboard space for multi-grades was noticed. Moreover, in the MGT situation there was no provision of separate blackboards for different grades. The teachers used the blackboards for different grades. The teachers used the blackboards mainly to give exercise to the students but not to facilitate students learning by manipulating it during the class. Except the students' daily attendance chart, no classroom decoration was observed in the schools.

The provision of dustbins and their use were found almost nil except in a school where small tin boxes were used as dustbins.

There was no provision of learning corners in any schools. All the students were kept in one group and teachers addressed the whole class. Similarly, no teaching/ learning materials were found in the classes. Display of students' materials found non- existent.

The desks and benches found in the schools could accommodation 3-5 students each. The movement of the benches in such situation was not found appropriate for participatory learning.

Teacher preparation

No written lesson plans were found with the teachers. However, majority of the teachers seemed prepared for their lessons as they presented their lessons with confidence and they reviewed the previous lessons and linked them with the present one. Their representations were found relevant. In one MCT situation, the teacher was found prepared in one subject but not prepared at all in another subject.

In both the situations the teachers did not bring any learning support materials with them except the usual materials (chalk and duster). Similarly, none of them was found to have used any reference materials such as TG, Dictionaries, diaries etc.

Instructional delivery

In MGT classes the teachers began their classes first by addressing one particular grade, and then switched to another grade after giving them some instructions and certain assignments such as reading, question answer etc. In MCT situation, also similar practice was found to monitor the classroom activities during the absence of the teachers in both the situations. The students were on their own. The teachers did not monitor the teaching/ learning activities in more than one class. They just concentrated on the classes they were teaching and the other classes, where the teachers were absent, were left at the mercy of the students. In the content delivery, no integration of the themes was noticed. The teachers started classes with a theme for one grade, gave some work to the students, moved to another grade and began classes with another theme. The principle teaching method adopted was lecture method with occasional comprehension questions. No other teaching techniques such as group work/ pair work were recorded in the classes.

The language level of the teachers was appropriate to the level of the students. The students did not have any problem to comprehend the language of the teachers. All the teachers spoke clearly with the occasional use of gestures for controlling the class.

The teachers were found to have used the textbooks for their teaching/ instructional delivery. They took the textbook for granted and presented the materials solely from the prescribed texts. No other materials except the books were used in their instructional delivery.

Only a few teachers were found to have assigned systematic class works and checked them on individual basis. In other classes no classwork as such was assigned but the students were asked to read the book and/ or copy something from the blackboard.

Homework was given in majority of classes but their checking strategies could not be observed as none of them talked about the homework assigned in previous lessons. This shows that the teachers either might not have given any homework or do not check homework.

Time management was found a very critical issue in both the situations. The teachers did not have any time plan as such. They just distributed their time at random. In one of the cases the teachers even forgot that they were teaching more than one grades at a time. He had to be reminded by the observer that there was another class to be covered at the same time. Similarly, in another case the teacher used only 35 minutes time for teaching both the grades.

All the four schools observed had their own buildings. One of the four observed schools had sufficient building. One of the four observed schools had sufficient number of rooms for all the individual grades except one office room and storeroom.

Total number of enrolled students in this school was 23. Three students in each grade 2 and 3 and four students of each grade 4 and 5 had got separate room. Since the space of the rooms was sufficient for at least 10 students, both the grades 2 and 3 or 4 and can be seated in a room MGT can be managed properly. But MCT was managed in the school. One of them (Saraswati P.S.) had three rooms for teaching purpose whose one room had been partitioned to manage MGT for two grades. The number of students in this school was 90 but only 41 were present on the day of observation. Grades 2 and 3 were managed for MGT in a partitioned room. It indicates that schools prefer one room teaching to separate room teaching for two grades.

The next school (Kshitiz Primary School) had four rooms for teaching five grades. Sometimes they manage the teaching of one grade in the office room. Since the number of students was less than 35 (22-34) in four grades (2,3,4 and 5) MCT could be managed for the grades 2 and 3 as well as for 4 and 5. They had very temporary adjustment of MGT and tried to shift into grade teaching.

The last school (Bhalam P.S.) had four rooms for teaching, one office room and one store room. Total number of enrolled students was 20 in this school. Teaching of grades 1 and 2 was managed in a room. Other grades were taught in separate rooms. With respect to space of the rooms and number of students, MGT could be managed in this school. In such a situation also teachers did not prefer MGT saying that when students of two grades are put together, they create disturbance.

Textbooks were made available in time and used for teaching in all the observed schools. Students' self-learning materials were found in all the four schools. They were found sufficient for two schools where number of students was very few. However, with respect to the variety, they were not sufficient. Available students' self-learning materials were as per the level of students. These materials were made available by CDC/ HMG. Three schools were also found with teachers' learning materials but they were not used by the teachers' self-learning materials (T.G, references etc.). Pocket charts, maps and globes were found in all the four schools. After observation it was found that these materials were not used for teaching purpose. In one of the observed schools, teacher made materials (charts, graphs etc) were found in adequate number but they were used for decorative purpose only and not for classroom teaching.

The condition of physical facilities like play ground, compound wall, toilet and drinking water was found not satisfactory which also have the impact of quality instruction in the school.

Time-table management

Only one of the observed schools used time-table for instructional purposes. Interestingly, one other school was found without timetable in the school. In one of the schools, grades were combined randomly for MGT or MCT purpose.

Time-table was found to be prepared in all the four schools as taught in the training period following training period. Grade teaching was found to be used in all the schools. One school have used grade teaching up to grade three. In this school, multi-class teaching was found alternatively: sometimes combining 3 and 4 grades and sometimes combining 4 and 5 grades. Combination of the both MGT and MCT was used by a teacher in the same period. MGT and MCT arrangement were used basically for teaching creative and expressive arts and physical education in grades 4 and 5. Sometimes grades 2 and 5 were taught by a teacher for different subjects. In

such a situation MGT was found a ritual to assign two grades for a teacher not for the delivery of instruction but engaging the grades or not keeping any grade without teacher in the timetable.

Activities other than regular teaching

Only two schools had the practice of Morning Prayer and P.T. in the prayer. The period of Morning Prayer was not used for providing general instruction to the grades with respect to instructional activities. In the observed schools activities were reported to be guided by the teachers. Only one school had made the provision of groups in the form of houses (Sadan) for the purpose of in-school activities. Two schools reported that such activities used to be organized as per the objectives with students' role defined.

Quiz contest was found one of the most popular activities in all schools. Some other activities frequently used were singing folk songs, spelling contests, sanitation program (cleaning classroom, play ground etc) and cultural program. Some Resource centers were found to prepare operation calendars for all the schools within the Resource Center.

Report of the district level workshop

Policy measures

- Concept and definition of MGT and MCT,
 - MGT and MCT situations should be treated separately
 - A primary school with maximum 30 students should be declared as MGT school (small school: one teacher primary school for three grades primary school and two teacher primary school for five grades primary school).
 - For MGT class the number of students should be maximum 30 for two or more grades. In such a situation the school should be declared as MGT school.
 - When the number of students exceeds 30 while combining two grades and does not reach the fix ratio, it should be declared as MCT School.
 - There should be the provision of change in the nature of the school (MGT, MCT, GT) as per the change in population, availability of teachers, and number of students.
 - The bases for MGT school should be fixed.
 - Special arrangement of instructional materials (teaching- learning materials, reference materials, self- learning materials etc.) should be made in MGT and MCT schools.
 - Awareness and dissemination programme should be arranged in order to arouse positive attitudes towards multi-grade teaching.
- Recognition of MGT and MCT situations
 - Any school is not defined as multi-grade and multi-class and any responsibility is not given to the teachers as such. In such a situation the following arrangements should be made for the clarity of the concept:
The MGT and MCT should be decided as per the number of students.
Training and incentives should be given to the teachers involved in teaching MGT and MCT situations.

The teachers teaching in MGT or MCT situation should not be transferred during the mid of the session.

Community people should be responsibility to decide on MGT or MCT or GT school.

- Teacher preparation and recognition
 - Special training package should be developed for the teachers teaching in MGT and MCT situations.
 - Teachers' role and responsibility should be specified in the appointment letter who is going to teach in multi- grade or multi-class situation.
 - Teachers with teaching experience in MGT and MCT schools should get priority or recognition in promotion and deployment.
 - Teachers teaching in MGT and MCT situations should be provided special support and incentive for their motivation and encouragement for teaching in such situation.
 - Minimum qualification for teaching for MGT and MCT situation should be raised.
- Teacher-student ratio should be fixed as:
 - In a situation where the number of teachers are less than the grades, the teacher- student ratio should be 1:30 for MGT and 1:40-60% for MCT.
 - For grade or subject teaching teacher-student ratio should be not more than 1:45 (complete teacher school situation).
- Curricular adjustment
 - Local contents should be included in the curriculum (30% local contents and 70% national contents).
 - Optional subjects and their respective contents should be decided by CDC.
 - Primary level curriculum and its contents should reflect the diversified need of geographical region, ethnic groups and expectation of local people.
 - Curricular adjustment should be based on research and study on concerned areas.
- Monitoring, evaluation and feedback:

Monitoring, evaluation and feedback mechanism should be developed for the effective implementation of MGT and MCT as decided by the policy.
- Resource center for EFA:

One Resource center for EFA should be established in the district which should provide necessary support to run MGT and MCT schools in the districts.

Basis for considering a school for MGT and MCT and basic specifications for an MGT school

- Remote and distant areas and sub-urban areas have the need of MGT and MCT practice.
- From the point of the view of supply of teachers, MGT seems to be more effective in grade 1-3 schools where 1 or 2 teachers could be supplied.

- Early Childhood Development centers must be separated from primary school.
- Continuous Assessment System (CAS) must be applied in MGT and MCT situations.
- Minimum 1 or 2 classroom for grades 1-3 schools and 3 or 4 rooms for grades 1-5 schools. Space for each student in MGT class should be 1.5 square meters; minimum of 1 ropani should be for open space in each MGT school provision of separate blackboard should be made in MGT class, For MGT school, there should be minimum numbers of display boards (4), general rack, Library rack and store rack, material kit box (2 or 3) and movable bench or carpet with small desk.
- Teachers' qualification and training: Minimum qualification of teachers teaching in MGT/MCT situation should have Higher Secondary or intermediate level education with 5 months training in multi-grade teaching (SLM based training). After one year of teaching in MGT and MCT situation a short refresher training should be conducted. Frequent monitoring and technical support should be provided by RPs/SSs.
- Workshop and training to other stakeholders: Orientation training to head teachers (1 week duration) workshop for SMC members (1 week duration). Training to school supervisors and resource persons (2 weeks).
- Teachers should prepare annual and weekly work plans. Provision of anecdotal record, socio-cultural record and students' achievement record should be made in each MGT/MCT School.
- MGT or MCT school should have the minimum provision of support materials, work-cards, different problem generators (e.g. Dice, model) minimum number and types of charts, toys, color, pictures and picture cards.
- The same Curriculum and the same textbook should be used for all types of instructional arrangements. Separate Teachers' Guide should be developed for teaching in multi-grade and multi-class situations. Workbooks should be developed for each grade and subject (also for special need based).
- If there is separate provision of ECD center in the school, grade 1 can be put in MGT setting. The most probable setting for MGT is the combination of grades 2 and 3 or 4 and 5.
- For considering a school as multi-grade, the school should use the instructional approaches like, self-learning materials, group work, use of monitor, play-way, rhymes etc.
- The MGT and MCT schools should adopt continuous assessment system (CAS) for evaluating students' performance. A checklist should be developed and use to access students learning outcomes. Students' progress report should be distributed and discussed with the parents in every three months.
- A teacher working in MGT and MCT situations should get additional support and incentives for his/her professional growth and hence develop positive attitudes towards teaching in such an instructional arrangement.

Instructional Approaches

The following instructional approaches are suggested for proper delivery of instruction in multi-grade and multi-class situation:

- Classroom Organization: (instructional resources and physical environment of the classroom facilitate learning).
 - Sufficient indoor space for mobility and group work.
 - Two- student bench/ desk, not fixed, light enough to move.
 - Provision of learning corners (general, science and mathematics) and materials corner with shelves).
 - Two blackboards (one fixed and one mobile) should be accessible and comfortable for students' use also.
 - Large size window with adequate light and ventilation.
 - Classroom walls decorated with teacher and students made materials.
 - Provision of dustbins and clean drinking water.
- Time-table management
 - Same subject for both/ all the grades in MGT and MCT situations.
 - Combination of adjacent classes (combination of grades 2 and 3 or grades 4 and 5).
 - Timetable should be prepared in a grade teaching modality with a provision if multi-grade and multi- class setting.
 - Difficult subjects should be taught earlier with a short time break after two periods.
 - Flexibility in timetable with effective utilization of time.
- Instructional delivery
 - Curricular adjustment should be made for maximum delivery of common instruction.
 - While delivering instruction to one grade, appropriate management should be made for making the other grades of multi-grade and multi- class situation busy with their learning. It will help the teacher maintain discipline in the class. For this propose, strategies like self-learning activities (SLA), workbook and work-card will be helpful.
 - Strategies for group learning activities should be applied in order to improve quality of instruction. However, groups should be formed to meet the objectives of the lesson.
 - Students should be involved to choose instructional approach for effective delivery of instruction.
- Peer tutoring
 - Classroom routines should be managed in such a way to use students' skill in serving as "teachers" to other students within and across differing grade levels. In such a situation the teacher should be alert to monitor the teaching of the peer. This peer tutoring may be more helpful in MCT situation.

