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FIELD PAPERS

NEPAL

Outline for an Information Management Workshop

January 1986

IEES

Improving the Efficiency of Educational Systems

Florida State University
Howard University
Institute for International Research
State University of New York at Albany

United States Agency for International Development
Bureau for Science and Technology
Office of Education
Contract No. DPE-5283-C-00-4013-00

Improving the Efficiency of Educational Systems (IEES) is an initiative funded in 1984 by the Agency for International Development (AID), Bureau for Science and Technology, Office of Education. The principal goals of the IEES project are to help developing countries improve the performance of their educational systems and strengthen their capabilities for educational planning, management, and research. To achieve these goals, a consortium of U.S. institutions has been formed to work collaboratively with selected host governments and USAID Missions for ten years. The consortium consists of The Florida State University (prime contractor), Howard University, the Institute for International Research, and the State University of New York at Albany.

There are seven countries working with the IEES initiative to improve educational efficiency: Botswana, Haiti, Indonesia, Liberia, Nepal, Somalia, and Yemen Arab Republic.

Documents published by IEES are produced to promote improved educational practice, planning, and research within these countries. All publications generated by project activities are held in the IEES Educational Efficiency Clearinghouse at The Florida State University. Requests for project documents should be addressed to:

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Agency for International Development
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NEPAL

Outline for an Information Management Workshop for the Ministry of Education and Culture

January 1986

The outlined workshop was given to the Manpower and Statistics Unit of the MOEC in Kathmandu to assist in the process of improving the data collection and analysis capabilities. The chief focus of the workshop was the design, construction, and field-testing of questionnaire and survey instruments. Consultants were Michael Green and Frances Kemmerer.

IEES Field Papers are the products of IEES assistance in collaborating countries. They are papers, outlines, guides, or summaries produced by consultants or staff as part of the long-term IEES strategy which is collaboratively developed with each country for improving educational efficiency. Some of these papers are products of USAID-funded and IEES-administered field projects now underway. These papers are copied and disseminated in their original form because of their potential usefulness to technical staff, planners, and decisionmakers in developing nations and to agencies assisting those nations in the improvement of their educational systems.

A complete list of **IEES Field Papers** may be obtained from:

Improving the Efficiency of Educational Systems
204 Dodd Hall
Florida State University
Tallahassee, FL 32306 USA

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INFORMATION MANAGEMENT WORKSHOP

MINISTRY OF EDUCATION AND CULTURE
DIVISION OF MANPOWER AND STATISTICS

Dates: January 5-January 16
Hours: 11:00-1:00, 2:00-4:00

DATE	TOPIC
January 5	Information based planning and decisionmaking
January 6	Questionnaire and survey design
January 7	Reliability and validity
January 8	Construction of survey on the physical and financial characteristics of schools
January 9	Interviewing techniques
January 10	Pilot testing in schools
January 12	Revision of survey
January 13	Pilot testing in schools
January 14	Revision of survey
January 15	Strategies for improving response rates Sample selection
January 16	Workshop evaluation

INFORMATION MANAGEMENT WORKSHOP

Notes from Day 1 - Information Based Planning and Decisionmaking

Introduction

1. The Improving the Efficiency of Education (IEES) Project

IEES is a centrally funded USAID project which works with governments and USAID Missions to provide assistance in the human resource sector. Within this broad area of education and training, IEES cooperates with government and USAID Missions in activities identified by government as having top priority. At the present time, IEES is involved in collaborative projects in such countries as Somalia, Botswana, Zimbabwe, Haiti, Indonesia, and, of course, Nepal.

In Nepal, the MOEC has identified two areas for initial IEES involvement--evaluation of the second radio education teacher training project (RETT II) and strengthening government capacity to collect and analyze information on the schools. This workshop is the first in a series of activities related to improving the quality of the information collected, the flow of accurate information among levels of government, and the analysis of that information. The goal of the MOEC, as expressed to us, in this regard is to enable central, regional, and district offices to base their planning and decisionmaking on reliable and current information.

The purpose of this workshop is three-fold:

1. To demonstrate the advantages of and necessity for making decisions based on detailed information on schools;

2. To provide experience in designing and administering questionnaires and surveys; and

3. To learn from your responsibilities for collection and analysis of school data, the problems you experience in doing this work, and the types of training you think would be most useful.

Exercise 1

In order to understand more clearly your responsibilities and therefore, your information needs, we would like you to divide into central, regional, and district groups and answer the following questions.

1. What is the role of your unit(s) in:
   a. the collection of information on the schools;
   b. the analysis of information on schools;
   c. and educational planning and decisionmaking?

2. What are the sources of information your unit(s) rely on most for planning and decisionmaking? How recent is the information? How accurate do you think the information is?

3. What types of information do you think you need to do a better job but do not have access to?

4. Do other levels of government have the information you need?

Summary of Responses

District Level

The DEO solicits monthly reports from schools on numbers of students by grade and level and school income and expenditures. This information is retained in the district office and is used as a basis for the determination of school aid. In addition, the DEO takes primary responsibility for the administration of the twice yearly central level questionnaires. Data from schools is aggregated to the district level and forwarded to the central level.

Information on enrollments is considered highly unreliable as exemplified by the number of students who sit for exams and the numbers supposedly enrolled. Financial data is considered more reliable since the DEO has strict accounting procedures and manages most of the budget.

The DEO expects more accurate information to be gathered as part of the Experimental Competition Program.

Regional Level

The REO initiates almost no data collection. It relies on data from the DEOs to analyze student/teacher, girl/boy, and trained/untrained teacher ratios. These analyses are shared with the DEOs. The REO also plays an intermediary role (between central and district level) in the location of new schools. In general, the information on schools is not considered reliable but the REOs have no alternatives to using it. Better information on dropouts and repeaters is considered important.

Central Level

The MOEC takes primary responsibility for the collection and analysis of information on schools. Questionnaire and survey design are carried out at this level. In addition to the twice yearly questionnaires on the characteristics of schools, information is now being collected on private and sanskrit schools and special education programs. This information is analyzed together with SLC results. The major problems noted at this level are the unreliability of information and poor response rates. Other problems are related to lack of equipment for fast processing of data and awareness of information which is needed but which cannot be obtained given collection and processing difficulties.

Exercise 2

Often questionnaires and surveys provide more information than is used. Assuming each group (mix REO, DEO, MOEC personnel) is the Joint Secretary for Planning:

(1) What questions about the schools could you answer from looking at the August 1985 questionnaire on the schools?

(2) What questions about schools, teachers, and students could you not answer given the information provided on the form? Note: It is important to look at the questions in combination with each other rather than one by one.

