

Supplementary Books Distribution in 2057 B.S
15th January 2002
Eastconsult (P). Ltd.

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ANNEXES

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List of Sample Schools

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1. BACKGROUND

The students need to be exposed to various aspects of life, such as, culture, game, health, environment, etc. The text books cover just what are presented in the curriculum so the Ministry of Education and Sports (MOES) has distributed the supplementary books to all schools in Nepal, in order to help students in getting better knowledge that will be useful to widen their vision and understanding.

2. OBJECTIVES

The task has been undertaken mainly to help in finding out

- (i) to what extent the supplementary books have reached the schools
- (ii) to what extent the supplementary books are being used and
- (iii) opinion and suggestions from schools on supplementary books.

3. METHODOLOGY

3.1 Schools selected

For the study on the distribution of books 50% of the sample schools selected for evaluation of Free Text Book Distribution Experiment in the districts, as shown below were selected on stratified random basis. (See Annex-I)

(A) Himal districts

- (i) Darchula
 - (ii) Jumla
 - (iii) Mustang
 - (iv) Taplejung

(B) Hill districts

- (i) Kathmandu
 - (ii) Surkhet
 - (iii) Lamjung
 - (iv) Kabhre

(C) Terai districts

- (i) Kailali
- (ii) Chitwan
- (iii) Parsa
- (iv) Jhapa

3.2 Structured Questionnaire Administration

For this study a structured questionnaire was formulated. The questionnaire is presented in Annex-IV.

3.3 Data Tabulation

The data collected as a result of administering the structured questionnaire in sampled schools were compiled and tabulated (see Annex II). Although the Consultant was told that analysis and interpretation of data were not required, an attempt is made to present in short some findings district wise, along with a few personal observations and recommendation.

4. THE FINDINGS

4.1 Darchula

Out of 38 schools visited, 4 schools did not receive any supplementary book (SB) at all, and all the 34 schools (100%) kept books in the Headmaster's room.

The supplementary books were provided to the students in a very irregular manner; 10 (29.41%) schools out of 34 never provided any supplementary book to any student to study, while 15 (44.12%) of them allowed the students by turn to take the book home for study; 9 schools (26.47%) allowed the students to take the books home for a week. The teachers of two schools (5.58%) have used the supplementary books along with textbooks in the class, 20 schools (58.83%) used them only whenever they desired.

Only 18 schools have responded to the questions on proposed additional subject for further addition to existing SB. The main suggestions are: poems in Nepali; maps/Atlas in Geography and General Knowledge.

Same number of schools 18 (53%) but not the same schools have reported to the question on comments and suggestions in SBs. Six of them suggested that the

number of books distributed is too small, they should be distributed in proportion to the number of enrolled students. Four schools suggest that the books should have illustrations in attractive color, the language of the books should be simpler, and information about high Mountain area also should be included in SB while two schools experienced the need of teachers' training on the subjects.

All the titles of the books distributed are available in the district but not in each of the schools. The total number of books on all the 10 titles distributed to the schools are only 484 but none of the schools have received all the 10 titles.

Nobody feels that the language in any SB is of low level while majority has said that the language is of high level. Those schools which have mentioned medium level of language are 6 in number and similarly those who say that SB is not related to the textbook range from 4.17% to 13.64%.

4.2 Jumla

Out of 16 sampled schools, 10 (62.5%) have received the SBs. All of them have kept the books in the Headmaster's room. Only 9 (90%) of them have provided books to the students for only one day while one (10%) has never issued the books to the students. Four schools (40%) use them sometimes in the classrooms with textbooks and one (10%) without the textbooks and one (10%) has never used the books at all.

The subject areas proposed by only one school are (a) natural hazards (b) Health and Culture (c) Methods of playing different games. Only 5 schools (50%) have responded to the questions on suggestions. All of them have suggested for colorful illustrations, one has added that some chapters in the books should be also in verses so that they could sing them. Another one has suggested the topics on the books should be based on some scientific facts and also the methods of playing games.