- Principle of learning to learn
 - The focus of instructional approach should be shifted from teaching to learning.
 - Instruction should not be based on grade promotion but on concrete experiences and facilitation of learning.
 - Group activities should be followed by individual activities.
 - Teacher should play the role of a facilitator rather than that of an instructor.
 - Mix-grade group should be formed to facilitate co- operative learning.
 - There should be an environment healthy competition between and among the groups and promote cooperation within the groups.
- Assessment and reporting of performance
 - Both the class work and homework strategies should be adopted in MGT and MCT situations.
 - Time should be managed for checking class work and homework and provide immediate feedback.
 - Students' progress report should be kept for regular assessment of their progress.
- Out of school activities
 - Out of school activities in the form of short visit, followed by reporting (oral and written) should be organized.
 - Out of school activities should be mentioned in annual plan of the school.

Report of the FGDs organized in sample schools

Initiation of MGT/MCT in the school

MGT and MCT were not initiated in a planned way in all the four schools observed. The situation of not getting adequate number of teachers as per the number of the grades in the school was the reason for MGT/MCT practices in the schools. One of the observed schools (Kshitiz Primary School, Lahachowk) has the practice of multi-class teaching but in the near future (within this session) this situation will not continue any more. It was because the school was going to appoint two new teachers on private basis. The school did not inform this reality to the DEO or RP because of the fear that the authority would not deploy teachers in the school if they came to know this reality. The Head teacher of this school expressed, "Since the school has increased the quality of instruction, the enrollment of the students increased that has created the situation of subject teaching in the school". In this regard Head teacher of Bhalam Primary School expressed, "Because of the Boarding Terror (fear of private schools), the number of students was decreasing that has created the situation of MGT as a long-term feature of the school". The number of students decreased in Saraswoti Primary School also. However, the reason for this was different than that of the Bhalam primary school. The migration of the students' parents was the main reason for decreasing number of students in the school that created the situation of multi-grade and multi-class teaching in the school.

Problems faced by the teachers

According to the teachers, teaching in multi-grade and multi-class situation has created the following problems:

- Total objectives of the lesson of both the grades could not be fulfilled.
- Teaching in one grade, especially in MGT situation, created disturbance to other grade/s.
- The teacher get tired while teaching two or more grades moving from one room to another (MCT situation).
- Students of both/ all classes involved in MGT or MCT setting could not have opportunity for adequate learning.
- The teacher could not pay attention equally to the students of both/ all grades.
- Because of the lack of intensive training on multi-grade techniques, the teacher cannot manage time properly.
- Small size of the room has resulted into poor delivery of instructions. Inadequate space of the classroom becomes barrier for group work and teachers movement.
- Teachers gave more time for higher grades than the lower grades.
- As teachers did not have leisure time in school, they could not prepare any plan of instruction and teaching materials.
- Since parents did not care for their children's education, teachers try to control the students within the four walls of the school.
- Checking homework and class work became difficult in a situation where the teacher had to move from one room to other.
- Week students could not get adequate care and attention from the teacher
- Teachers are facing the problems of making their instruction interesting in a situation where two or more grades were kept in one room.

Support needed to the teachers for the better arrangement of MGT and MCT

- Teachers need intensive training on MGT technique.
- Adequate instructional and play materials were needed to help the students enjoy learning.
- Classroom space should be enough for better classroom organizations in order to facilitate learning in groups and also manage learning corners.
- Textbook and other support materials should be made available in time.
- In some cases, parents did not sent their children to the schools with MGT and MCT situations. Therefore, parents should be given awareness training.
- Teachers expected a complete set of self learning materials developed by CDC from DEO.
- Teachers also expected training on preparation and use of instructional materials.
- Teachers claimed that RPs did not initiate and discuss matters related to multi-grade/ multi-class teaching in the school during their visit to the school.

Therefore, they expected supervision of their teaching and feedback for improvement.

- They expected a complete package of multi-grade teaching for their knowledge and skill in the implementation of multi-grade and multi-class teaching.
- Since teachers have to work hard for planning and delivery of instruction in MGT and MCT situations, they need additional incentives and encouragement.
- Teachers expected support for the visit program to observe the schools where MGT and MCT had been implemented successfully.

Community involvement in running MGT and MCT activities

- Government policy is not clear to involve the community people in school activities
- Role of community people should be identified and they should be made aware about their responsibility for running school effectively.
- Community people did not interface the school to run any activities within the school.
- It is the role of the teachers to make community people aware and involve them in school activities.

Report of the interview with the district education personnel

Initiation of the MGT and MCT

The MGT and MCT situation had emerged mainly due to the shortage/inadequate supply of teachers to the schools. The teacher deployment strategy as per the number of students has also created such situation. The DEO grants permission to open up more and more schools every year but does not provide the required number of teachers. Thus, 30 - 40% schools in the district had MGT and MCT situations.

Problems

The main problems associated with this situation were that the classes were vacant most of the time and the teachers were not competent enough to handle such situations. The training programs also did not focus on such situations. The teachers preferred to take classes in higher grades i.e. 4/5 and lower classes (2/3) are often empty. All the education set up including curriculum and training in their system is based on mono-grade teaching and adjustment of such system in MGT and MCT situations is a major problem. The adjustment of the time-table is yet another problem caused by MGT and MCT situations.

Measures to be taken

The major strategy to be adopted to address this issue was reported as the teacher training for MGT and MCT teachers. The teacher should feel that MGT and MCT could also be a good pedagogic approaches and they needed skills to handle such situations. The pre-defined teacher-student ratio need to be made practical with reference to the MGT and MCT situations and it needed to be recognized and addressed systematically. The teachers should be equipped with the MGT/MCT instructional approaches and teaching techniques.

Special incentive mechanism for MGT and MCT teachers needs to be built and implemented in such schools. The CDC should prepare necessary materials to address this situation and such materials should be distributed to the schools and

teachers. The schools where number of students is low should be recognized as MGT schools and treated accordingly.

Suggested instructional approaches

In the experience of supervisors, teachers do not seek any instructional approaches for MGT and MCT classes because they think that MGT and MCT are just an intermediary situation and is a problem, which needs to be solved by supplying adequate number of teachers.

In schools where there is ECD centre and a pre-primary class, they can be combined into one and make it an MGT class. Where such system does not exist, grades 2 and 3 or 4 and 5 can be combined.

Supports needed

Teachers just demanded the materials and financial support. They rarely asked for professional support. They always asked for the supply of adequate number of teachers so that MGT and MCT situations could be avoided.

Dissemination of MGT and MCT situations in the community and their understanding about such situation would yield positive result from such situation. Regular interaction between the school and community would help address this issue more effectively.

A performance based evaluation of teachers and effective reward/punishment mechanism would motivate the teachers to work in such situation. A different salary structure was suggested to be defined for MGT and MCT teachers. Special training to such teachers and supply of necessary materials would help motivate the teachers to work in MGT and MCT situations.

MGT and MCT friendly classrooms, display boards, appropriate training and reference materials, work/task sheets, exposure to workshop/seminars in MGT or MCT related topics, materials kit, TG for MGT class, intensive training on MGT and MCT, charts, supplementary materials etc. are the resources required for MGT and MCT teachers.

Provision of supervision

The SSs/RPs were involved in providing MGT and MCT recurrent teacher training programmes. The MGT training package needs to be revised to address MG and MCT in its real sense. The existing training package deals only with the theory which often talks about MGT/MCT but does not provide skills. Thus, a new MGT package should be prepared to equip the teachers with the MGT and MCT skills.

Normally a school is visited 2 times in a year. The main areas considered important during the supervision are administrative related activities, school statistics, teachers' regularity etc.

The head-teachers need to be given orientation on MGT and MCT and s/he should be made responsible in monitoring and supervision. The supervision should focus on the professional enhancement of the teachers. VEC should also be involved in the monitoring and supervision of the school activities.

Annex V

DHANKUTA: A CASE ON MGT AND MCT PRACTICES

Existing scenario of observed schools

As we have noted in the earlier sample district, Kaski; the schools included in the samples of this district (Dhankuta) also do not vary widely in terms of teacher's background, students enrolled in the school, type and nature of school building, situations of MGT and MCT classes, organization of classroom, use of monitors etc.

Data have been collected to examine how the teachers in the sample were placed with respect to their educational qualification the position and training with respect to their qualifications. We found that 27 per cent of them had passed certificate level and 73 per cent had completed the SLC level. On the basis of teacher's position, 55 per cent, 27 per cent, and 18 per cent respectively were permanent, temporary and private. Similarly, all the teachers had MGT training except the private teachers.

There were altogether 215 students enrolled in the four sample schools. Out of them, only 134(62.3%) were present on the day of observation. The average number of students in each class (16 in number) was 13 and the teacher student ratio was found to be nearly 1:20.

All the four schools observed had their own buildings without compound walls. Three observed schools used MGT with a combination of next to each other grades but none of the schools included grade one in MGT.

All the 11 teachers in the sample schools organized their classroom teaching without any planning. They decided on the course of activities every day before beginning their works. Most of the head teachers of sample schools told us, "A genuine difficulty in school is the absence of one or two teachers that would necessarily force the teachers to change the timetable and bear the burden of managing the children of their classes." Since, all the sample schools were found with timetable and annual work plan without any use for instructional purpose. Our observation also clearly reveals that the teachers did not use any instructional materials except chalk, duster and blackboard. Similarly, the monitor was only for maintaining discipline in the classroom. However, few teachers told us that the monitors were used for correcting class work or homework or occasionally for teaching lower grades.

The detail scenario of sample schools is as follows:

School No. 5 (Pancha Kanya Primary School)

- This is one-teacher school run from grade one to three (teacher was not appointed in government quota also).
- MGT practiced in grade (2+3) taught the same subject Nepali with poor time management.
- Total enrolled students were 35 and average students in one grade were found to be only 12.
- No morning prayers and P.T. were performed. Student's progress records were kept in a register and marks slip only.
- School had its own building with three classrooms and one office.
- The school had good toilet facility, a pipe for water but no water.

- Availability of timetable and annual plan but were not implemented in practice.
- Classroom sanitation, cleanliness, space for teacher's movement and space for group work was good on the basis of number of students. Provision of dustbin, learning corners and material-shelves were not available.

School No. 6 (Aatmara Primary School)

- This school was run from grade one to three with two teachers under government quota. (Private teacher was not appointed in this school).
- MGT was used combining fixed grades (2+3) taught with different subjects Mathematics and Nepali. The time management was poor. Both teachers had 10 days MGT training but could not create the situation of interesting learning.
- Total enrolled students were 28 and average students in one class were found to be only nine.
- No morning prayers and P.T. were performed. Students' progress record was kept in only register.
- School had its own building with two classrooms and one office (Recently two grades were separated by a folding partition using the wood).
- Play ground, compound wall and drinking water were not available. Toilet was constructed but was found unused.
- Available timetable and annual plan were not implemented.
- Classroom sanitation, cleanliness, lighting condition, ventilation, number of desks and benches, space for teacher's movement and space for group work was good on the basis of number of students. Provision of dustbin, learning corners, material shelves was not made.
- The community member provided timber to construct required furniture.

School No. 7 (Thani Primary School)

- This school runs from grade one to five and has three government quotas with one private teacher. All the teachers had MGT training except one (peon) that was employed privately.
- MCT was used with a combination of grades other than next-to-each other (2+3) taught with same subject Nepali. The time management and teaching technique were worst but the teachers had 11 years of experience with MGT (10 days) training.
- Total students enrolled were 63 and average students in one class were found nearly 13.
- Sometimes morning prayers and PT were done. Students' progress records were kept in a register and mark sheet.
- School had its own building with five teaching rooms, one office room and one storeroom.
- There was a small play ground, without compound wall and drinking water. Toilet was constructed by BPEP but it was recently found to be out of use.
- Timetable and annual plan were found implemented partially.

- Classroom sanitation, number of desks and benches, space for teachers' movement and space for group work was fair on the basis of number of students. Cleanliness, lighting condition and ventilation were poor neither was there any provision of dustbin, learning corners and material shelves were.
- The community members are not providing any sort of help.

School No. 8 (Chandra Primary School)

- This is a four-teacher school, run from grade one to five (one teacher was appointed under private quota).
- On the day of observation, MGT and MCT both were used. MGT was the combination of fixed grades (2+3) where MCT was the random combination (4+5) during the teacher's absence. In both situations taught subject were respectively Mathematics and Nepali. The time management and instructional process was to some extent good in MCT then the MGT.
- Total enrolled students were 89 and average students in one grade were found 18.
- No morning prayers and PT had been done. Student's progress records were kept in register.
- School had its own building with four classrooms and one office.
- The school had no toilet facility, drinking water, compound wall and playground.
- Timetable and annual plan were available and were found partially implemented.
- Classroom sanitation, cleanliness and condition of black board were fair. Space for teacher's movement and space for group work were poor on the basis of number of students. Provision of ventilation, dustbin, learning corners and material shelves was not available.

Report of the focus group discussions in sample schools

After observation of the classes, an FGDs were organized with the teachers, Head teacher, SMC Members and community people. The discussions were based on the theme prepared previously by the Study Team.

Initiation of multi-grade and multi-class teaching in the school

In all the four schools observed, MGT or MCT was not the practice at the start of the school. The school used to upgrade the class every year. Because of this practice, MGT, in case of lack of classroom, and MCT, in case of availability of classrooms, emerged in the schools. Local politics also played role to upgrade the school up to 5th grades in spite of less number of students in the school to meet teacher student ratio. The number of students increased in the initial years and grades or subject teaching were initiated therein. When the trend of opening schools took its movement, new schools were opened within a very short distance. Catchments area of the school became narrow that created the situation of multi-grade or multi-class teaching. As the number of grades increase in the school, the head teacher's role automatically increased that resulted into the situation of Head teacher's absenteeism for 4 or 5 days in a month. This had been the intermittent cause of teacher's absenteeism.