Sample Responses

Questions which could be answered:

1. Is schooling available equally across regions and districts?

2. What is the repetition rate at the primary level? Are the repeaters clustered in some grades more than others?

3. Once girls are enrolled in school do they show higher or lower levels of persistence than boys?

4. Are teachers with high qualifications and training distributed equally across regions and districts?

Questions which could not be answered:

1. What is the actual length of the school year and school day by region and district?

2. What is the variation in school resources (libraries, playgrounds, toilets, safe drinking water, etc.) across districts and regions?

3. What is the physical condition of the school?

4. How do schools differ financially across districts and regions?

5. Are boarding schools and hostels distributed in such a way as to increase the opportunities of remote area children for schooling?

INFORMATION MANAGEMENT WORKSHOP

Notes from Day 2 - Questionnaire and Survey Design

Make distinction between survey and questionnaire:

1. questionnaire - given on regular basis to all members of population of interest

2. survey - given to sample of elements, usually done when would be too expensive to give to everyone, can be done on regular basis

Choice of survey or questionnaire depends on nature of question to be investigated and resources available to do investigation.

INSTRUMENT CONSTRUCTION

I. Decide on purpose of instrument. What is its intended use and its intended audience?

Seems very elementary consideration but in order to have good instrument must always keep purpose in mind.

II. Decide on format of instrument.

What form will the questions take: multiple choice/forced choice, fill-in the blank, short answer essay, Likert scale items?

Nature of questions to be asked will help to choose format.

Each type of question has its own strengths and weaknesses:

(1) Multiple choice/forced choice easy to answer and to analyze but designer of questionnaire must be able to anticipate most likely and most appropriate answers (might miss something important or unexpected).

(2) Short answer and fill-in are often able to get additional and/or unexpected information but takes subject longer to respond (therefore sometimes less inclined to answer) and is harder to analyze once responses have been received.

Note: There is nothing wrong with having instrument with questions of differing formats, again nature of questions may require specific format.

III. Construct questions

Should start with more items than think will need as items shown to be no good will either have to be dropped or received.

Useful at times to ask some questions more than once but in slightly different forms as will then have a reliability check (are able to see if subjects are consistent in the way they respond to items).

Questions should be clear and concise, straightforward in construction and easy to understand. Stay away from questions phrased in the negative.

Answer choices provided in multiple choice/forced choice items must also be clear, concise, and easy to understand. Stay away from using "all of the above" and "none of the above" as possible choices.

Questions and answers must be written with the intended audience in mind. They must be appropriate and must employ language (both with regard to reading level and vocabulary) appropriate to that audience (for example, try to stay away from the use of technical jargon in non-technical audiences).

Remember, questions and/or answers that are unclear or misleading provide unreliable and/or meaningless information.

IV. Write instructions on how to administer and complete instrument

Directions to respondent should be on instrument and must be readily understood.

Have to make sure that <u>everybody</u> completing the instrument knows what they have to do and how to respond to the questions.

If someone is to administer the instrument, they must have instructions on how that is to be done so that regardless of who actually gives the instrument, the procedures used are <u>exactly</u> the same (this helps to ensure that the subjects' responses will be <u>reliable</u> and <u>valid</u>).

If the instrument uses questions of various formats, should be directions on how to complete each type before that type of question is asked.

Directions do not have to be long and/or elaborate. All that is required is that they provide enough information so subjects know what is expected of them.

V. Pilot test the instrument

To make sure the instrument works and questions are good, one has to try it out. This is called piloting the instrument.

First give the instrument to someone else in your unit and ask for their opinions regarding clarity, format directions, and the content of the questions. Ask if the questions are easily understood and appropriate for the intended audience. Are also checking to make sure have asked all the needed questions.

Once checked and revised on basis of colleagues' comments, then give to small (between 10-20) subjects in the target population. Upon their completion of the questionnaire ask if they understood the directions, the questions, the answers, etc. Make any necessary revisions based on their comments.

If you have the time and resources, you should then pilot the newly revised instrument again with a new group from the target population.

SURVEY ON QUALITY OF LIFE IN KATHMANDU

1. How is the climate of Kathmandu?

Extremely Hot	Hot	Mild	Cold	Extremely Cold

2. Are you satisfied with the following facilities in Kathmandu?

a. Medical

Fully satis.	Very satis.	Satisfied	Dissatisfied	Very dissatis.	Fully dissatis.

b. Education

Fully satis.	Very satis.	Satisfied	Dissatisfied	Very dissatis.	Fully dissatis.

c. Water supply

Fully satis.	Very satis.	Satisfied	Dissatisfied	Very dissatis.	Fully dissatis.

d. Electricity

Fully satis.	Very satis.	Satisfied	Dissatisfied	Very dissatis.	Fully dissatis.

e. Housing

Fully satis.	Very satis.	Satisfied	Dissatisfied	Very dissatis.	Fully dissatis.

f. Transportation

Fully satis.	Very satis.	Satisfied	Dissatisfied	Very dissatis.	Fully dissatis.

g. Communications

Fully satis.	Very satis.	Satisfied	Dissatisfied	Very dissatis.	Fully dissatis.

h. Sanitation

Fully satis.	Very satis.	Satisfied	Dissatisfied	Very dissatis.	Fully dissatis.

i. Entertainment

Fully satis.	Very satis.	Satisfied	Dissatisfied	Very dissatis.	Fully dissatis.

j. Recreation/Sports

Fully satis.	Very satis.	Satisfied	Dissatisfied	Very dissatis.	Fully dissatis.

3. How crowded to you think the city is?

Too crowded Crowded Not Crowded

4. How safe do you feel in Kathmandu?

Extremely safe	Very safe	Safe	Not very safe	Not safe at all

5. Are you satisfied with opportunities for employment in Kathmandu?

Yes_____ No_____

If No, give the reason (in brief):

6. If you are not originally from Kathmandu, why did you move to Kathmandu (in brief)?

7. Do you like Kathmandu? Yes_____ No_____

If Yes, why (in brief)?

8. How easy is it to live in Kathmandu?

Extremely easy	Very easy	Easy	Difficult	Very difficult	Impossible

9. Overall, the quality of life in Kathmandu is:

Excellent	Very good	Good	Fair	Poor	Very poor

10. Were you born in Kathmandu? Yes_____ No_____

If No, where were you born? _____

11. Where do you live in Kathmandu? _____

12. How long have you lived in Kathmandu? _____years

13. How old are you? _____years

14. Sex: Male_____ Female_____

15. Which of the following is your primary occupation?
    a. farming_____
    b. government service_____
    c. private service_____
    d. business_____
    e. laborer_____
    f. student_____
    g. housewife_____

16. Have you attended school? Yes_____ No_____
    If No, can you read and write? Yes_____ No_____

    If you have attended school, what is the highest education level completed?
    a. less than primary_____
    b. primary_____
    c. lower secondary_____
    d. secondary_____
    e. intermediate_____
    f. bachelors_____
    g. postgraduate_____

17. What is the occupation of the head of the household?
    a. farming_____
    b. government service_____
    c. private service_____
    d. business_____
    e. laborer_____
    f. student_____
    g. housewife_____

18. Excluding yourself, specify sex and age of family members in household:

_____1-5_____6-10_____11-15_____16-20_____21-40_____40+_____
Male

_____
Female

_____

19. How much money is needed to maintain your household for a week?

_____Rs. per week

How many household members are earners?_____

Are your actual weekly household earnings:

More than sufficient Sufficient Less than sufficient

20. Do you own a house in Kathmandu? Yes_____ No_____

21. Do you have your own transportation?

a. car_____
b. bicycle_____
c. motorcycle_____

22. If you could live anywhere in Nepal, where would you live?

_____

Why (in brief)

RELIABILITY AND VALIDITY

Reliability

Extent to which some measurement procedure (such as survey) yield same results on repeated trials.