Regarding the usefulness of the books there was a unanimity of opinion of all schools that they were useful. The Nepali books are reported by all schools to have suited the students' interest. Only three schools (50% of those who received the English books) reported that the English books did not meet the interest of the students. Regarding the language of the books no school said it was of low level. Those which called it of high or medium were almost equal in number regarding the English and Nepali books. Most of the schools felt that the SBs are related to the Textbooks. Only one school which received only Nepali books did not think

that they were related to the textbook. Regarding the illustration, the opinion of the schools were almost equally divided.

4.3 Mustang

Out of 15 sample schools, 11 (73%) of them have kept the SBs in the Headmaster's room and 4 (27%) in the library. All the 15 schools have issued the books to the students for a day. Most of the schools (13 i.e. 86.6%) use the supplementary books sometimes only in the classroom and in one school they used according to the teacher's requirement. The subjects proposed were mostly those related to History and Geography along with environment.

Comments and suggestions are given by 14 schools and one school is silent. Their main suggestions are that the language should be clear, teachers need training in using the Supplementary books in the classroom, the SB should be adequate in number, and they should be related to the curriculum. In the selection of topics, Himal area should not be ignored and the illustrations used should be in color.

Ten schools have received at least a copy of almost all titles distributed. One of the schools, Gyanodaya S.S has received 6 topics of each of the 10 titles. All the schools opine that SBs are useful, language is of medium level, books are related to the textbook and they are to the interest of the students. Majority of them have said that the illustrations are attractive.

4.4 Taplejung

In the district of Taplejung out of 32 schools visited, all of them have received the SBs but not all the ten titles.

29 schools (90.7%) have kept the SB in the Headmaster's room, 2 schools (6.2%) in the library and one (3.1%) in the classroom. It is to be noted that the schools which have their books in the library are Secondary schools. The teachers first read the available SB themselves and then let the students use them. 24 schools (75%) have allowed the students take the SB to their home for a day and three (9.4%) for a week but five schools (15.6%) never issued the books to the students outside the class.

17 schools have used the SBs as per teacher's requirement, 5 schools sometimes in the classroom and 3 schools sometimes but not along with the Textbooks (TB) and 7 schools have allowed the students to use them for self-study.

Out of 32 schools only 14 schools have responded to the questions regarding suggestion for the additional subjects that will be useful to the students. They have mentioned different titles but most of them have mentioned the storybooks and a few on health and religion.

Most of their suggestions and comments on the books were that SB should be sent earlier in time and in adequate number and they should be closely related to the textbooks, and have suggested that the books should contain topics relevant to district or place close to the schools as well.

In Taplejung all the schools found that the pictures were attractive, the books were to the interest of the students, and they were useful. Almost all of them found the language to be of medium level and books were related to the textbook.

4.5 Surkhet

49 schools were visited in this district; not a single has received any one of the SBs supposed to have been distributed in the district. It was learnt that on 3-5.7.2057, a children's fair was organized at Birendranagar from where a few books were distributed to the visitors, but without any record.

4.6 Lamjung

Out of 47 sampled schools visited 45 (95.7%) have received SBs; 38 (84.4%) keep them in the Headmaster's room and 5 (11.2%) in the library one school has kept them in the class room and one in the student's home; 8 schools have never issued the SBs to the students; 8 (17.8%) schools have provided the books to the students for a week and 29 (64.4%) schools for a day; 29 (64.4%) schools used the SBs on the discretion of the teachers and 9 (20%) schools used them without the textbook, and 6 (13.3%) give the books to students for self-study.

Out of the 45 schools that received the SBs only four (8.9%) have proposed some additions. All of them have commented that the teachers need some guidance to use the SBs. Regarding the comments and suggestions 9 (20%) schools have commented that the books are useful for class I and II; 6 (13.3%) have said that the lessons are incomplete; 5 (11.9%) have suggested that the books should be more pragmatic and not based upon folk tales; 3 schools (6.6%) want more books in number and one (2.2%) points out the need for teachers' training.

Regarding the usefulness and students' interest of the books all the schools are unanimous in their opinion. Regarding the illustrations majority of them feel that

they are attractive and not more than five felt that they are not attractive. Regarding to the relationship with the textbook most of the schools feel that the books are related. The language level is reported to be of medium level by most of the schools, but a few of them, not more than 8 in number, feel that the language is of high level.