Problems faced by the teachers to run classes in MGT and MCT situations

- Course contents could not be completed in time and learning out-comes of both the grades can not be achieved by the end of the session.

- Small children did not have patience to sit without disturbing other students of the class after completing their class works. This has created problem to control the class.
- Teaching in MCT situation created more problem than teaching in MGT situation because the teacher cannot observe both the grades at a time.
- Since the teachers had no leisure time, it is difficult for them to collect and prepare materials for daily use in their class rooms.
- Teaching in an MCT situation was a more tiring job than teaching in an MGT situation. Moreover, teaching in both the situations is a load for the teachers.
- In MGT situation, attention of the teacher could not be directed towards teaching; he/she has to give more time on controlling the class.
- In both the situations, teacher could not manage time to make both the grades learn their lessons continuously.
- PTA chairperson of one of the observed schools claimed that teachers were not regular in the school and they did not have any plan for educational development of the school.

Support needed to the teachers to increase students' enrolment through MGT and MCT arrangement

- Training in practical situation would make the teachers able to handle MGT and MCT situation. Quality teaching would be helpful to motivate parents to public schools and thus increase students' enrolment in the school.
- A well-established school for MGT and MCT strategy would also support the school to increase students number.

Professional support required for MGT and MCT teaching

- The textbooks should be made available in time.
- Regular supervision and monitoring mechanism should be established.
- Awareness package should be developed for community people and stakeholders.
- Textbook contents should be rearranged and curricular contents should be readjusted to address the problem created by MGT and MCT situations.

Type of support expected from DEO to implement MGT and MCT in the school

- DEO could help in the matters like construct large size classroom as specified by Education
- Regulations, training to the teachers to teach in large and combined class size, instructional and technical support to the teachers teaching in MGT and MCT situation.
- Majority of the participant teachers expressed that supply of teacher quota is only the solution of the problems created by MGT and MCT practices in the schools. DEO can help to prepare and implement SIP in the school.

Community involvement in running MGT and MCT classes in the school

- As the teachers reported provision of MGT and MCT in the school should be a cooperative approach

- Community should be involved in the aspects like, management of physical activities, creation of learning environment in the school.
- SMC and PTA should be involved in motivating community people to implement MGT or MCT in the school.
- Community people should develop a plan to increase students' enrolment in the school
- Community people should be made aware about their children's education.

Provision of instruction materials and their use in MGT and MCT situation

- Prepared teaching materials should be supplied to the schools. Teachers should have training to prepare instruction materials by using local materials.
- During training period, more focus should be given to preparation of materials.
- Annual work plan should be prepared with the list of instruction materials to be used for the whole year. For this, a weeklong material preparation workshop should be organized at the beginning of the session.
- Student's self-learning materials should be prepared and distributed in the school.

Ways of making multi-grade and multi-class teaching effective easy and practical

- Similar contents of the subjects for both the grades of MGT setting should be identified and readjusted for better adjustment. Teachers lack the knowledge of content adjustment.
- Availability of textbook in time and provision of SLM and workbooks would support quality teaching in such situations.
- Support of community people in monitoring school activities would make teaching in both the situation more effective.

Report of District Level Workshop

Policy measures

Definition

MGT: One teacher teaching more than one grades in one classroom is MGT.

MCT: One teacher teaching more than one grades in more than one classroom is MCT.

Policy

- Schools should be categorised as "Grade 1", "Grade 1-3" and "Grade 1-5" school as per the students number and school situation.
- MGT and MCT school should be officially recognised.
- MGT and MCT should be implemented officially.

Teachers' Preparation

- Minimum qualifications should be at least +2 or Intermediate.
- Teacher should be trained in MGT and/or MCT
- 10% MGT/MCT content should be allocated in 10 month training.
- Incentive should be provided for MGT/MCT teachers

Teacher Student Ratio

- Maximum 30 while combining 2 or more than 2 grades for MGT
- Maximum 40 in a class for MCT

Curriculum

- Curriculum contents should be integrated.
- Teacher's guide should contain MGT/MCT friendly materials.

Monitoring, evaluation and feedback

- School based: HT, VEP, SMC and PTA representative should be involved.
- DEO should provide backstopping support.

Instructional Strategies

- continue teaching the same subject in different classes: MCT
- spacious classroom facility with windows, door and rack.
- Separate blackboard for each class
- 2/2 desk benches
- enough teaching materials
- use of higher grade students to help lower grade students
- material preparation workshop at the beginning of the session
- teacher as a facilitator: facilitation skills
- uptodate record of the students
- separate TG for MGT and MCT
- additional training for MGT and MCT
- co-curricular activities

Basic specifications

- location and population: sparsely populated: 15 – 35 students in the whole school.
- trained teachers
- physical facilities enough for MGT and MCT
- availability of support materials
- separate TG for the MGT and MCT teachers
- use of CAS for students evaluation
- student centred teaching
- one square meter per students' space for MGT

Annex VI

MUSTANG: A CASE ON MGT AND MCT PRACTICES

Existing Sceneries of Observed Schools (School No. 9-12)

As we have discussed earlier in the sample districts, Kaski and Dhankuta, the schools included in the samples of this district (Mustang) also discussed in terms of teachers' background, students enrolled in the school, type and nature of school building, situation of MGT and MCT classes, organization of classroom, use of monitors etc.

Data have been collected to examine how the teachers in the sample were placed with respect to their educational qualification, position and training with respect to their qualifications. We found that nearly 21 per cent of them had passed certificate level and 79 per cent had completed the SLC level. None of the teachers are below SLC qualification. On the basis of teacher's position, 71 per cent and 29 per cent respectively were permanent and temporary. Except two, all the teachers had undergone MGT training. All the 14 teachers in our sample schools organized their classroom teaching without any written lesson plan but seem prepared for the lesson.

There were altogether 56 students enrolled in the four sample schools. Out of them, only 39(69.6%) were present at the day of observation. The average number of students in each class (16 in number) was only four and the teacher-student ratio was found to be 1:4 in the sample schools.

All the four schools observed had their own building with sufficient number of classrooms. Two observed schools used MGT with a random combination and two had used MCT combination.

The detail scenario of sample schools is as follows:

School No. 9 (Diyo Primary School)

- This is three-teacher's school run from grade one to five.
- MCT situation was practiced in grades, two and three which is the random combination. (Crisis management). The time management was found poor in classroom.
- School had its own building with five teaching rooms and one office.
- The school had good toilet facility. Total enrolled students were 10 and average students in one grade were found to be only two. This school runs pre-primary class with three students with small playground without the compound wall and source of drinking water.
- No timetable but annual plan was found and being used partially.
- Classroom sanitation, cleanliness of the floor, open space for teacher's movement, space for group work and cleanliness of the blackboard were good on the basis of number of students. Cleanliness of the walls, lighting conditions, ventilation, number of desk and benches and condition of the blackboard were fair. Provision of dustbin, learning corners and material-shelves were not available.
- Student's self-learning materials were absent and teacher's self-learning materials were insufficient.

- Teachers did not have written lesson plans but they seem to be prepared for the lesson. Glove and pocket chart with letter card were found eventhough they were not used.
- Students were divided into two groups (houses) for school's activities.

School No. 10 (Gyan Bhumi Primary School)

This is a four-teacher school run from grade one to five but this year no students was enrolled in grade four.

- At the day of observation, only a girl student was present and remaining students were absent due to a locally observed Dhajyang festival.
- The school had its own building with five teaching rooms, one office and two teachers' quarters. It had a good toilet facility, source of drinking water and compound wall with small and insufficient playground. Total enrolled students were 15 and average students in one grade was found to be only three.
- The timetable and annual plan prepared for the last year were found but not implemented in action.
- Few students' self-learning materials were found but no teacher's self-learning material except training package and teacher guides were available. Textbooks were also not available; till then they were using old books.
- Glove, clock, instrument box, charts and pocket chart were found in school.
- Before two years, MCT was the case for grade four and five.

School No. 11 (Shri Tiri Primary School)

- This is a three-teacher school run from grade one to three. MGT situation was practiced in grades one and three which is the random combination or simply a crisis management. The time management was found poor in classroom. The teaching subject was Nepali in grade one and Mathematics in grade three.
- The school had its own building having 10 rooms.
- The school had a good toilet facility, compound wall and source of drinking water. Total enrolled students were only five and average students in one grade was only two.
- Timetable and annual plan were found used partially.
- Cleanliness and condition of the blackboard was good. Cleanliness of the walls, lighting conditions, open space for teachers' movement, group work, class decoration and display of student's material were fair but classroom sanitation and use of dustbin, learning corners and material-shelves were poor.
- Students' and teachers' self-learning materials were available. Also, pocket charts, graphs charts, maps and gloves were available.
- The teacher did not have written lesson plan but he seemed prepared for the lesson. He used questioning techniques in the class without any support materials except chalk and board.
- The students came from Thakali family. They had their own language but the teacher was using Nepali language only. The students had difficulty in carrying out instructions given in Nepali. So, language level of the teacher in the instructional delivery was beyond the level of all the students.

- The teacher used gestures for making things clear in individualized instructions. He also used blackboard for one grade at a time. In this school the students were very little in number but the board was small if 10 students would be there in the class in MGT students, cleanliness of the floor, ventilation, number of desk and benches.

School No. 12 (Dhumba Primary School)

- This is a four-teacher school run from grade one to five. MCT situation was practiced in grades, two and five which is the intermediary arrangement. The time management in the classroom was found not so satisfactory. The teaching subject was Nepali in grade two and Environment science in grade five.
- The school has its own building having eight rooms (five teaching, one office, one library, one store).
- The school had a good toilet facility, compound wall and source of drinking water. Total enrolled students were 26 and average students in one grade was only five.
- Timetable and annual plan were found used partially.
- Classroom sanitation and cleanliness, open space for teachers' movement, and condition of the blackboard was good. Cleanliness of the walls, lighting conditions, ventilation, number of desks and benches, space of group work, open space for teachers' movement, group work, class decoration, provision of dustbin, use of dustbin, materials shelves were fair and provision and use of learning corner and display of students' material were not available.
- Students' and teacher's self-learning materials were partially available. Also pocket charts, graphs, charts, maps and gloves were available.
- The teacher did not have written lesson plan but he seemed prepared for the lesson; she used none of the supporting instructional materials.
- No group work, question answer technique was used; he asked a question first to the whole class and then pointed an individual to answer it. Instruction technique was not so bad. The teacher divided class period into two subjects by classes and taught one class while engaging the other class usually through reading and writing assignment.
- The teacher introduced the topic asked the students to copy from the board. Moved to another class, introduced the topic, asked students to follow her in reading the textbooks, initiate question answer- gave homework to students- moved back to class two; initiated question-answer, wrote some words / phrases on the board- asked the students to copy the words; concluded the class without giving any homework.

Report of Focus Group Discussions Organized in Sample School

After the observation of the MGT and MCT situation in the sample schools, a FGD was organized in each school. The participants of the workshop were teachers, head teacher, SMC members and community people. A focus group discussion was also organized with the teachers and Head teachers of the schools around Muktinath Village Development Committee. The discussions were organized on the basis of the themes prepared by the Study Team. The summary of the discussion programmes is presented in the following paragraphs:

Initiation of multi-grade and multi- class teaching in the school:

After two or three years of establishment of the schools, multi-class teaching was initiated in the district. The Head teacher of Muktinath School expressed that for the 10 years of its establishment grade-wise teacher quota was made available in the school. After 2052 B.S., the school always had the problem of the teacher and initiated MCT in the school in the name of MGT (the concept of MGT was misunderstood by the Head teacher).

Mr. Lasi Gurung SMC chairman of Tiri Primari School expressed his dissatisfaction for not sending teachers in the school as per the number of grades. Due to the lack of teachers, the school had the practice of multi-class teaching in the school for 15 years. However, the school was established only for 12 families of the community. The population of the community was 81 and number of students in the school was 5.

One of the observed schools, Dhumba Primary School, had started MCT from the current academic session. It had no problem of teacher till last year. The teachers in the Focus Group Discussion held in Muktinath expressed that they had initiated MGT in place of MCT when the child came to complain his uneasiness while sitting in a separate classroom alone without his friends.

The students in the primary schools of Muktinath VDC are mostly from neighboring districts (Rukum, Rolpa and Dolpa). Majority of the school age children of the village are in Pokhara and Kathmandu. In Jwala Primary school of Muktinath, all the students are from outside and not from the local community. It was also reported that tourists from different countries used to adopt the children and took them away in their countries for their education. It has also contributed to reduce the number of students in the school.

Problems faced by the teachers to run classes in MGT and MCT situations

- Course contents cannot be completed in time.
- While teaching in one grade, the other grade with the same teacher cannot be controlled.
- Education materials cannot be used effectively because the other grade diverts its attention towards the materials.
- Teaching in MCT situation creates the problem of time management. The teacher cannot distribute time for both the grades equally.
- Since teachers have no leisure time, it is difficult for them to collect and prepare materials for daily use in their classroom.
- Inadequate training to the teachers has resulted into ineffective delivery of instruction in the classroom.
- Quality of teaching is reported well in Tiri School, but there was not the possibility of increasing the number of students.
- In both the situations, teacher cannot manage time to make both the grades learn their lessons continuously.
- The teacher cannot deliver contents as per the planning.
- The assessment of students' performance becomes difficult in both the situations.