Can think of it as consistency of performance whether consistency is over time (test-retest), consistency over forms (alternate forms), or items measuring same quality (internal consistency).

Reliability very important especially when collecting data on regular basis where interested in changes in data across time, must be sure that any changes observed are in fact true differences and not artifact of unreliability of instrument.

Are different types of reliability, the one to use depends on the nature of the instrument and the questions being examined.

(1) test-retest - give test, wait period of time, give same test again and correlate (compare) two sets of scores. Reliability here is measure of stability.

Problem is in length of time period between test administrations: too short and memory plays important role in results. Usually use period between two weeks and one month.

Note that low test-retest reliability could indicate that rather than instrument being unreliable the quality being measured is not stable across time.

(2) alternate forms - similar to test-retest except second test is different but equivalent to first. Used a great deal in educational testing.

(3) internal consistency - measure of how consistent responses to item that purport to measure something, i.e., form a scale.

The greater the intercorrelation among the items (the more they measure the same thing), the greater the reliability.

The advantage is that unlike types of reliability this type only requires one administration of the instrument usually measured by Cronbach's coefficient alpha.

If add more items to a scale and these items intercorrelate with the items already part of the scale, the reliability will increase. In general, the more items on a scale, the greater the reliability.

Validity

Not enough to say instrument is reliable, must be able to say it's valid.

Instrument is said to be valid if it measures what it says it measures. Validity concerns relationship between concept (theory) and indicator (instrument).

Strictly speaking one does not assess the validity of an instrument but rather the use to which the instrument is put. An instrument that is valid for one purpose might not be valid for another purpose (i.e., a test designed to measure intelligence would not be valid to use as a predictor of future income).

Three types of validity:

(1) Criterion-related - when results of instrument are related to some outside criterion of performance (i.e., relating scores on university admission test to actual performance at university).

Assessed by correlating test results with criterion.

Sometimes split into concurrent validity (relate instrument to criterion at same point in time) and predictive validity (relate instrument to some criterion in future).

(2) Content - extent to which instrument reflects specific domain of content (i.e., test on arithmetic should include all four operations and not just one to be valid measure of arithmetic ability).

Must be able to specify full domain on content relevant to instrument, then must sample from this domain (either at random or if some areas are very important might want to oversample).

Is easier to develop content valid instrument when domain is well-specified (areas of achievement or proficiency) than when it is not (attitudes or psychological constructs).

To assess content validity instrument often given to panel of experts who are asked to decide on the basis of their knowledge of the content domain if the instrument adequately samples the domain content. Only concern with this approach is that must be able to demonstrate that "experts" are indeed expert in the domain area.

(3) Construct - extent to which particular measure relates to other measures in manner consistent with theory describing concept being measured (i.e., if constructing instrument to measure test anxiety, theory says either very low anxiety or very high anxiety will lead to poor performance on the test. To demonstrate construct validity would give test anxiety instrument and then give some achievement test. If people with either very high or very low test anxiety

scores also had low scores on the achievement test, the new instrument would be said to have construct validity as a measure of test anxiety).

Establishment of construct validity of measure requires pattern of consistent findings involving different researchers using different theories across different studies.

Also helps if one has multiple measures, if measures behave in similar fashion (correlate to same extent with theoretically appropriate external measures) then have evidence of construct validity.

Preliminary Revision

of

Enrollment Form 1

1. Provide the following information about the location of the school.

   a. Region _____

   b. District _____

   c. Panchayat _____

   d. Ward _____

   e. Name of School _____

2. Type of school (check all that apply).

   a. Public_____

      1. General_____

      2. Sanskrit_____

   b. Private_____

      1. Boarding: Yes_____ No_____

      2. Run by foreigners: Yes_____ No_____

         If Yes, by whom? _ _____

      3. Language of Instruction (specify) _____

3. Level, Dates of Establishment and Grades of School.

	Date of Establishment	Grades (specify)
Preprimary		
Lower Secondary		
Secondary		

4. Beginning of the School Year

   1. December_____

   2. February_____

5. School Vacation (check all that apply and fill in no. of days)

1. Winter_____No. of days_____

2. Summer_____No. of days_____

6. Time of School Sessions (check all that apply and indicate if different by level)

1. Morning _____

2. Afternoon _____

3. Evening _____

7. If secondary school, specify the subjects taught in the following categories.

	Vocational	Optional	Extra Optional
1.			
2.			
3.			
4.			
5.			
6.			

Teacher Characteristics

	Preprimary	Primary	Lower Secondary	Secondary
Authorized No. of Teachers				
No. of Teachers Employed				

Teaching Staff

	Serial No.	Name & Address	Level	Sex	Age	Date of Permanent Appointment	Academic Qualification	Trained/ Untrained	Nation-ality	Subjects taught (if Secondary)
1. (Headmaster)										
2.										
.										
6.										
7.										
8.										
9.										

Non-Teaching Staff

	Serial No.	Name & Address	Position	Sex	Age	Date of Permanent Appointment	Qualifications
1.							
2.							
3.							
4.							
5.							
6.							
7.							
.							

Lower Secondary Enrollments
By Grade, Age, and Sex

	Under 11 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	Above 15 yrs.	No. of Repeaters	No. of new Admissions	No. of Transfers Out	No. Promoted from last year.
Grade 6											
Total											
Girls											
Grade 7											
Total											
Girls											
GRAND TOTAL											
Total											
Girls											

Secondary Enrollments
By Grade, Age, and Sex

	Under 13 yrs.	14 yrs.	15 yrs.	16 yrs	17 yrs.	18 yrs.	Above 18 yrs.	No. of Repeaters	No. of New Admissions	No. of Transfers Out	No. Promoted from Last Year
Grade 8											
Total											
Girls											
Grade 9											
Total											
Girls											
Grade 10											
Total											
Girls											
GRAND TOTAL											
Total											
Girls											

Primary Enrollments
By Grade, Age, and Sex

	Under 6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs	Over 13 yrs	No of Repeaters	No. of new Admissions	No. of Transfers Out	No. Promoted from last year
Grade 1 Total													
Girls													
Grade 2 Total													
Girls													
Grade 3 Total													
Girls													
Grade 4 Total													
Girls													
Grade 5 Total													
Girls													
GRAND TOTAL Total													
Girls													

Pre-Primary Enrollments
By Level, Age, and Sex

Class	Under 3 years	4 years	5 years	Above 5 years	No. of Repeaters	No. of new Entrants	No. of Transfers	No. Promotd
Nursery								
Total								
Girls								
Lower								
Kindergarten								
Total								
Girls								
Upper								
Kindergarten								
Total								
Girls								

SCHOOL PHYSICAL AND FINANCIAL CHARACTERISTICS

Part 1--Physical Characteristics

1. School's name and address, please complete according to the blanks.

School name: _____

Zone: _____

District: _____

Panchayat: _____

Ward: _____

Tole/Village: _____

2. What kind of school? (mark accordingly)

Governmental _____

Private _____

3. When was each level of the school established? (please indicate)

Preprimary: _____

Primary: _____

Lower Secondary: _____

Secondary: _____

4. School building? (please mark)

Owned _____

Rented _____

Other (specify) _____

5. Please give details about your school buildings in the spaces provided.

Building	How many years old	What grades	Temporary or Permanent	What is the roof made of
1.				
2.				
3.				
4.				
5.				

6. For each building, how much repair is needed? (Answer in the same order as question 5.)

Building	A great deal	Some	A little	None
1.				
2.				
3.				
4.				
5.				

7. What repairs did you make at your school last year and what was the source of funds for these repairs? (describe briefly)

8. If you were to receive money for repairs, what repairs would you make? (describe below)

_____

_____

_____

_____

9. What is the area of the compound of your school (including the school building, specify in ropanis or bhghas)?

_____ bigha _____ katta _____ ghar

_____ ropani _____ ana _____ palja

10. Please give the following details for each grade level classroom based on the year 2041-42.

a. Primary Level

Part A: If grades have more than one section complete according to section "a"

Grade	Kg.	1	2	3	4	5
What do the students sit on?						
Do most students have desks? Yes or No						
What is the floor made of?						
How many walls does the classroom have?						
If there are walls, what are the interior walls made of?						
How many windows does the classroom have?						
Is there electricity in the classroom?						
Is there a blackboard in the room (yes or no)?						
What is the area of the classroom?						
How many students are there in section "a"?						

Part B: Please complete the following on the basis of the total grade.

Grade	Kg.	1	2	3	4	5
What is the total number of sections?						
Total number of students?						
On the average, how many students are present on a given day?						
By the third month of school, how many students have textbooks? all many a few very few						

b. Middle School (Lower Secondary) (grades 6 and 7)

Part A: If grades have more than one section complete according to section "a"

Grade	6	7
What do the students sit on?		
Do most students have desks? Yes or No		
What is the floor made of?		
How many walls does the classroom have?		
If there are walls, what are the interior walls made of?		
How many windows does the classroom have?		
Is there electricity in the classroom?		
Is there a blackboard in the room (yes or no)?		
What is the area of the classroom?		
How many students are there in section "a"?		

Part B: Please complete the following on the basis of the total grade.

Grade	6	7
What is the total number of sections?		
Total number of students?		
On the average, how many students are present on a given day?		
By the third month of school, how many students have textbooks? all many a few very few		

c. High School (grades 8-10)

Part A: If grades have more than one section complete according to section "a"

Grade	8	9	10
What do the students sit on?			
Do most students have desks? Yes or No			
What is the floor made of?			
How many walls does the classroom have?			
If there are walls, what are the interior walls made of?			
How many windows does the classroom have?			
Is there electricity in the classroom?			
Is there a blackboard in the room (yes or no)?			
What is the area of the classroom?			
How many students are there in section "a"?			

Part B: Please complete the following on the basis of the total grade.

Grade	8	9	10
What is the total number of sections?			
Total number of students?			
On the average, how many students are present on a given day?			
By the third month of school, how many students have textbooks? all many a few very few			

11. What facilities do you have at your school (please mark)?

a. Office: Yes_____ No_____

b. Headmasters Office: Yes_____ No_____

c. Faculty Room: Yes_____ No_____

d. Reading Room: Yes_____ No_____

e. Science Laboratory: Yes_____ No_____

f. Vocational Laboratory: Yes_____ No_____

g. Playground: Yes_____ No_____

h. Garden: Yes_____ No_____

i. Bathrooms: Yes_____ No_____

12. Is water available at the school? Yes_____ No_____

If yes, what is the source?

a. Brought from outside _____

b. Within the school compound _____

13. Do you have a Library? Yes_____ No_____

If yes--number of books? _____ number of newspapers? _____

14. Do you have First Aid available? Yes_____ No_____

15. Rate the following materials at your school (mark appropriate column):

	Excellent	OK	Little	Very Little	None
Science Equipment					
Vocational Equipment/Materials					
(subject)					
(subject)					
Sports Equipment					
Library Materials					
Office Furniture					

16. If you had money to improve your school, how would you spend it?

_____

_____

_____

Part 2--Financial Information

On the basis of the last academic year (2041-42), please give the following information about income and expenses.

17. Income

School Fees	Primary	Lower Secondary	Secondary
Tuition Fee			
Hostel Fee			
Other Fees			
TOTAL:			

Government Aid (Shri 5's govern): _____

Government Aid (local panchayat): _____

Bank Interest (if there is a balance): _____

Donations:

a. Cash: _____

b. In Kind (give the type): _____

School Fund Raiser: _____

Income from Land or Building: _____

Other Sources (give name and amount): _____

_____

_____

TOTAL INCOME: _____

19. Expenses

CATEGORY	AMOUNT
Salaries:	
Teachers (including Headmaster)	
Primary	_____
Lower Secondary	_____
Secondary	_____
Total Teachers Salary	_____
Other Staff	_____
Rent:	_____
Hostel Expenses:	_____
Repairs:	_____
Utilities:	_____
Substitute Teachers:	_____
Travel--Daily Allowance:	_____
Transportation:	_____
Scholarship (if cash is given):	_____
Educational Materials:	_____
Office Supplies:	_____
New Building:	
Building:	_____
Furniture:	_____
Teaching Materials:	
Books and Newspapers:	_____
Science:	_____
Vocational Materials:	_____

Recreational Materials: _____

Other Materials: _____

Other (give kind and amount): _____ _____

_____ _____

_____ _____

_____ _____

TOTAL EXPENSES: _____

20. How long did it take you to complete this form?

INFORMATION MANAGEMENT WORKSHOP
January 15, 1986

Improving Response Rates

Once survey has been sent out, it is important to:

(1) Have it returned
(2) To receive completed form in timely fashion

How can one help to ensure that completed forms are returned?