Support needed to the teachers to increase students' enrolment through MGT and MCT arrangements.

- All school going students of the community should be enrolled to the school.
- Participants cited the example of Lupra primary school where the number of students increased because of scholarship provided to the students and extra salary to the teachers. It indicates that any sort of incentives should be provided to the teachers.
- As suggested by the participants, if Lama religion is taught in the school, the number of students could be increased
- In order to increase the number of students in the schools, provision of scholarship, instruction materials, incentive program to the students should be made.

Professional support required for MGT and MCT teaching

- Teachers have the need of training to develop and use students' self-learning materials to facilitate their learning.
- Teachers should be taught to prepare integrated lesson plans in order to teach in MGT and MCT situation.
- Training and workshop should be conducted for the professional growth of the teachers.
- Orientation programmes should be organized for the SMC members about multi-class teaching.
- Teachers' guide on instructional delivery in MGT and MCT situation.
- Teachers should be provided training on the use of instructional materials to facilitate students' learning.

Type of support expected from DEO to implement MGT and MCT in the school

- The DEO should create matching fund for the management of physical facilities (play ground, play and instructional materials)
- The DEO should provide training to all teachers including private teachers.
- The DEO should provide Instructional and technical support to the teachers teaching in MGT and MCT situation.
- The DEO should play the role of facilitator to suggest and follow up annual plan of the school.
- The RP and SS should present demonstration/model lessons in the about in MGT and MCT situations.
- The DEO should run regular short term training as demanded by the teachers.
- There should have a provision of intensive training on MGT/MCT in DEO that should be delivered to the teachers as per their need.
- The DEO should manage a minimum package of instructional materials for every school.
- The DEO should development a mechanism of regular monitoring and evaluation of teachers' performance.

Community involvement in running MGT and MCT classes in the school

- Community should be involved in the aspects like, management of physical activities, creation of learning environment in the school.
- Community should be involved for making the teachers regular and forming PTA in the school.
- Community people should be cooperative to make the school activities more transparent.
- Community people should have the clear concept of MGT and MCT and their implementation strategy.

Provision of instruction materials and their use in MGT and MCT situation

- Multi-grade and multi-class teaching classrooms should be decorated by teacher prepared materials
- Teachers should have training to prepare instruction materials
- Provision should be made to supply prepared teaching materials to the schools regularly
- Fund should be raised at the local level to make necessary provision of instructional materials in the school.
- SMC/community should make the use of instructional materials mandatory

Instructional plans necessary for implementing MGT and MCT in the school

- Annual operation plan
- Unit and monthly plans
- Plan to deliver teaching in the MCT situation
- Training on preparation of instructional plan is immediately demanded
- Planning on the scheduling of instruction as per the spirit of MCT
- Common theme-wise instructional plan to handle two classes at the same time

Ways of making multi-grade and multi-class teaching effective, easy and practical

- Similar subjects should be taught for both/all grades through the whole class approach.
- Primary school curriculum should have the provision of internal adjustment of the common themes.
- Demonstration lessons should be delivered in the school by RPs or SSs
- Teachers should have knowledge and skills of instructional techniques and they should be promoted to apply these techniques in the classrooms
- Teachers should have adequate knowledge of different tools of students' evaluation
- Continuous Assessment System should be implemented in MGT and MCT schools.

Report of the interview with district level education personnel

MGT and MCT situation observed in the district:

Majority of the primary schools in this district were found with MGT and MCT situation. Schools had the practice of MCT since teachers were not given proper orientation to run MGT in its true sense of the term. One of the interviewee supervisors argued in favour of MCT even if the situation seems to be suitable for MGT. The reason was that the existing MGT recurrent training package does not deal with both the situations.

Problems

- The training package does not deal MGT as a pedagogic choice. So MGT is understood very little.
- Teachers do not have skill to handle MGT and MCT classes because they are not trained along with the spirit of MGT.
- Parents react with the MGT arrangement because of the mixing of the students with lower grades.
- Teachers cannot monitor class work in MCT situation and time management becomes difficult that creates problem for completing the course in time.
- Donors and sponsors operate their activities in isolation that has created problems in making uniformity in physical infrastructure suitable for MGT or MCT settings in the school.

Suggested measures

- Intensive training should be provided to the teachers.
- Awareness should be created among parents and community members about MGT and MCT.
- Curricular adjustment along the spirit of MGT is required.
- MGT should be recognized as an instructional technique.
- Basic educational materials needed for MGT practice should be supplied to every MGT school.
- Database on MGT and MCT should be developed.

Arrangements required for running MGT and MCT in the school

- Resources are to be made available in the school.
- Training of teachers teaching in MGT classes is a must.
- Classrooms are to be built to address the needs of MGT.
- Programmes of parental awareness on MGT should launched.
- MGT teachers should be provided with orientation training on evaluation techniques.

Instructional approaches to be adopted to address MGT and MCT situation

- Holistic approach of teaching i.e. a teacher should teach all the subjects of primary grades.
- Use of and preparation of instructional materials needs to be emphasized.

- Use of self-learning materials by the students and the training of teachers in its use is essential.
- Common themes of the lessons should be used in an integrated way
- Provision of a small library in the school (if possible in each classroom.) learning corners in the classroom should be made.

Supports asked by MGT and MCT teachers

- DEO of this district reported that the teachers always ask for leave, official work and teacher's quota.
- Demonstration of model classes/lessons on MGT and MCT was demanded by the teachers.
- Orientation programmes should be conducted in ways of using teacher support materials and self learning materials.
- Training on MGT should focus on use of instructional materials along with curricular adjustment.
- Teaching by the teachers in MGT and MCT situations should be observed and suggestion should be supplied as well.

Support provided to the teachers

Provision should there for:

Monitoring, supervision and follow-up of MGT and MCT situation.

- Short-term orientation on MGT teachers.
- Resource persons have provided support to prepare plans for the school.
- Some Resource persons have managed inter subject and inter school observation for running appropriate instructional strategy in the school.

Community support needed

- People from upper Mustang do not give importance on teaching. The teachers those were facing problems while making plans for the school.
- Teachers can motivate community people to make them understand and accept MGT and MCT classes.
- Community should be involved in preparing school mapping.
- Survey of MGT and MCT needs and their determination should invite community support.
- Since teachers are not active to mobilize community support, they should be provided training on community mobilization.
- Community should be made responsible for protecting school properties.

Instruction plans observed in the school

- Yearly plans/Operation Calendars were found in some of the schools.
- Teachers were taught lesson plans but they do not prepare these plans. They were found aware of the importance of lesson plan but it is not in the practice.
- In some schools plans for co- and extra-curricular activities were observed.

Incentive to the teachers

- The government should recognition MGT teachers.
- Professional support should be provided to the teachers as an incentive.
- Provision of short visits to other districts for sharing of experiences about MGT and MCT practice should be made.
- Provision of in-service training should be made for upgrading their qualification.
- Provision of promotional incentives should be made for the teachers who work in MGT and MCT situations.
- The teachers provide tools and materials for preparing instruction materials.

Delivery of MGT recurrent training and areas needed improvement

- Curricular contents should focus on MGT techniques and measures.
- The duration of the training should be increased from 10 to 15 days.
- Curricular contents should also focus on preparation and use of instructional materials.
- MCT practice in the schools should be shifted to MGT with a focus on classroom practice.

Support materials and educational resources necessary for multi-grade teachers

The following materials should be developed:

- Teachers' guides and reference materials suitable for multi-grade teaching.
- Instructional materials and guide for using student self learning materials
- Self learning materials and practice books
- A plan of integrated units devised as per the spirit of MGT.

Monitoring and supervision of MGT/MCT school

- Generally RP and SS visit the schools once in three months.
- Follow-up mechanism should be developed in order to record whether the suggested measures are implemented or not.
- Supervision should be focused on class observation and feedback, collection and flow of required data, use of instructional materials by the teachers, teachers' regularity, implementation of training.
- Friday meeting of the teachers does not have any use to meet the need of professional support to the teachers.
- Local community should be mobilized for regular supervision of regularity of teaching in the schools.
- Existing school supervision system is more administrative. Therefore, it should be made more professional.
- Frequent supervision of MGT and MCT schools, at least once in three months, by RP or SS occasional inspection of MGT/MCT schools by DEO.
- Follow-up training of MGT/MCT teachers for the application of appropriate techniques in the classroom.

- After supervision, feedback should be provided to the teachers.
- MGT unit should be established in Department of Education to facilitate the supervisors and resource persons in the aspects of school supervision.

District-level workshop report

A district level workshop on multi-grade and multi-class teaching practices was organized in Mustang on 6 May 2004. The participants of the workshop were DEO, RPs and SSs from District Education Office, Head teachers, teachers and SMC members from MGT schools, and Study Team members.

The workshop was started after the presentation of workshop objectives and a brief description of the study conducted in the last year on 'A study on multi-grade and multi-class teaching practices in Nepal'. Professor Dr. Basu Dev Kafle presented the themes of the workshop. District Education Officer Mr. Bishnu Kumar Devkota spoke in favor of the MGT and MCT in remote districts like Mustang in the Kingdom. While delivering opening remarks, Mr. Devkota pointed out the need for conceptual clarity and policy provisions in Education Regulation of the country.

The participants were divided in four groups in line with the objectives of the workshop. The groups were supplied with points for discussion. After discussion the groups presented their observations and suggestions in line with the objectives of the study. The outcomes of the group discussions are presented in the following paragraphs:

Policy measures for MGT and MCT situations

Concept and Definition of MGT and MCT:

MGT: Teaching two or more grades by a teacher in one classroom

MCT: Teaching two or more grades by a teacher in separate classrooms.

Recognition of MGT and MCT situations:

Since MGT is difficult in teaching than grade teaching and subject teaching, it needs teachers with more qualification than in other organizations.

MGT and MCT as temporary adjustment or pedagogic choices:

MGT and MCT should be established as long term strategy in the education system of the country. The existing situation of schooling practices of the country seems to be the reason for this provision. The following are the reasons;

- Less number of teacher posts in the schools
- Less number of students in the schools
- Geographical inaccessibility mostly in hilly and mountainous regions
- Community's aspiration for education and its recognition by the government
- Inadequate physical facilities in the schools and people's poverty to fulfill demand of the school for physical facilities.

Teacher preparation and recognition

- Training should be made mandatory for the recruitment of the teachers in the school

- While selecting teachers for multi-grade teaching, they should have additional training in MGT.
- Priority should be given to local teachers while selecting teachers in the schools.

Teacher-student ratio

Teacher student ratio should be 1:20 in MGT class (20 minutes time should be allotted to each students)

Teacher deployment

Teacher deployment policy should be based on the following criteria:

- Teacher student ratio
- Qualification of the teacher
- Local resident
- Competition

Curricular adjustment

The existing curriculum is based on subject teaching which should be made adjustable for MGT and MCT situations. For this, the following provisions should be made with respect to curricular adjustment:

- Primary school curriculum should be made flexible without changing the intent of the original curriculum
- Teachers' guide should be prepared for MGT and MCT teachers to achieve the same learning outcomes at the end of the session.

Assessment of students' progress or grade promotion

Continuous Assessment System (keeping anecdotal records and other students' profile) should be implemented.

Monitoring, evaluation and feedback

SMC, PTA, VEC and subject specialists should be involved in monitoring evaluation and providing feedback to the teachers. DEO should be made responsible for establishing the system of monitoring, supervision and establishing feedback mechanism.

Bases for considering a school for MGT and MCT:

Location and population

- The place where there are many schools but less number of teachers.
- Schools in small and isolated communities
- The community where the number of primary school age children is less than 30.
- The place where the access to school is difficult

Teachers' supply

Inadequate physical facilities and less number of teachers in the school create the situation of MGT and MCT. If the number of students is very low in the school, it is misuse of resources to supply more teachers. In this situation MGT and MCT practice should be the most in the school.

Physical facilities and school building

- For MCT classroom space should be not less than 0.75 square meters per student as fixed by Education Regulations.
- Since grade one should have the practice of grade teaching there should be a separate room for this grade. For other grades if the number of students is low , two other rooms are sufficient for running MGT classes.
- In an MGT classroom there should be level-wise learners, adequate learning materials, adequate space for group work (the space of the classroom should be 1.25 square meters for each student upto the class size of 35 students).

Teachers' qualification and training

- For MGT and MCT classes, teachers should have the qualification of Higher Secondary graduation with 300 full marks in Education.
- Teachers teaching in MGT and MCT classes with minimum qualification as mentioned above should be provided refresher training of 10 days every year.

Initiation of MGT or MCT School

- The MGT and MCT School should be started from the local level (PTA, SMC, VEC).
- Technical and Professional support should be provided by DEO .
- If the school misutilizes the resources, initiation should be taken by DEO.

Setting up a support system

- A regular support system should be established to provide refresher training to the teachers.
- A system of basic training on MGT and MCT, and curricular adjustment should be established.
- There should be a system of providing support for instructional materials and learning corners in MGT and MCT classes.
- A strong mechanism of monitoring, evaluation and feedback should be established.
- Active involvement of the concerned community would be helpful to establish support system.

Resource mobilization

- Human resources (teachers and students) should be managed at the local level.
- Resources with respect to locally available construction materials and labour should be made available at the local level.

Community involvement

- Resources of the community should be provided to the schools in time of need.
- The community should be involved directly in all the activities from planning to evaluation of school activities.
- School activities should be made more transparent.
- Community awareness programme should be implemented.

Basic specifications for setting up MGT and MCT school

Physical facilities (space of the classroom, size of the furniture, extra furniture):

- Size of the classroom: 1 square meter for MGT class and 0.75 square meters for MCT class.
- Size of the furniture: 3 feet long desks and benches accommodating only two students in each row.
- Additional furniture: one chair, one table, class wise blackboard (two blackboards for two grades, one with 6x4 ft. size), two book and material racks

Location (distribution of primary schools in the community, school mapping)

- One MGT school for a community made up of 10 households.
- A primary school should be given in each 10 minutes distance.

Organizing the school (class size, assignment of rooms and teachers)

- Class size: 20 students for MGT class (while combining two grades in one room), 15 students in each MCT class (a teacher teaches 30 students of two grades)
- Assignment of rooms: 4 rooms for 1-3 grade school and 5 rooms for 1-5 grade school along with one room for administration and one room for store.
- Assignment of teachers: 2 teachers in 1-3 grade school, 3 teachers in 1-5 grade school (if number of students is 10 and below only 2 teachers should be assigned in 1-5 grade MGT school)
- Teacher preparation (Teacher training, supervision and follow up):
- Teacher's training: 10-day training in Resource Centre (Theoretical) and 10-day training in respective schools of the participants)
- Supervision and monitoring: Training providing institution should be given responsibility of supervision and monitoring of the training.
- MGT content in the training package: 10% of the contents should be MGT and MCT related materials in the first 2.5 months in-service training package and also in the 5 months pre-service training package.

Instructional/support materials

- Teacher's Guide
- Curriculum Elaboration Guide
- Teacher's Guide for MGT and MCT teachers
- Instruction materials: Pocket chart, Flatten board, Graph board, Flip chart, flash cards and other subject related materials

Curricular provisions / curricular adjustment

Prepare a teaching guide to integrate curricular matters to achieve learning outcomes

Classroom settings (Grouping of students, combining grades for MGT, creation of Learning Corners etc.):

- Grouping of students: Students' groups should be formed on the basis of level of learning, grade, sex, language, interest as per the need of the lesson.

- Combining grades for MGT and MCT: Consecutive grades should be combined for MGT and MCT such as grades 3 and 4 and grades 4 and 5.
- Creation of Learning Corners: Minimum two Corners should be formed such as a) Language and Social study Corner and b) Mathematics and Science Corner

Teacher-student ratio

- For MGT: 20 students (average 10 students in each grade if two grades are combined)
- For MCT: 30 students (average 15 students in each grade if two grades are combined)

Specific role of teachers (planning learning activities, record keeping etc.)

- Preparing annual work plan
- Keeping students' progress records
- Keeping students' cumulative form
- Keeping students' anecdotal record
- Communicate parents about MGT and MCT information

Assessment techniques, methods, practices

- Continuous Assessment System should be applied and individual profile should be made in order to assess students' performance
- Methods used to assess students' performance: Observation, oral and written test, participation in group activities, peer evaluation etc.

Management aspect (Community support, role of SMC, role of DEO)

- *Community support:* a) Manage physical infrastructure and take care of it. b) Monitor instructional activities in the school. c) Aware people towards importance of education. d) Help the school to prepare development plans of the school.
- *Role of SMC:* a) Manage school environment for running MGT classes b) Mobilize local resources c) Establish coordination with PTA, VEC, VDC, DEO and DDC
- *Role of DEO:* a) Dealing with policy matters b) supervision and monitoring of school activities and c) Providing technical support to the school

Monitoring and follow up mechanism

- Establish one Monitoring unit in each school involving SMC, Resource Centre VEC and DEC
- Community, SMC members, VEC members, PTA members and Head teacher should be made collectively responsible for monitoring activities.
- District Education Office with its School supervisors and Resource Persons should be officially involved in monitoring and supervision of MGT

Instructional strategies (How to manage instruction?)

Classroom Organization (Instructional resources and the physical environment to facilitate learning):

- Management of appropriate classroom having one square meter space for each student

- Less noisy place and easy to access to the class
- Adequate provision of light and air
- Management of furniture as per the age of the students
- Provision of large size blackboard separately for each grade
- Seating management as per the need of the students and nature of lesson

Classroom management and discipline (Classroom schedules and routines)

- Time table should be more flexible and adaptable
- Adequate provision of self learning materials
- Select similar lessons for teaching in different grades at a time by a teacher.
- Students and teacher may adjust timetable jointly.

Instructional Organization and Curriculum

- Grade one should not be included in grade teaching,
- Combination of grade 3 and 4 and 5 is appropriate for MGT and MCT
- Provision of reference books for teachers and self learning materials for students
- Same subject should be taught for both the grades combined for MGT and MCT classes.
- Introducing similar activities for both the grades should make integration of teaching.
- Annual, monthly and daily planning of instruction should be prepared
- Training should be provided to the teachers on MGT and MCT practices.

Instructional Delivery and grouping

- Identify the background of the student
- Apply whole class strategy at the beginning of the teaching also when necessary and is demanded by the lesson.
- Emphasis should be given to individualized instruction.
- Identify the basis for group formation as per the nature of the lesson. Without introducing group activities, objectives of MGT and MCT could not be achieved

Self-directed Learning/Individual learning

- Instructional delivery in MGT class should be associated with the practice of self-learning materials.
- Teacher support materials should be made available to the teachers.
- Class work and homework should be given regularly and checking of them should be made on regular basis.
- Adequate play materials should support the instruction in MGT and MCT situation.

Peer tutoring/ Using monitors for multi-grade teaching

- Establish a system of getting benefits from sharing and cooperation in the sense that good student of the class may be used for teaching weak students.

- Provision of using monitors should be promoted.
- The term 'teacher absent class' should be replaced by self-activities class.
- Promote self directed discipline in the class-room

Principal of Learning to learn: (Shift of focus from teaching to learning, teacher as a facilitator rather than an instructor, discouraging grade promotion or annual evaluation)

- Multi-grade situation provides the opportunity to learn the unlearned matters of the previous grades and also new matters of the coming grade if the learner is faster in learning. Thus it provides a situation of continuous learning.
- Teacher and student should be provided opportunity to up date their learning.
- Child centred learning should be applied as a strategy for the delivery of instruction.
- Teacher should play the role of facilitator to promote students' learning not the provider of information to the students.
- The existing tradition of teaching for the preparation of examination should be discouraged.
- Provision should be made to keep record of students' progress.
- Self-learning materials should be used in order to create the situation for shifting the focus from teaching to learning.
- Criteria should be developed in order to promote students in upper grades (both testing and non-testing devices should be used)

Assessment and Reporting

- Keep separate profile of students' progress.
- Develop mechanism to share students' progress with their parents.
- Reward and incentive system should be developed to promote learning.
- Conduct regular meetings of the teachers to discuss on students' progress.

Transacting text books in multi-grade teaching situations using clustering of topics:

- Identify similar topics of the same subject of different grades for planning curricular adjustment
- After forming the clustering of topics, different instructional approaches should be identified for Multi-grade and Multi-class teaching

Annex VII

DHAGING: A CASE ON MGT AND MCT PRACTICES

Existing scenario of observed schools (School No. 13-17)

This district has 434 public primary schools. Out of them 354 i.e., 82 per cent have less number of teachers than the number of grades. Only 80 (18 per cent) schools have complete teachers. The research team analyzed the promotion rate of students from the sample schools taking the data of academic year 2059 and 2060. We found that only 73 per cent students (793 in number out of 1086) have passed their examination. Most of the students who were not promoted to the upper grades repeated the class. Only a few students were found dropout. It is interesting to note that even after two months from the session's starting, the textbooks were not available in all sample schools. The five sample schools had MGT and MCT situations last year. Of the five schools, one school appointed a new teacher so MGT and MCT situation was discontinued in that school. One school is constructing two new classrooms and the other one school is constructing a seven-roomed new building. Two schools had changed their one private teacher each. The things except those mentioned above were found to be at the same position to that of last year's.

Data related to the teachers were with respect to their educational qualification, position and training. It was found that 17 per cent of them had passed certificate level and 83 per cent had completed the SLC level. Based on teachers' position, 17 per cent, 28 per cent, and 57 per cent were permanent, temporary and private respectively. The number of private teachers was highest among the sample districts. Similarly, all the teachers had MGT training except the private teachers.

There were altogether 617 students enrolled in the five sample schools. Out of them, 463 (75%) were present at the day of observation. The average number of students in each class (23 in number) was 27 and the teacher student ratio was nearly 1:34 in the sample schools.

All the 18 teachers in the sample schools organized their classroom teaching without any planning but most of them seemed prepared for the lessons. Similarly, teacher did not use any instructional support material except chalk and black board. Most of the sample schools had their own timetable and annual work plan prepared in resource center but they were out of use for instructional purpose. Use of monitor was only for maintaining discipline in the classroom. However, few teachers told us that monitors were used for correcting class work or homework or occasionally for teaching lower grades.

The detail scenario of sample schools are as follows:

School No. 13 (Kuwapanidevi Primary School)

- This is a four-teacher school (two temporary and two private) run from grade one to five.
- MGT practiced in grade (3+4) taught the same subject English with fair time management.
- Total enrolled students were 101, among them, 59 (58%) were present at the day of observation and the average students in one grade was 20.
- Morning prayers and P.T. were rarely performed. Students' progress records were kept in a register and mark sheet.

- Recently, from the donation of various agencies a 7-roomed school building has been undergoing construction. The total collected amount was Rs.6, 45,000.00. Following are the agencies:

Room to Read	Rs.300, 000 /-
Community member	Rs.200, 000/-
VDC	Rs.100, 000 /-
DDC	Rs.25, 000/-
Rato Bangala	Rs.20, 000/-
- The school had no toilet; compound wall, drinking water and playground facilities.
- Availability of timetable and annual plan but were not implemented in practice.
- School building is under construction, so all the classes were run in open space. Students are using old books. All the four teachers have obtained temporary teaching license from DEO.
- Two hundred and sixty-eight students appeared in final examination in the academic year 2059 and 2060 of which 230 (86%) were promoted to upper grades. The headmaster told us that all failure students repeated their classes and dropout was nil.

School No. 14 (Janakalyan Primary School)

- This is a three-teacher school (one temporary from women quota and two private) run from grade one to five.
- MGT practiced in grade (4+5) taught the same subject Math with poor time management. In this school, MGT situation was found to be a long-term arrangement.
- Total enrolled students were 99. From them, 75 (78%) were present at the day of observation and the average students in one grade were found to be 20.
- Morning prayers and PT were done regularly and that student's progress records were kept in a register.
- The school had its own building with five rooms. Out of them, three are only for classroom; one for teaching and office, one room was out of use because the roof was damaged by the wind.
- The school had good toilet, piped drinking water, good playground facilities but no compound wall.
- Timetable was found which was constructed last year. This even was not implemented in practice. Annual plan was absent.
- Two hundred and twelve students appeared in the final examination in the academic year 2059 and 2060 of which 127 (60%) were promoted to upper grades. All the failure students (85 i.e., 40%) repeated their classes.
- Cleanliness, lighting condition, ventilation, the number and arrangement of desks and benches, space for teacher's movement, space for group work and condition of blackboard was fair. Classroom decoration, provision and use of dustbin, learning corners, material shelves and display of students' material were not available.

- Classroom rehabilitation, new classroom construction, availability of curriculum and text books, change of teachers in school and distribution of teaching license for teachers were all found absent.

School No. 15 (Golma Rani Primary School)

- This is a three-teacher school (one temporary from women quota who is a B.Ed. with eight years of experience and two private) run from grade one to four. The Head teacher was absent in school at the day of observation. Only two private teachers were running classes.
- Grade 3 and 4 were combined for MGT practice. The same subject Math was taught with fair time management. In this school, MGT situation was found to be a long-term arrangement. The teacher did not use any instructional support materials.
- Total enrolled students were 76. From them, 72(95%) were present at the day of observation and the average students in one grade were found to be 19.
- Morning prayers and PT were not performed and students' progress records were kept in a register.
- The school had own building with four rooms. Out of them, three were used for classrooms and one room was for office.
- The school had good toilet facilities but no drinking water, playground facilities and compound wall.
- Timetable prepared last year was found which was not implemented in practice. Annual plan was absent.
- Only 66 students appeared in final examination in the academic year 2060 of which 48(73%) promoted to upper grades. All the failure students 18(27%) repeated their classes. The examination record of the academic year 2059 was not available.
- Classroom sanitation, cleanliness, lighting condition, ventilation, number and arrangement of desks and benches, space for teacher's movement, space for group work and condition of blackboard were all found to be very poor. Classroom decoration, provision and use of dustbin, learning corners, material shelves and display of students' material were not available.
- Classroom rehabilitation, new classroom construction, availability of curriculum and textbooks within two months of the session starting time were all found absent. Only one temporary teacher obtained temporary teaching license. Recently one private teacher was replaced by next.

School No. 16 (Nava Durga Primary School)

- This school runs from grade one to four. All together there were four teachers employed, among them one was permanent and had recently come in deputation from the next school; the other was temporary in women quota working as a Head teacher and other two are appointed as private teachers with a low salary. It was also observed that one private teacher working last year was replaced by the other. Last year, there were both MGT and MCT situations. But this year it was changed. One class is being run in a hut as a grade teaching for grade one and other classes are in mono grade teaching.

- Total students enrolled were 81 and the average students in one class were found 20. At the day of observation, 62(77%) were present.
- Morning prayers and PT were done regularly. Students' progress records were kept in a register and mark sheet.
- School had its own building with four teaching rooms including one hut. One class is running in office.
- Small play ground and drinking water was available in the school. Toilet was constructed by BPEP, which is in a good condition. Timetable and annual plan were found implemented partially.
- Classroom sanitation, number of desks and benches, space for teachers' movement and space for group work was fair based on number of students. Cleanliness, lighting condition and ventilation were poor. Provisions of dustbin, learning corners, material shelves were not available.