(1) Cover letter - have cover letter begin with courteous introduction, then express purpose of form and its intended use, also state how important respondent's knowledge is with regard to getting accurate and reliable picture of current state of affairs.

Can further improve response rate by having high official in MOEC sign letter.

Be sure to state survey due date and return address within body of cover letter.

(2) Enclosing self-addressed stamped envelope - this makes responding to survey easy, all subject has to do is to complete instrument, put it in the envelope provided and stick it in the mail.

If subject has to address own envelope and pay for postage, they are less likely to respond.

(3) Follow-up letter - if haven't received response within certain period of time is often useful to send follow-up letter stating that haven't yet received response, stressing importance of subject's data and reminding subject to complete and return instrument.

If survey is being handled by MOEC, it would also be useful to send a copy of follow-up letter to DEO for their information and attention.

If time and money permit, second follow-up often is very useful.

(4) If all else fails, pass law requiring that schools complete the form.

If just survey sent, can expect 5-10% response rate.

If survey and follow-up letter sent, can expect 10-15%.

If survey and self-addressed stamped envelope sent, expect 20-25%.

If survey, self-addressed stamped envelope, and follow-up letter sent, expect 50+%.

Sample Selection

When have instrument and has been piloted and now want to send out to sample of schools, how does one decide on sample to be used? (How many schools with what characteristics, located where in the country, etc.)

Have to decide on how to select sample. Are many sampling techniques each with own strengths and weaknesses. Here we will discuss three of the most common.

In order to draw sample must first be able to describe the population fully (what are its characteristics, can you specify everybody within the population) - population is complete collection of objects (elements) of interest (i.e., in our case, the population of interest is all the schools in Nepal).

Populations are usually very large but a population can be of any size. If you are only interested in the schools located within the Kathmandu Valley, then that is your population of interest.

Once you have population, then will draw a sample which is just a subset of the population.

Important consideration is that once sample is drawn, it is truly representative of the population, is important issue with regard to generalizability of results (ability to take results obtained from sample and extend them to a larger group, i.e., the population) - for example, is have survey for school children from 7-12 years and sample drawn only included boys from Kathmandu, could results be extended to girls living in hill regions?

Sampling Techniques

(1) Simple random sample - in random sample every element in population has equal chance of being chosen for sample, is the simplest of sampling techniques.

(2) Kth item random sample - choose a number, k, and select for sample every kth element of population. The randomness occurs as the starting point within the population is chosen at random.

Note than once starting point is chosen will know exactly which elements of population will be selected.

Example would be for Kathmandu quality of life survey to stand on street corner and interview every 20th person that passes by.

(3) Stratified random sample - sometimes not enough to draw simple random sample, at times will be certain variables that must be controlled for a priori (before the fact) as know that there will be differences between certain subgroups in the population or may be certain subgroups that you want to ensure are part of the sample. In order to do this must employ stratified random sample.

For example, in Kathmandu survey might want to ensure that have equal split between the sexes and/or age groups. Just standing on the street corner interviewing every 20th person might not produce a sample with these characteristics.

Question is what proportions should be used in constructing the sample. Easiest approach is to use the same proportions as found in the population (i.e., if have 50% males and 50% females in Kathmandu, then sample should have 50% males and 50% females).

At other times due to one subgroup having very small percentage in population will want to oversample that subgroup so that are sure have accurate representation of that subgroup's results (i.e., if only have very small group of very old males in Kathmandu, you might want to sample more of them then would have if were using exact proportions so that you would have a more accurate representation of their opinions of life in Kathmandu).

Once have sample and results have come in, must next consider generalizability of results. This refers to the extent that the results of the piece of research can be extended form the sample to the population of interest to other similar populations. This is extremely dependent on how well were able to sample, i.e., how representative the sample is of the population and whether or not sample was really drawn at random.

Less representative a sample is or the more the randomness of the sample is in question, the less one can generalize from the results. In that case results and conclusions drawn will be appropriate for only that particular sample.

Improving the Data Collection and Analysis Capabilities
of the Manpower and Statistics Unit within the
Planning Division of the MOEC

The following outline presents the various tasks involved in the collection and analysis of data to assist us in:

1. Identifying decisions that need to be made
2. Identifying actions to be taken in the next few months
3. Developing a longer range plan for IEES involvement with the MOEC

This discussion begins with the end of the process, data analysis, and moves outward from the Office of Manpower and Statistics to the point of data collection--the schools located in all parts of the country. This outline is also presented without knowing fully the data collection and analysis responsibilities throughout the MOEC, so beware of incorrect assumptions.

I. Data Analysis

Step 1. Task: Logging data arrival times, coding, checking and entering data on computer (about 17,000 schools).

Personnel Needed: 5-6 people currently in office could probably handle this.

Step 2. Task: Analyze data, prepare appropriate reports.

Personnel Needed:

(1) Planner/Educator - someone who can design appropriate questions given input with respect to policy needs from MOEC, NPC, NEC, etc. Person would interface this office and other involved groups. Needs broad experience with education and policy analysis.

(2) Statistician - someone who can translate the planner/educator's questions into appropriate statistical analyses and can assist in interpretation.

Step 3. Task: Organize the flow of work within the office, manage overload, develop sense of team work and cooperation.

Personnel Needed: Experienced educational administrator.

II. Instrument Design

Step 1. Construct or redesign existing questionnaires and survey in light of policy questions that need to be answered.

Personnel Planner/educator in consultation with CERID (?), other experienced researchers, and staff.

Step 2. Pilot test and revise questionnaires and surveys.

Personnel Planner, Statistician, Office Staff.

Step 3. Sample selection.

Personnel Planner, Statistician.

Step 4. Printing and dissemination of forms.

Personnel Office Manager and staff.

Question 1: Currently two survey forms are sent out at different times of the year although much of the information is redundant. Could all the information required by the sections be organized into one form to be sent out at an appropriate time of the year? This form would include basic information about the students, teachers, and income/expenditures of the schools.

Question 2: Currently the forms are collected by the DEO's and summarized there. The original forms are not sent to the MOEC. Can the form be designed in quadruplicate so that copies can go to: the school (?), the DEO, the MOEC-Manpower and Statistics, the MOEC-Administration (?). This would allow disaggregation to the school level and for more useful analyses to be performed by the Manpower and Statistics section.

III. The Data Collection Process

Step 1. Determine the reliability of the data being collected. This information would help in developing techniques for improving reliability.

Question: Could this be a small study conducted jointly between MOEC and CERID (MOEC staff working and being trained at CERID?)?

Step 2. Strengthen links within system to ensure more reliable data: headmaster-supervisor-DEO's office-MOEC (others involved?).

Personnel: This might involve MOEC/M&S staff working the REO personnel to train district supervisors who would in turn work the headmasters in completing forms.

The discussion ignores other data collection activities in the Ministry. The assumption is made that the best approach to developing one, unified system within the MOEC is to enable the M&S section to collect and analyze data well which will in turn demonstrate their competence and encourage others to centralize their collection activities through them. How valid is this assumption? What discussions would facilitate this? Or should data collection be handled by the Administration section and only the analysis done by M&S as suggested in Howard Collins report, March 1984.

Manpower & Statistics Unit
Personnel Needs

Position	Responsibilities	Notes
Office-in-Charge 1 person	Organize and direct the flow of activity within the office. Manage publication and dissemination of surveys, questionnaires, and completed reports.	Mr. Suwal
Planner/Educator 1 person	Develop education and policy research questions. Direct the design of questionnaires and any research projects needed by office.	Who? Consultant? Part-time deputed to section.
Implementer/Statistician 1 person	Use the computer to conduct appropriate statistical analyses. Supervise the data entry process. Assist in statistical design of studies.	Who? Person probably needs 2 years of statistics coursework and some experience. Short-term training may be appropriate.
Data Handlers 5-6 people, including typist	Log in forms, code data, enter on computer, train supervisors in field.	With training provided by Michael Green & the RTA, the present staff can probably handle these tasks.
RTA	Implement with appropriate personnel all steps necessary to implement an improved process for 1. Data collection 2. Data analysis	

INFORMATION MANAGEMENT WORKSHOP
January 5-16, 1986

Evaluation Form

Directions: Please answer all questions and do not sign your name.

1. What is the highest level of education you have completed?

2. Describe the types of training you have had and who it was provided by.

Type of Training	Who Provided It

3. Do you work at: (check one)

MOEC_____
Other_____

4. How long have you been in your present job? (fill in blank)
_____years

5. Please rate your ability to: (circle appropriate answer)

Speak English:	Excellent	Very Good	Good	Fair	Poor
Read English:	Excellent	Very Good	Good	Fair	Poor

6. Please indicate your opinion on:

Clarity of presentation:	Excellent	Very Good	Good	Fair	Poor
Usefulness of topics:	Excellent	Very Good	Good	Fair	Poor
Usefulness of headmaster interview:	Excellent	Very Good	Good	Fair	Poor

7. What is your opinion of other aspects of the workshop (specify and comment)

8. Do you think the workshop has improved your skills in the following areas? (circle the appropriate answers)

Questionnaire and survey design:	Improved Greatly	Improved Moderately	Not Improved

Checking instrument reliability and validity:	Improved Greatly	Improved Moderately	Not Improved
Pilot testing and revision:	Improved Greatly	Improved Moderately	Not Improved
Interview techniques:	Improved Greatly	Improved Moderately	Not Improved
Sample selection:	Improved Greatly	Improved Moderately	Not Improved
Reducing bias in responses:	Improved Greatly	Improved Moderately	Not Improved
Ways of Improving the Response Rate:	Improved Greatly	Improved Moderately	Not Improved

Comments:

9. What part(s) of the workshop did you find most interesting? (in short)

Which least interesting? (in short)

10. What topics weren't covered which you would have liked to have covered?

11. Overall, how would you rate the workshop?

Excellent Very Good Good Fair Poor

12. What other types of workshops do you think would be useful?

School Physical and Financial Characteristics
विद्यालयको भौतिक तथा वार्षिक विवरण

Part I Physical Characteristics
भाग १ - भौतिक विवरण

School's name and address, please complete according to the blanks

१. विद्यालयको नाम र ठेगाना निम्नानुसार दिनुहोस :-

क. School name विद्यालयको नाम :- ----------

ख. zone अंचल :- ----------

ग. district जिल्ला :- ----------

घ. Panchayat पंचायत :- ----------

ङ. Ward वडा नं :- ----------

च. tole/village टोल / गाउँ :- ----------

२. What kind of school विद्यालय कुन किसिमको हो ? (mark appropriately चिन्हो लगाउनुहोस्)

क. Government वा. ह. प्राप्त [ ]

ख. Private निजी प्रोत्साहन संचालित [ ]

३. When was each level of the school established (please indicate) विद्यालयको प्रत्येक स्तर कहिले स्थापना भएको थियो ?(साल उल्लेख गर्नुहोस्) :-

Pre primary पूर्व प्राथमिक :- ----------

Primary प्राथमिक :- ----------

lower secondary निम्न माध्यमिक :- ----------

Secondary माध्यमिक :- ----------

४. School building (please mark) विद्यालय भवन (चिन्हो लगाउनु होस्)

क. own आफ्नो [ ]

ख. rented भाडामा [ ]

ग. other (specify) अन्य (उल्लेख गर्नुहोस्) :- ----------

५. Please give details about your school buildings in the spaces provided
विद्यालय भवन सम्बन्धमा निम्न लिखित विवरण दिनुहोस् :-

building भवन	how many years old कति वर्ष पुराना	what grades संचालित कक्षाहरू	temporary or permanent कच्ची वा पक्की	what is the roof made of? छाना के को
१. 1				
२. 2				
३. 3				
४. 4				
५. 5				

६. For each building, how much repair is needed? answer in the same order as question #५
विद्यालयको प्रत्येक भवनकोलागि कतिको मर्मतको आवश्यकता छ ? (प्रश्न नं. ५ को क्रमसा राखी खाली कोठामा चिह्न लाउनु होस्)

building भवन	a great deal एकदम धेरै	some केही	a little थोरै	none छैन
१. 1				
२. 2				
३. 3				
४. 4				
५. 5				

७. What repairs did you make at your school last year and what was the source of funds for those repairs (describe briefly)
गत वर्ष तपाइंको विद्यालयमा के मर्मत सम्भार कार्य गर्नु र उक्त कार्यकोलागि अर्थको स्रोत के थियो ? (छोटकरीमा उल्लेख गर्नुहोस्) :- _____

_____

_____

If you were to receive money for repairs, what repairs would you make

८. यदि मर्मत कार्यकोलानि आर्थिक सहायता पाउनु भयो भने सबै भन्दा पहिलो प्राथमिकता के लाइ दिनु हुन्छ ?