The community members were not providing any sort of help.

One hundred and forty-one students appeared in final examination in the academic year 2059 and 2060 of which 102(72%) were promoted to upper grades. All the failed students 39(28%) repeated their classes.

Classroom rehabilitation, new classroom construction, availability of curriculum and textbooks within two months of the session starting time were all found absent. Only two teachers obtained temporary teaching license.

School No. 17 (Balkumari Primary School)

This is a four-teacher school (two temporary and two private) run from grade one to five.

MCT practiced in grade (3+5) taught the same subject Nepali with poor time management.

Total enrolled students were 260. From them, 195(75%) were present at the day of observation and average students in one grade were found to be 52.

Morning prayers and PT were not done. Student's progress records were kept in a register and mark sheet.

Recently, from the donation of VDC two rooms are under construction.

The school had toilet facilities, drinking water but no playground and compound wall.

Timetables and annual plans were available in the school but were not implemented in practice.

Textbooks were not available within two months of the session starting time. Therefore, the students and teachers were using old textbooks.

Three hundred and ninety nine students appeared in the final examination in the academic year 2059 and 2060 of which 286(72%) were promoted to upper grades. The Head teacher told us that all failed students repeated their classes and dropout was nil.

School had its own building with five classrooms and one office.

Classroom sanitation, cleanliness and condition of black board were fair. Space for teacher's movement and space for group work were poor based on number of students. Provision of ventilation, dustbin, learning corners and material shelves was not available.

Classroom rehabilitation, change of teachers in school was found absent and three teachers of the school had received teaching licence.

Annex VIII

RHAUTAHAT: A CASE ON MGT AND MCT PRACTICES

Report of the Focus Group Discussion

Focus group discussions were organized in two COPE schools after observation of the classes taught by the MGT teachers. Similarly two other focus group discussions were conducted in this district: One FGD with district level personnel and the other with the Head teachers of COPE schools. Report of these discussions are presented as follows:

A focus group discussion with district level personnel was organized in Rautahat district. The program was organized after the visit to two COPE schools in the district. The participants of FGD were District Education Officer, School Supervisors, Resource Persons, representative from COPE Programme, COPE School teachers, representatives of teachers' organization. The discussion was started after highlighting the objectives of the study and presenting the findings of the study on multi-grade and multi-class teaching practices in Nepal conducted last year by Research Coordinator Dr. Prem Narayan Aryal. Discussion themes were presented by Dr. Basu Dev Kefle. Dr. Kafle also presented general observation of COPE schools and discussion with the teachers. Mr. Murari KC, Assistant Researcher, and Balkrishna Adhikari from COPE Programme provided other administrative support to the discussion programme.

Conceptual clarity

MGT: One teacher teaching two or more grades in one room

MCT: One teacher teaching two or more grades in different classrooms

Some participants of the programme raised the problem of two different names for the same situation. After discussion the above conceptual clarity was agreed upon.

Reasons of MGT and MCT situation

More number of teachers but less number of classrooms

Less number of teachers than the grades

Head teacher's involvement in administrative work

Involvement of teachers in trainings

Experience of COPE schools

COPE school teachers were found active in comparison to general schoolteachers. COPE schools were initiated with the basic concept of multi-grade teaching. At the beginning one teacher was assigned for one grade. For the next year one teacher had to teach two grades that automatically created multi-grade situation. One additional teacher was supplied to the school after getting acceptance of running three grades in the school. It was agreed that the success of the COPE schools was due to the hard working of the teachers for the guarantee of their job. Additional incentives were not provided to them. It was also suggested that teachers should be made self directed for using their knowledge and skills of teaching.

Involvement of the community for the development of the school was another important aspect of the success of the school. Community people were involved in

the management of physical facilities in the school and supervising teaching learning activities in the school. All the COPE schools were directly supervised and monitored by School Management Committee. These schools also had Parent Teacher Associations. During discussion it was found that there was overlap in the responsibility and scope of work Head teacher and SMC Member also reported that they were facing difficulties in supervising the schools because of the lack of knowledge and skills in supervising the schools. SMC and PTA members would have supervised the school perfectly if they had training with respect to administrative and professional supervision of the school.

Bases for MGT and MCT school

- The community should have freedom to decide on MGT and MCT situation of the school on the basis of the fixed criteria.
- Number of students should be not more than 25 in average while combining two or more grades for multi-grade teaching. This number may be increased if the situation is multi-class teaching.
- Training to SMC and PTA members is essential. Community people should be made aware about MGT and MCT situation and they should be communicated about necessary information regarding school education.
- Mother's group, parent's group and teacher organizations should be made aware about educational development in the community.
- Supply of teachers is only the solution if number of students exceed fixed teacher/student ratio in the school. This is only the solution for classroom problems.
- Local female teachers should be given priority in the recruitment of the teachers.
- Provision of 'Assistant Teacher' should be introduced to solve the problem of supply of teachers in the school. Responsibility of recruiting assistant teachers should be given to School Management Committee. Assistant teacher is low- paid teachers in comparison to the full time teachers. Such teachers should have minimum training in handling MGT and MCT situation.
- The participants also discussed that teachers in COPE school do not have time for keeping records. Anyhow, they are performing this duty due to their poor condition of their job. They are overloaded and low paid.
- The SMC should have the right to evaluate teachers' performance and take action in case of their irregularity, disobedience and week performance. Criteria for evaluating teacher's performance should be prepared on the basis of the local situation by the community (SMC, PTA)
- The head teacher should be made more responsible to monitor and supervise school activities.
- Technical support should be provided by DEO in order to implement appropriate instructional organization in the school.
- Training institutions should be involved to follow-up the use of training in classroom situation.
- SMC members should be provided orientation training to make them capable for monitoring and assessing teaching performance of the teachers.

- RPs and SSs should be provided orientation to address pedagogical aspects of MGT and MCT.

Report of the FGDs orgnized at the schools

Initiation of multi-grade and multi- class teaching in the school

The basic characteristic of Community Owned Primary (COPE) Schools is Multi-grade teaching with the direct monitoring and supervision of community people. The COPE schools had made attempts to develop MGT as a pedagogic choice, on one hand a cost saving means had been used for achieving the goal of quality education. MGT was initiated after the first year of the establishment of the school. As the number of the students increases in the school, the possibility of MGT is decreases.

COPE Programme provides initial grants to the school along with the fix fund. Community decides expenditure items for the development of the school. After recruitment of the teacher, COPE provides first package of training with the additional package of 42 hours inclusive of 8 hours of MGT contents. Regular supervision by the SMC members had made support to manage multi-class teaching a possible practice in these schools.

Problems faced by the teachers to run classes in MGT and MCT situation

- All the teachers were not equally able to teach different subjects in a grade. Thus teachers were facing difficulties to teach difficult subjects in a MGT situation.
- Course contents could not be completed in time and learning out- comes of both the grades could not be achieved by the end of the session.
- Without use of attractive instructional materials in the classroom, contents could not be delivered effectively. These schools, due to the lack of instructional materials, were suffering in fulfilling the objectives of quality instruction.
- It was difficult for a teacher to look after two grades at a time. Training provided to them was not sufficient to make them technically sound to address the problem of Multi-grade teaching.
- Provision of teaching assistant had solved the problem temporally. This temporary arrangement would create problems any time.
- Community people were involved in monitoring and supervision of teaching learning activities in the schools. Without adequate knowledge of supervisory activities, they were not able to provide quality service.

Support needed to the teachers to increase students' enrolment through MGT and MCT arrangement

- Involvement of community people in different activities of the school had been a cause for increasing the number of students in the school.
- The other cause for increasing number of students was teachers' effort to run the classes regularly.
- Teachers and community people had made joint effort for providing access of primary education to all the school age children of the community.

Professional support required for MGT and MCT teaching

- COPE schools were not provided child-learning materials developed and distributed by Curriculum Development Centre. Teachers also expressed that

they do not have adequate knowledge in the use of these materials for effective teaching in MGT situation.

- SMC and PTA of the school were active in mobilizing local resources and in monitoring and supervising school activities. They needed technical knowledge in these aspects. In this respect awareness package should be developed for community people and stakeholders.
- Textbook contents should be rearranged and curricular contents should be readjusted to address the problem created by MGT and MCT situations

Type of support expected from DEO to implement MGT and MCT in the school

- School Supervisors and Resource Persons are not visiting COPE schools regularly. COPE school teachers were found interested to share their problems with SAs and RPs.
- Teacher support materials were promote the teachers to upgrade their teaching competencies. DEO could help the teachers providing teacher support materials.
- DEO should provide intensive training to the teachers to teach in MGT situation.
- Education materials should be supplied by DEO, on one hand and teachers should be provided training to prepare low and no cost materials using local materials.
- DEO can help to prepare and implement SIP in the school.

Community involvement in running MGT and MCT classes in the school

- One of the strengths of COPE school programme was active involvement of the community for the development of the schools. These schools were owned by the community people. Resources were mobilized by the community people and support provided for physical development of the school. They used to supervise and monitor school activities. They had prepared their timetable of supervision. After supervision, they used to write comments on the register kept in the school. This system had inspired them to participate actively in school activities.
- In the FGD, SMC members reported that teachers were alert themselves in their duties.
- Annual plan of the schools were prepared jointly by SMC members and the teachers.
- School building of Durga Community School was constructed with the joint effort of community, VDC and COPE. Majority cost of the building was shared by the community (53.4%) people. COPE shared 27.5 percent of the cost of the building.

Provision of instruction materials and their use in MGT and MCT situation

- COPE school teachers lacked additional teacher support materials. These materials should be provided by DEO.
- Prepared teaching materials should be supplied to the schools. Teachers should have training to prepare instruction materials by using local materials.
- Teacher support materials should be provided in Nepali subject. Since some of the teachers were not local, they should be supplied some reading materials in Nepali language.

Ways of making multi-grade and multi-class teaching effective easy and practical

- COPE schoolteachers were found, as reported by SMC representative of the concerned schools, enthusiastic to learn through the training. This positive attitude of the teachers should be turned into proper management of MGT practices in the school.
- For effective management of MGT and MCT in the school, the school should be developed as a resource center for instructional materials, teacher support materials and self-learning materials for the students. These schools have jointly formed Community School Association for their development. These schools can be mobilized for the management of resources in the schools.
- Orientation training to the stakeholders would make them aware about the requirement of MGT that would result into positive attitude towards MGT practices in the school.
- Similar contents of the subjects for both the grades of MGT setting should be identified and readjusted for better adjustment. Teachers lack the knowledge of content adjustment.
- Availability of textbook in time and provision of SLM and workbook would support quality teaching in such situation.
- Support of community people in monitoring school activities would make teaching in both the situation more effective.

Annex IX

STATUS OF MGT IN THREE SAMPLE DISTRICTS

Number of grades run in sample districts	Number of schools					
	Dhankuta N=209		Mustang N\46		Dhading N=434	
	SLC	SCT	SLC	SCT	SLC	SCT
1	-	4(100)	-	-	-	9(100)
1-2	14(70)	6(30)	-	-	27(69)	12(31)
1-3	44(58)	1(02)	-	2(100)	124(81)	29(19)
1-4	4(100)	-	-	-	27(93)	2(07)
1-5	131(96)	5(04)	42(95)	2(05)	176(86)	28(14)
Total	193(92)	16(8)	42(91)	4(09)	354(82)	80(18)

Source: Concerned DEOs

Note: The figures within parenthesis indicate the percentage.

SLT = Schools with less number of teachers than the grades

SCT = Schools with complete number of teachers

Annex X

STUDENTS' PROFILE OF THE SAMPLE SCHOOL BY DISTRICTS

Districts	School code	Grades												Average student in one grade of school
		1		2		3		4		5		Total		
		Boys	Total	Boys	Total	Boys	Total	Boys	Total	Boys	Total	Boys	Total	
Kaski	1	18 (9)	31 (12)	9 (6)	16 (8)	7 (3)	14 (6)	6 (2)	15 (9)	5 (3)	14 (6)	45 (23)	90 (41)	18
	2	2 (2)	9 (6)	-	3 (3)	2 (2)	3 (3)	2 (2)	4 (4)	2 (2)	4 (4)	8 (8)	23 (20)	5
	3	24 (17)	54 (41)	17 (12)	34 (27)	10 (10)	27 (23)	15 (13)	22 (20)	14 (13)	26 (23)	80 (65)	163 (134)	33
	4	3(2)	6 (2)	1 (1)	4 (4)	-	2 (2)	1 (1)	4 (4)	2 (1)	4 (3)	7 (5)	20 (15)	4
	Total	100 (61)		57(42)		46(34)		45(37)		48(36)		296(210)		15
Dhankuta	5	6 (6)	15 (11)	3 (3)	10 (8)	5 (5)	10 (9)	-	-	-	-	14 (14)	35 (28)	12
	6	9 (1)	14 (2)	3 (3)	6 (5)	5 (1)	8 (2)	-	-	-	-	17 (5)	28 (9)	9
	7	10 (10)	23 (18)	8 (6)	12 (10)	6 (5)	9 (6)	6 (2)	14 (7)	1 (0)	5 (4)	31 (23)	63 (45)	13
	8	10 (7)	26 (13)	12 (9)	22 (13)	9 (6)	14 (9)	8 (4)	15 (9)	6 (2)	12 (8)	45 (28)	89 (52)	18
	Total	78(44)		50(36)		41(26)		29(16)		17(12)		215(134)		13
Mustang	9	-	3 (2)	2 (2)	2 (2)	1 (0)	2 (1)	1 (1)	1 (1)	1 (1)	2 (2)	5 (4)	10 (8)	2
	10	4 (0)	7 (1)	2 (0)	4 (0)	1 (0)	1 (0)	-	-	-	3 (0)	7 (0)	15 (1)	3
	11	2 (2)	2 (2)	1 (1)	2 (2)	-	1 (1)	-	-	-	-	3 (3)	5 (5)	2
	12	2 (2)	6 (6)	2 (1)	3 (2)	2 (2)	8 (8)	1 (1)	4 (4)	2 (2)	5 (5)	9 (8)	26 (25)	5
	Total	18(11)		11(6)		12(10)		5(5)		10(7)		56(39)		5
Dhading	13	6 (5)	13 (9)	4 (6)	17 (14)	16 (5)	24 (10)	9 (6)	26 (14)	8 (6)	21 (12)	43 (28)	101 (59)	20
	14	15 (9)	30 (18)	11 (8)	21 (15)	11 (10)	19 (16)	6 (6)	14 (12)	8 (7)	15 (14)	51 (40)	99 (75)	20
	15	12 (9)	24 (21)	7 (6)	27 (26)	6 (6)	12 (12)	9 (9)	13 (13)	-	-	34 (30)	76 (72)	19
	16	15 (9)	28 (18)	6 (5)	21 (17)	4 (2)	15 (11)	10 (10)	17 (16)	-	-	35 (26)	81 (62)	20
	17	34 (27)	91 (65)	25 (22)	50 (36)	21 (18)	38 (33)	25 (16)	42 (35)	20 (15)	39 (28)	125 (98)	260 (195)	52
	Total	186 (131)		136 (108)		108 (82)		112 (88)		75 (54)		617 (463)		27
Rupendehi	18	9 (6)	19 (11)	13 (9)	28 (21)	9 (7)	18 (12)	-	-	-	-	31 (22)	65 (44)	22
	19	16 (13)	24 (20)	13 (10)	20 (15)	10 (10)	20 (20)	11 (9)	18 (16)	9 (8)	18 (17)	59 (50)	100 (88)	20
	Total	43 (31)		48 (36)		38 (32)		18 (16)		18 (17)		165 (132)		21

Note: Figures within parenthesis indicates the number of present students at the day of observation.

Annex XI

TEACHERS' PROFILE OF THE SAMPLE SCHOOLS BY DISTRICTS

Districts	School code	Teachers			
		Rank	Qualification	Position	Training
Kaski	1	HT	I.L.	Permanent	5 months normal, Distance Education
		T ₁	I.Ed.	Permanent	330 hrs.
		T ₂	I.Ed.	Temporary	150 hrs.
		P ₁	Under SLC	Private	-
	2	HT	SLC	Permanent	2 years normal
		T ₁	SLC	Permanent	150 hrs.
		T ₂	I.A.	Permanent	-
		P ₁	SLC	Private	-
	3	HT	SLC	Permanent	330 hrs
		T ₁	B.Ed.	Permanent	180 hrs
		T ₂	SLC	Temporary	-
		P ₁	I.Com	Private	-
		P ₂	SLC	Private	-
	4	HT	SLC	Permanent	
		T ₁	I.Ed.	Temporary	
		T ₂	I.A.	Temporary	
Dhankuta	5	HT	SLC	Temporary	1 st package, Teaching method, Recurrent (10 days)
		T ₁	Not appointed in government quota also		
	6	HT	SLC	Permanent	330 hrs. MGT 10 days
		T ₁	I.Ed.	Temporary	MGT (10 days)
	7	HT	SLC	Permanent	330 hrs, MGT (10 days)
		T ₁	I.A.	Permanent	10 months
		T ₂	I.A.	Temporary	150 hrs MGT (10 days)
		P ₁	SLC	Private	-
	8	HT	SLC	Permanent	150 hrs, 10 months
		T ₁	SLC	Permanent	180 hrs.
		T ₂	SLC	Permanent	150 hrs, Pre-primary (400 hrs)
		P ₁	SLC	Private	-

Mustang	9	HT	SLC	Permanent	4 th package	
		T1	I.Ed.	Permanent	150 hrs.	
		T2	SLC	Temporary	4 th package	
	10	HT	SLC	Permanent	3 rd package	
		T1	SLC	Permanent	5 months inservice	
		T2	I.A.	Permanent	1 st package	
		T3	I.A.	Permanent	-	
	11	HT	SLC	Permanent	4 th package, 330 hrs, MGT (12 days)	
		T1	SLC	Permanent	4 th package, 330 hrs, MGT (12 days)	
		T2	SLC	Temporary	4 th package, 330 hrs, MGT (12 days)	
	12	HT	SLC	Permanent	5 months inservice, Special education	
		T1	SLC	Permanent	7.5 months inservice	
		T2	SLC	Temporary	330 hrs	
		T3	SLC	Temporary	-	
	Dhading		HT	SLC	Temporary	Headmaster, MGT (10 days)
			T1	SLC	Temporary	MGT (10 days)
P1			SLC	Private	-	
P2			SLC	Private	-	
		HT	I.A.	Temporary	4 th package, MGT (10 days)	
		P1	SLC	Private	-	
		P2	SLC	Private	-	
		HT	B.Ed.	Temporary	MGT (10 days)	
		P1	SLC	Private	-	
		P2	SLC	Private	-	
		HT	SLC	Temporary	1 st package MGT (10 days)	
		T1	SLC	Permanent	4 th package	
		P1	SLC	Private	-	
		P2	SLC	Private	-	
		HT	I.A.	Permanent	4 th package MGT (10 days)	
		T1	SLC	Permanent	1 st package	
		P1	SLC	Private	-	
		P2	SLC	Private	-	
Rupendehi			HT	SLC	Permanent	1 st package, 42 hrs
			T1	SLC	Permanent	1 st package
		HT	I.A.	Permanent	3 rd package	
		T1	SLC	Permanent	3 rd package	
		T2	I.A.	Permanent	1 st package	
		T3	I.Com.	Permanent	1 st package	
		T4	SLC	Permanent	1 st package	

Note: HT = Head Teacher, T₁, T₂, T₃, . . . = Teacher in government quota

P₁, P₂, P₃, . . . = Teachers appointed by school (private)

Annex XII

TEACHERS' QUALIFICATION AND POSITION IN SAMPLE SCHOOLS

Districts	Qualification			Position		
	Certificate & Over	Only SLC	Below SLC	Permanent	Temporary	Private
Kaski	8(50)	7(44)	1(06)	8(50)	4(25)	4(25)
Dhankuta	3(27)	8(73)	-	6(55)	3(27)	2(18)
Mustang	3(21)	11(79)	-	10(71)	4(29)	-
Dhading	3(17)	15(83)	-	3(17)	5(28)	10(57)
Rautahat	3(43)	4(57)	-	7(100)	-	-
Total	20(30)	45(68)	1(02)	34(52)	16(24)	16(24)

Annex XIII

TEACHING SCENARIO OF OBSERVED CLASSES

District	School Code	Class setting	Grade	Teaching subject	No. of room in school		Use of		Drinking water	Playground	Toilet condition	Compound wall
					Total	Class-room	Time table	Yearly plan				
Kaski		MGT	(2+3)	Same	4	3	Partial	Partial	Good	Small	Good	No
		MCT	(2+3)	Different	7	5	Partial	No	Good	Good	Bad	Good
		MGT	(4+5)	Same	5	4	Yes	Partial	No	Small	Bad	No
		MGT	(1+2)	Same	6	4	No	Partial	No	Good	Bad	Good
		MCT	(4+5)	Different	6	4	No	Partial	No	Good	Bad	Good
Dhankuta		MGT	(2+3)	Same	4	3	No	No	No	Small	Good	No
		MGT	(2+3)	Different	2	1	Partial	Partial	No	No	Bad	No
		MCT	(2+3)	Same	7	5	Yes	No	Yes	Small	Bad	No
		MGT	(2+3)	Same	5	4	Partial	Partial	No	Small	No	No
		MCT	(4+5)	Same	5	4	Partial	Partial	No	Small	No	No
Mustang		MCT	(3+5)	Same	6	5	No	Yes	No	Small	Good	No
		No classes			8	5	Yes	Partial	Good	Good	Good	Good
		MGT	(1+3)	Different	10	5	No	No	Good	Good	Good	Good
		MCT	(2+5)	Different	8	5	Yes	Partial	Good	Small	Good	Good
Dhading		MGT	(3+4)	Same	7*	5	No	No	No	No	No	No
		MGT	(4+5)	Same	5	4	Partial	No	Good	Good	Good	No
		MGT	(3+5)	Same	4	3	No	No	No	Small	Good	No
		No class			3	2	Yes	Partial	Good	Small	Good	No
		MCT	(3+5)	Same	7	5	Yes	No	Good	No	Good	No
Rautahat		MGT	(2+3)	Same	2	1	Yes	Partial	Yes	Good	No	No
		MGT	(1+2)	Same	6	4	Yes	Partial	Good	Small	Good	No

* Building is under construction.

Annex XIV

INSTRUCTIONAL ENVIRONMENT OF OBSERVED CLASSES

Variables	Kaski				Dhankuta				Mustang			Dhading			Rautahat		
	School Code				School Code				School Code			School Code			School code		
Classroom sanitation	Fair	Good	Fair	Fair	Good	Good	Fair	Fair	Good	Poor	Good	Good	Poor	Poor	Fair	Good	Fair
Cleanliness of the floor	Fair	Good	Fair	Fair	Good	Good	Fair	Fair	Good	Poor	Good	Good	Fair	Poor	Fair	Good	Fair
Cleanliness of the walls	Fair	Good	Fair	Fair	Good	Good	Fair	Fair	Fair	Fair	Good	Poor	Poor	Poor	Fair	Good	
Lighting condition	Fair	Good	Fair	Good	Poor	Good	Poor	Poor	Fair	Fair	Fair	Good	Good	Poor	Good	Fair	Good
Ventilation	Good	Fair	Fair	Good	Poor	Good	Poor	No	Fair	Poor	Fair	Good	Good	No	Poor	Fair	Fair
Number of desks and benches	Good	Fair	Poor	Good	Fair	Good	Poor	Good	Fair	Poor	Fair	Good	Fair	Fair	Fair	Good	Fair
Arrangement of desk and benches	Good	Poor	Poor	Good	Fair	Fair	Fair	Good	Poor	Poor	Fair	Fair	Fair	Fair	Fair	Fair	Fair
Open space for teacher's movement	Fair	Good	Poor	Good	Good	Good	Good	Poor	Good	Fair	Good	Poor	Poor	Poor	Fair	Fair	Poor
Space for group work and other activities	Poor	Good	Poor	Fair	Fair	Good	Good	Poor	Good	Fair	Fair	Poor	Poor	No	Poor	Good	Fair
Cleanliness of the blackboard	Good	Fair	Poor	Fair	Good	Poor	Fair	Fair	Good	Good	Good	Poor	Fair	Fair	Poor	Fair	Fair
Condition of the blackboard	Good	Poor	Fair	Fair	Good	Fair	Fair	Fair	Fair	Good	Good	Poor	Fair	Fair	Poor	Fair	Poor
Classroom decoration	Poor	No	Fair	Fair	Poor	Poor	Poor	No	Poor	Fair	Fair	No	No	No	No	Fair	No
Provision of dust bin	No	No	Fair	Fair	No	No	No	No	No	Poor	Fair	No	No	No	No	No	No
Use of dust bin	No	No	No	Poor	No	No	No	No	No	Poor	Fair	No	No	No	No	Poor	No
Provision of learning corners	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
Use of learning corners	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
Availability of book/materials shelves	No	No	No	No	No	No	No	No	No	No	Fair	Poor	No	Fair	No	No	No
Management of the materials in the shelves	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
Display of students' materials	No	No	No	No	No	No	No	No	No	Fair	No	No	No	No	No	Poor	No
Lesson plan prepared	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
use of support materials	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
Time management	Fair	Poor	Fair	Good	Good	Fair	Fair	Poor	Fair	Fair	Fair	Poor	Fair	Good	Good	Fair	Poor
Presentation of subject	Good	Fair	Fair	Good	Good	Fair	Fair	Fair	Good	Good	Fair	Fair	Fair	Fair	Good	Fair	Fair
Organization of group work	No	No	No	No	No	No	No	No	No	No	No	No	No	Poor	No	No	No
Activities in absent class	CW	No	CW	CW	CW	CW	CW	CW	CW	CW	CW	CW	CW	CW	CW	CW	No

(No classes due to the Dhaityang festival)

(No MGT/MCT situation due to the new private teachers appointment)

CW=Class Work.

Annex XV

PROMOTION RATE OF STUDENTS' IN SAMPLE SCHOOLS OF DHADING DISTRICT

School code	Years	Grades										Total	
		1		2		3		4		5		Students	Percentage
		Boys	Total	Boys	Total	Boys	Total	Boys	Total	Boys	Total		
13	059	16(10)	38(25)	20(18)	41(36)	7(7)	21(21)	15(14)	21(20)	4(3)	13(12)	268(230)	86
	060	24(18)	34(24)	10(8)	30(27)	13(12)	30(27)	15(14)	22(21)	14(13)	18(17)		
14	059	12(9)	33(16)	7(4)	21(13)	11(9)	19(13)	7(6)	20(16)	8(7)	15(14)	212(127)	60
	060	16(6)	29(12)	11(8)	21(13)	8(4)	19(13)	11(5)	15(6)	10(5)	20(11)		
15	059	Not available										66(48)	73
	060	6(5)	15(13)	8(4)	22(10)	8(8)	16(14)	5(3)	13(11)	-	-		
16	059	10(6)	20(11)	6(4)	16(10)	7(5)	15(10)	7(5)	19(15)	-	-	141(102)	72
	060	10(4)	25(18)	6(4)	16(12)	8(8)	15(14)	6(3)	15(12)	-	-		
17	059	24(9)	59(23)	27(16)	44(23)	23(19)	37(28)	16(14)	33(27)	15(15)	26(26)	399(286)	72
	060	22(17)	50(34)	24(18)	46(35)	19(17)	32(30)	23(16)	42(30)	14(14)	30(30)		
Total		303(176)		257(179)		204(170)		200(158)		122(110)		1086	73
Percentage		58		70		83		79		90		(793)	

Note: The figures within parentheses indicate the number of passed students where the figures outside denote the total number of students appear in the examination.