(उल्लेख गर्नुहोस्) (describe below)

What is the area of the compound of your school (including the school building, specify in ropani or bighas

९. विद्यालय हाताको क्षेत्र फल कति छ ? (भवनले चर्चेको जमिन समेत जोडेर रोपनी वा विघामा उल्लेख गर्नुहोस्)

---------	bigha विघा	--------	kotta कठ्ठा	--------	ghur घुर
---------	ropani रोपनी	--------	ana आना	--------	paisa पैसा

Please give the following details for each grade level classroom based on the year 2041-42

१०. विद्यालयको विभिन्न कक्षाकोठाहरूको सम्बन्धमा निम्न लिखित विवरण गत शैक्षिक सत्र (२०४१।०४२) को आधारमा दिनुहोस् ।

(p. n. 4)
(पेज नं. ४)

10 a) Primary Level
प्रश्न नं. १०. (ब) प्राथमिक स्तर

part a: If ~~classes~~ grades have more than one section complete
खण्ड क : (कुनै कक्षामा सेक्सन भएमा सेक्सन "क" को मात्र र सेक्सन according to section "a" नभएमा पुरै कक्षाको विवरण दिनुहोस ।)

Grade कक्षा	Kg १ शिशु	1 १	2 २	3 ३	4 ४	5 ५
१. What do the students sit on? विद्यार्थी हरूकेमा बस्दछन् ?						
२. Do most students have desks, yes or no? घर जमा विद्यार्थीकोलाग्नी डेस्क छ की हुन् ?						
३. What is the floor made of भुई केले बनेको छ ?						
४. How many walls does the classroom have? कक्षा कोठामा कत्तिवटा भित्ता छन् ?						
५. If there are walls, what are the interior walls made of? यदि भित्ता भए भित्रकोठा केले बनेको छ ?						
६. How many windows does the classroom have? कक्षा कोठामा कत्तिवटा झ्याल छन् ?						
७. Is there electricity in the classroom? कक्षाकोठामा बिजुली बत्ती छ की हुन् ?						
८. Is there a blackboard in the room (yes no?) कक्षा कोठामा काली पाटी छ की हुन् ?						
९. What is the area of the classroom? कक्षाकोठाको क्षेत्रफल कति छ ?						
१०. How many students are there in section "a" सेक्सन क मा जम्मा विद्यार्थी						

(p.n. 5)
(नेज नं. ५)

part "b" Please complete the following on the basis of the total grade
खण्ड ख. (तलका तालिका पुरा कक्षाको आधारमा भर्नुहोस् ।)

कक्षा ~~Class~~ Grade	Kg १. शिशु	1 १	2 २	3 ३.	4 ४	5 ५
१. What is the total ~~number~~ number of ~~Students~~ Seatums कक्षामा जम्मा सेक्शन संख्या						
२. जम्मा विद्यार्थी संख्या Total number of students						
३. On the average how many students दिनमा औसत कति विद्यार्थी उपस्थित हुन्छन् ? are present on a given day						
४. ~~With~~ By ~~the first~~ 3rd 3 months of school विद्यालय शुरु भएको ३ महीना भित्रमा कति विद्यार्थीसंग how many students have textbooks पाठ्य- पुस्तक उपलब्ध थिया ? ('सब संग '' all घेर संग '' many थोरै संग '' a few वा "ज्यादै Very few थोरै संग '' पाठ्य पुस्तक उपलब्ध छ उल्लेख गर्नु)						

B Middle School (Grades 6+7)

प्रश्न नं. १०. (ला) निम्न माध्यमिक स्तर

Same questions as primary

खण्ड क : (कुनै कक्षामा सेक्सन भएमा सेक्सन `` क `` को मात्र र सेक्सन नभएमा पुरै कक्षाको विवरण दिनुहोस ।)

one classroom

कक्षा	6 ६	7 ७
१. विद्यार्थीहरू के मा बस्दछन् ?		
२. धेरै जसो विद्यार्थीकोलागी डेस्क छ की छैन ?		
३. मुई केले बनेको छ ?		
४. कक्षा कोठामा कतिवटा भित्ता छन् ?		
५. यदि भित्ता भए भित्रकोठा केले बनेको छ ?		
६. कक्षा कोठामा कतिवटा झ्याल छन् ?		
७. कक्षा कोठामा बिजुली बत्ती छ की छैन ?		
८. कक्षा कोठामा कालो पाटी छ की छैन ?		
९. कक्षाकोठाको क्षेत्रफल कति छ ?		
१०. सेक्सन क मा जम्मा विद्यार्थी		

खण्ड ख. (तलका तालिका पुरा कक्षाको आधारमा भर्नुहोस)

total Grade

१. कक्षामा जम्मा सेक्सन संख्या		
२. जम्मा विद्यार्थी संख्या		
३. दिनमा औसत कति विद्यार्थी उपस्थित हुन्छन् ?		
४. विद्यालय शुरू भएको ३ महीना भित्रमा कति विद्यार्थी पाठ्य-पुस्तक उपलब्ध भियो?		
(सबैले `` धेरै संग `` धोरै संग `` वा ज्यादै धोरै संग `` पाठ्य पुस्तक उपलब्ध छ [illegible] गर्नुहोस)		

प्रश्न नं. १० (C) High School माध्यमिक स्तर

Same questions as primary + lower secondary

खण्ड क : (कुनै कक्षामा सेक्सन भएमा सेक्सन "क" को मात्र र सेक्सन भएमा पुरै कक्षाको विवरण दिनुहोस ।)

कक्षा	8 ८	9 ९	10 १०
१. विद्यार्थीहरू के मा बस्दछन् ?			
२. घेरै जसो विद्यार्थीकोलागी डेस्क छ कि छैन ?			
३. भुई केले बनेको छ ?			
४. कक्षा कोठामा कतिवटा भित्ता छन् ?			
५. यदि भित्ता भए भित्र कोठा केले बनेको छ ?			
६. कक्षा कोठामा कतिवटा झ्याल छन् ?			
७. कक्षा कोठामा बिजुली बत्ती छ की छैन ?			
८. कक्षा कोठामा कालो पाटी छ की छैन ?			
९. कक्षा कोठाको क्षेत्रफल कति छ ?			
१०. सेक्सन क मा जम्मा विद्यार्थी			

खण्ड ख. (तलका तालिका पुरा कक्षाको आधारमा भर्नुहोस)

१. कक्षामा जम्मा सेक्सन संख्या			
२. जम्मा विद्यार्थी संख्या			
३. दिनमा औसत कति विद्यार्थी उपस्थित हुन्छन् ?			
४. विद्यालय शुरू भएको ३ महीना भित्रमा कति विद्यार्थी			
पाठ्य- पुस्तक उपलब्ध थियो?			
('सबै संग" "घेरै संग" "थोरै संग" वा 'ज्यादै थोरै संग" पाठ्य पुस्तक उपलब्ध छ उल्लेख गर्नुहोस)			

(पेज नं. ८)

11 What facilities do you have at your school (please mark)

११. विद्यालयमा निम्न कुन कुन सुविधाहरू उपलब्ध छन् (चिन्ह लगाउनुहोस्)

(क) Office कार्यालय कोठा छ yes [ ] छैन no [ ]

(ख) headmasters office प्रधानाध्यापक कोठा छ yes [ ] छैन no [ ]

(ग) Faculty room सामूहिक शिक्षक कोठा छ yes [ ] छैन no [ ]

(घ) Reading room पढ्ने कोठा छ [ ] छैन [ ]

(ङ) Science laboratory विज्ञान प्रयोग शाला छ [ ] छैन [ ]

(च) vocational laboratory व्यावसायिक कार्यशाला छ [ ] छैन [ ]

(छ) playground खेलमैदान छ [ ] छैन [ ]

(ज) garden बगैंचा छ [ ] छैन [ ]

(झ) bathrooms शौचालय छ [ ] छैन [ ]

(ञ) विद्युत सुविधा छ [ ] छैन [ ]

12 Is water available at the school

१२. विद्यालयमा पिउने पानीको सुविधा छ ?