Annex XVI

**SCENARIO OF THE SAMPLE SCHOOLS OF DHADING DISTRICT
IN THE FIRST AND SECOND PHASE STUDY ON MGT AND MCT
SITUATIONS**

School code	Average students in one grade		No. of teachers in school		No. of classrooms		MGT/MCT setting		Promotion rate (%)	
	2059	2060	2059	2060	2059	2060	2059	2060	2059	2060
13	27	20	4	4	6	7*	MCT	MGT	85.1	86.6
14	18	20	3	3	5	5	MCT	MGT	66.7	52.9
15	21	19	3	3	4	4	MGT	MGT	N.A.	72.7
16	20	20	3	4	4	4	MCT	No	65.7	78.9
17	41	52	3	4	6	6+2*	MCT	MCT	63.8	79.5

*Rooms under construction.

N.A. Not available

Annex XVII

LIST OF PARTICIPANTS OF DIFFERENT WORKSHOPS

1. Participants of the National Workshop organized in CERID on 11th Magh 2060.

S.No.	Name	Post	Office
1	Dr. Hridaya Ratna Bajracharya	Executive Director	CERID
2	Mr. Janardan Nepal	Director	DOE
3	Mr. Haribol Khanal	Executive Director	NFEC
4	Dr. SriRam Prasad Lamichhane	Assot. Professor	CERID
5	Dr. Kishor Shrestha	Co-ordinator	CERID
7	Prof. Dr. Divya Man Karmacharya	T.U	Professor
8	Prof. Dr. Basudev Kafle	T.U	Professor
9	Mr. Sovit Ram Bista	DOE	Dy Director
10	Mr. Neera Shakya	DOE	Dy Director
11	Mrs. Devina Pradhananga	DOE	Dy Director
12	Mr. Hari Shankar Manandhar	MOES	DY Secretary
13	Mr. Balram Timilsana	MOES	Sec. Office
14	Mr. Diwakar Dhungel	MOES	DY Secretary
15	Mr. Sunita Malaakar	DEC	DY Director
16	Mr. Lok Bikash Pant	MOES	DY Secretary
17	Dr. Prem Narayan Aryal	CERID	Researcher
18	Dr. Shivaram Neupane	CERID	Asst. Researcher
19	Mr. Ganga Ram Gautam	CERID	Asst. Researcher
20	Mr. Rom Prasad Bhattarai	CERID	Research Officer
21	Mrs. Santa Sharma	CERID	Asst. Administrator
22	Mr. Murari K.C	CERID	Head Asst.
23	Mr. Zahi Parwez	CERID	Researcher
24	Mr. Hari Prasad Upadhyaye	CERID	Researcher
25	Dr. Tritha Raj Parajuli	T.U.	Professor.
26	Mrs. Rukmini Bajracharya	T.U.	Professor
27	Mr. Narendra Phuyal	CERID	Researcher
28	Mr. Raju Manandhar	CERID	Asst. Lecturer

2. Participants of the National Workshop Organized in CERID on 31st of Jestha 2061

S.No.	Names	Office	Post
1	Prof. Dr. Hridaya Bajracharya	CERID	Exec. Director
2	Mr. Janardan Nepal	DOE	Director
3	Mr. Punya Prasad Neupane	DOE	Director
4	Mr. Dr. Kishor Shrestha	CERID	Co-ordinator
5	Dr. Prem Narayan Aryal	CERID	Researcher
6	Prof. Pramila Rajbhandari	T.U.	Professor
7	Prof. Dr. Divya Maan Karmacharya	T.U.	Professor
8	Prof. Dr. Basudev Kafle	T.U.	Professor
9	Mr. Sovit Ram Bista	DOE	DY Director
10	Miss Neera Shakya	DOE	DY Director
11	Mrs. Devina Pradhananga	DOE	DY Director
12	Mr. Balram K.C.	DEO	DEO, KTM
13	Mr. Baliram Prasad Singh	DEO	DEO, Lalitpur
14	Mr. Indra Bahadur Shrestha	NCED	Trainer
15	Mr. Ishwori Prasad Gyawali	NCED	Trainer
16	Mr. Harishankar Manandhar	MOES	DY. Secretary
17	Mr. Balram Timilsina	MOES	Section Officer
18	Miss Sunita Malakar	DEC	DY. Director
19	Mr. Lok Bikash Panta	MOES	DY. Secretary
20	Mr. Tritha Raj Parajuli	T.U.	Professor
21	Dr. Shivaram Neupane	CERID	Assot. Researcher
22	Mr. Ganga Ram Gautam	CERID	Assot. Researcher
23	Prof. Dr. Rukmini Bajracharya	CERID	Professor
24	Mr. Narendra Phuyal	CERID	Researcher
25	Mr. Ganesh Bahadur Maali	T.U. (Ret.)	Professor
26	Mr. Laxman Prasad Phuyal	DEO, Dhading	SS
27	Mr. Kashi Lal Chaudhary	DOE	Sec. Officer
28	Mr. Bhaskar Raj Gautam	DEO, Dhading	SS
29	Dr. Govinda Raj Bhattarai	Dean's Office	Asst. Dean
30	Mr. Diwakar Dhungel	MOES	DY Secretary
31	Mr. Yadav Chandra Niraula	NCED	Library Officer
32	Mr. Murari K.C	CERID	Head Asst.
33	Mr. Keshav Raj Bhattarai	CERID	Research Team
34	Mr. Suresh Shakya	CERID	Typist 'Ka'

3. Participants of the Workshop Organized in Kaski District

S.No.	Names	Post	Office
1	Mr. Purna Bahadur Ranabhat	Director	RDE
2	Mr. Balram Paudel	DEO	DEO
3	Mr. Narayan Prasad Subedi	Sec. Officer	DEO
4	Mr. Sri Upendra Raj Subedi	SS	DEO
5	Mr. Narendra Raj Paudel	SS	DEO
6	Mr. Shridhar Kafle	SS	DEO
7	Mr. Kul Prasad Kafle	SS	DEO
8	Mr. Sushil Babu Khanal	SS	DEO
9	Mr. Guru Prasad Paudel	SS	DEO
10	Mr. Nir Bikram Rana	RP	DEO
11	Mr. Hem Sharma Paudel	Sec. Officer	RDO
12	Mr. Dharma Datta Dahal	HT	P. School
13	Mr. Bishnu Kumar Shrestha	HT	P. School
14	Mr. Nil Bahadur K.C.	Ex. Director	RDO
15	Mr. Krishna Prasad Paudel	HT	Higher S. S
16	Mr. Madhav Prasad Parajuli	Tec. Asst.	DEO
17	Mrs Rewati Bilas Paudel	HT	Mahendra S.S
18	Mr. Arjun Bahadur Lamichhane	HT	Bhalam P.S.
19	Mr. Chuma Devi Thapa	HT	P.S.
20	Mr. Nil Kumar Adhikari		
21	Mr. Krishna Prasad Paudel	HT	Higher S.S
22	Prof. Dr. Basudev Kafle	Professor	CERID, T.U.
23	Dr. Prem Narayan Aryal	Research Team	CERID, T.U.
24	Dr. Shivaram Neupane	Research Team	CERID, T.U.
25	Mr. Keshav Bhattarai	Research Team	CERID, T.U.
26	Mr. Murari K.C.	Research Team	CERID, T.U.
27	Mr. Prem Bahadur Dahal	SMC Chair	School
28	Mr. Buddha Bahadur Gurung	SMC Chair	School

4. Participants of Workshop Organized in Dhankuta District

S.No.	Names	Office	Post
1	Mr. Manohar Gharelu	DEO	Act. DEO
2	Mr. Tulsi Narayan Adhikari	DEO	Sec. Officer
3	Mr. Gahendra Dahal	DEO	S.S.
4	Mrs Mohan Rai	DEO	S.S.
5	Mr. Ganesh Prasad Adhikari	DEO	S.S.
6	Mr. Ram B. Shrestha	DEO	RP
7	Mr. Ganesh Guragain	DEO	RP
8	Mr. Prasuram Chaudhary	DEO	RP
9	Mrs. Geeta Bhattarai		Teacher
10	Mr. Lekh B. Rai		Head Teacher
11	Mr. Chakra Bd. Basnet		Head Teacher
12	Mr. Ujjwalta Shrestha		Teacher
13	Mr. Pretha Singh Dahal	DEO	RP
14	Mr. Damodar Dahal		Sec. Officer
15	Mr. Divya Raj Kattel		Sec. Officer
16	Mr. Leela Ballav Ghimire		Journalist
17	Mr. Anjana Tamli		Journalist
18	Mr. Suman Guragain		Journalist
19	Mr. Ganesh Khanal	Dhankuta Multiple Campus	Teacher
20	Mr. Khagendra Prasad Acharya	Education office	RP
21	Mr. Madhav Prasad Kafle	Education office	DEO Staff
22	Dr. Prem Narayan Aryal	CERID	Research Team
23	Dr. Shiva Ram Neupane	CERID	Research Team
24	Mr. Keshav Raj Bhattarai	CERID	Research Team
25	Mr. Murari K.C.	CERID	Research Team
26	Mr. Dambar Bd. Khadka		SMC Member
27	Mr. Dhan Bd. Chapagain		SMC Member
28	Mr. Hem Bahadur Rana		SMC Member
29	Mr. Hari Kafle		Intellectual
30	Mr. Gajendra Shrestha		SMC Chair Person
31	Mr. Rabindra Lama		Ex- teacher

5. Participants of the workshop Organized in Mustang district

S.No.	Name	Post	Office
1	Mr. Bishnu Kumar Devkota	DEO	DEO
2	Prof. Dr. Basudev Kafle	Professor	T.U.
3	Dr. Prem Narayan Aryal	Research Team member	CERID
4	Mr. Surendra Hirachan	Social Worker	
5	Mr. Keshari Raman Neupane	Sec. Officer	DEO
6	Mr. Chandra Bahadur Gurung	Principal	School
7	Mr. Jeet Giri	HT	Tiri School
8	Mr. Nanimaiya Thakali	HT	Bal Mandir
9	Mr. Purna Bahadur Achaami	SS	DEO
10	Mr. Kalpana Subedi	HT	Annapurna P.S.
11	Mr. Baburam Paudel	RP	DEO
12	Mr. Chakra Pani Gautam	RP	DEO
13	Mr. Rajendra Gauchan	Teacher	School
14	Mr. Nagendra Prasad Regmi	SS	DEO
15	Mr. Tanka Raj Baral	Tec. Asst.	DEO
16	Mr. Hari Bahadur K.C	RP	DEO
17	Mr. Krishna Prasad Pandey	HT	Janata S.S.
18	Mr. Hem Prasad Acharya	Sec. Officer	DEO
19	Mr. Parbati Aryal	Asst. Trainer	HSEB
20	Mr. Bishnu Sherchan	HT	Namuna P.S.
21	Mr. Sher Bahadur Gurung	HT	Dumba P.S.
22	Mr. Suresh Shakya	Research Team	CERID
23	Mr. Keshav Raj Bhattarai	Research Team	CERID
24	Dr. Ashok Jha	Asso. Proffesor	P.N. Campus
25	Mr. Bhumi Raj Gyawali	Tec. Asst.	DEO
26	Mr. Chikyap Gurung	SMC, Chair Person	Gyan Bhumi P.S.

6. Participants of Focus Group Discussion/Interaction Program
Organized in Gaur, Rautahat

S.No.	Names	Post	Office
1	Mr. Sadanand Jha	DEO	DEO
2	Prof. Dr. Basudev Kafle	Professor	CERID
3	Dr. Prem Narayan Aryal	Researcher	CERID
4	Mr. Murari K.C.	RA	COPE
5	Mr. Balkrishna Adhikari	AFA	DEO
6	Mr. Yogeshwor Rawat	RP	Pragatishil School
7	Mr. Ragunath Prasad Barma	HT	SMC, Krishna
8	Mr. Laxmi Prasad Koirala	Chair	DEO
9	Mr. Bipin Bihari Singh	RP	DEO
10	Mr. Dwatika Prasad Yadav	SS	DEO
11	Mr. Gokarna Dhwoj Karki	Sec. Officer	School
12	Mr. Mani Shankar Nidhi	HT	DEO
13	Mr. Jateshwor Prasad Singh	Sec. Officer	DEO
14	Mr. Binda Sahani	RP	DEO
15	Mr. Mukunda Puri	RP	DEO
16	Mr. Ram Babu Thakur	SS	DEO
17	Mr. Ram Bachyam Prasad Yadav	RP	DEO
18	Mr. Surendra Pratap Singh	Adm. Staff	DEO
19	Mr. Hem Narayan Yadav	Adm. Staff	DEO
20	Mr. Ram Bilas Jha	Adm. Staff	DEO