छ yes [ ] छैन no [ ]

If yes, what is the source

यदि भएमा कस्तो सुविधा छ ?

(क) (a) Brought from outside बाहिरबाट लाइको [ ]

(ख) within the school compound विद्यालय हाता भित्रै [ ]

14 Do you have a library
१४. के विद्यालयमा पुस्तकालय वा वाचनालय छ ? (चिन्हो लगाउनु होस)

yes no
छ [ ] छैन [ ]

If yes
यदि भएमा -

(a) # of books
(क) कुल पुस्तक संख्या [ ]

(b) # of newspapers
(ख) पत्र पत्रिकाको प्रकार [ ]

15 Do you have first aid available
१५. विद्यालयमा प्राथमिक उपचारको व्यवस्था छ ?

yes no
छ [ ] छैन [ ]

Rate the following materials at your school (mark appropriate box)
१६. तल दिइएका सामाग्रीहरू कति हद सम्म पर्याप्त छन् ? (चिन्ह लगाउनु होस)

	Excellent पर्याप्त	Ok ठीक	Little कम	Very little धेरै कम	none नभएको
K a Science Equipment (क) विज्ञान सामग्री	[ ]	[ ]	[ ]	[ ]	[ ]
KL vocational equipment materials (ख) व्यावसायिक सामग्री					
a subject व. विषय :-	[ ]	[ ]	[ ]	[ ]	[ ]
a subject ब. विषय :-	[ ]	[ ]	[ ]	[ ]	[ ]
Sports equipment (ग) खेलकुद । अतिरिक्त सामग्री	[ ]	[ ]	[ ]	[ ]	[ ]
Library materials (घ) पुस्तकालय सामग्री	[ ]	[ ]	[ ]	[ ]	[ ]
office furniture (ङ) कार्यालय फर्निचर	[ ]	[ ]	[ ]	[ ]	[ ]

If you had money to improve your school, how would you spend it?
१७. विद्यालय सुधारकोलागि पैसा उपलब्ध भएमा कुन कुरालाई प्राथमिक दिई कार्य गर्न हुन्छ उल्लेख गर्नुहोस ।

Part 2 Financial Information
भाग - २ - वार्षिक विवरण

On the basis of the last academic year (2041-42), please give the following information about income and expenses
विद्यालयको गत शैक्षिक सत्र (२०४१।०४२) को आय व्यय विवरण निम्नानुसार दिनुहोस् ।

18 Income
१८. आय विवरण

School Fees विद्यालय शुल्क	Primary प्राथमिक	Lower Secondary निम्न माध्यमिक	Secondary माध्यमिक
tuition fee वध्यापन शुल्क			
hostel fee छात्रावास शुल्क			
Other fee अन्य शुल्क			
Total जम्मा :-			

क. Government aid (Shri 5's govern) वार्षिक सहायता (श्री ५ को सरकारबाट) :-

ग. Government aid (local panchayat) वार्षिक सहायता (स्थानिय पंचायतबाट) :-

घ. Bank interest (if there is a balance) मुद्दति खातावाट बाउने ब्याज (यदि मुद्दति छ भने) :-

ङ. चन्दा : Donations

(१) Cash रकममा उल्लेख गर्ने (रकम दिएको भए) :-

(२) In kind (give the type) सामग्रीमा (सामग्रीको नाम उल्लेख गर्ने) :-

च. School fund raiser. विद्यालयको प्रयासबाट कुन रकम संकलित भएको भए सो उल्लेख गर्ने :-

छ. Income from land or building. विद्यालयको निजि सम्पत्तिबाट आर्जन (विद्यालयको जग्गा वा विद्यालयको भवन बहालमा दिएर रकम प्राप्त भएको भए उल्लेख गर्ने) :-

ज. Other sources give name and amount अन्य आय श्रोतहरू :- (अन्य आय श्रोत भए नाम र रकम उल्लेख गर्नुहोस्)

झ. Total Income कुल आय

19 Expenses
१९. व्यय विवरण

Category शिर्षक		Amount रकम
क. Salaries तलब, भत्ता		
(१) Teachers (including headmaster) शिक्षक (प्र. व. समेत)		
(क) Primary प्राथमिक		रु. ---
(ख) Lower secondary निम्न माध्यमिक	-	रु. ---
(ग) Secondary माध्यमिक	-	रु. ---
(घ) Total teachers' salary कुल शिक्षक तलब भत्ता	-	रु. ---
(२) Office staff कर्मचारी	-	रु. ---
ख. Rent घर भाडा	-	रु. ---
ग. Hostel expenses छात्रावासको कुल खर्च	-	रु. ---
घ. Repairs मर्मत सम्भार	-	रु. ---
ङ. Utilities सेवा (बिजुली, पानी, फोन आदि)	-	रु. ---
च. Substitute teachers सट्टा शिक्षकको तलब भत्ता	-	रु. ---
छ. Travel & daily allowance भ्रमण तथा दैनिक भत्ता	-	रु. ---
ज. सवारी Transportation	-	रु. ---
झ. Scholarship (if cash is given) छात्रवृत्ति (नगद दिएको भए)	-	रु. ---
ञ. शैक्षिक प्रमण Educational materials		रु. ---
ट. फालन्द - ~~Office~~ Office Supplies	-	रु. ---
ठ. नयां निर्माण :- New building	-	रु. ---
१. भवन building	-	रु. ---
२. फर्निचर furniture	-	रु. ---
ड. शैक्षिक सामग्री Teaching materials		रु. ---
१. पुस्तक एवं पत्रिका books & newspaper	-	रु. ---
२. विज्ञान सामग्री science	-	रु. ---

३. Vocational materials
व्यावसायिक सामग्री - रु. ---

४. Recreational materials
खेलकूद तथा अतिरिक्त क्रियाकलाप - रु. ---

५. Other materials
अन्य शिक्षण सामग्रीहरू - रु. ---

६. Other (give kind & amount)
अन्य (शीर्षक एवं रकम सहित) -

रा. Total expenses:
कुल खर्च रु. ---

२०. How long did it take you to complete this form?
यो प्रश्नावली पूर्ण तयार्इ कति समय लाग्यो ?