4.7 Kathmandu

Out of the 37 sampled schools in Kathmandu district, 21 (56.7%) have received the SBs. Nineteen schools (90.6%) have kept them in the Headmaster's room. Only one school has kept them in the library and in the classroom. Only one school provided the books to the students for a week and 12 schools (57.2%) only for a day; 8 Schools never provided the books to students. Books were used only sometimes in 10 (47.6%) schools. In 4 schools they were used on the discretion of the teachers and 6 of them used without the textbook. In one school the students were given the books for self-study.

Only 8 (38%) schools showed interest in proposing subject areas for addition to the supplementary books. The proposals can be grouped into 11 categories. But they included also specific titles. Thus two schools have suggested 3 titles. Three schools have suggested two each. Rest 3 schools propose only one title. If we group them into appropriate subject areas they will be (a) health and hygiene (b) magazine (c) stories. Out of 19 schools that gave the suggestions and comments, 13 (68.4%) have suggested that language of the book must be simple. One school has suggested that there should be books on health and hygiene while the need for colorful illustrations and simplicity in the language were other suggestions.

The supplementary books are said to be useful, have attractive pictures and medium level of language and are fit to the students' interest. 11 (68.8%) schools said that the SBs were not related to the textbook.

4.8 Kabhre

Out of 63 sample schools visited only 30 (47.6%) schools have received the SBs, all of which are kept in the Headmaster's room. 28 (93.4%) schools provided books to the students for a day and one school for a longer period (more than a week); and one school never provided to the students. 26 (86.6%) schools used SBs as per teachers' requirement, two sometimes used them in classroom and another two schools used them without textbook.

Five different subject areas were proposed for addition. They are (a) Health Education (b) Skill Development (c) Essay (d) Geography and (e) Social sciences. The response was received from only four schools. 4 schools have said the SBs are very useful, two schools have expressed the need of teachers' training. The other comments were (a) the books increase motivation (b) they should be available in time (c) they should be published in volumes, (d) they should contain mathematical material and (e) they should have good quality subject matters.

Regarding the SBs all of the responding schools feel that they are useful, meet the interest of the students and have attractive pictures. But majority of the schools feel that the language is of medium level.

4.9 Kailali

Out of 48 sampled schools 36 (75%) have received the SBs. Out of the 36 schools 34 (94.44%) have kept the books in the Headmaster's room, and the rest in the library. 25 schools issued the books for a day, two schools for a week and 9 schools never. In 26 (72.22%) schools the books were used as per the discretion of the teachers, 6 (16.66%) used them sometimes in the classroom but without textbook and two issued the books for self-study.

Only 30 schools responded to the proposed addition of the subject areas, which can be grouped as Health Education, Geography, History, Population, English language and story books. The comments and suggestions were also provided and they include (a) better well illustrated instructive books with short lessons, (b) Guidelines to the teachers, (c) Geographical, Historical, Social and Political aspects of Nepal, (d) Moral and Environmental Education and (e) Health and Sports.

There is unanimity regarding the usefulness and interest of the students. Similarly in all the Nepali textbooks there is unanimity that the language is of medium level. But in the two English books more than 60% schools feel that the language is of medium level and less than 40% feel that the level is rather high. There is some differences of opinion regarding how far the SBs are related to the textbooks and how far they fit to the interest of the students. However, most of them responded positively and only a few have negative reply.

4.10 Chitwan

Out of 41 schools, 36 (87.8%) schools have kept the SBs in the Headmaster's room and 5 (12.2%) in the library. The books are issued to the students for a week

at a time in 3(7.3%) schools and only for a day in 38 (92.7%) schools. The SBs are used in 38 (92.7%) schools as desired by the teacher and in 3 schools (7.3%) they are issued for self study. Headmasters/Teachers of the sample schools were not willing to suggest any additional subject area without proper deliberation but so far as the comments and suggestions were concerned 34 (82.92%) came forward with nine different suggestions of which the most frequent ones were that the illustrations should be colorful, the SB should be distributed by the RC and the distribution system should be well organized. Other suggestions were that the teachers should get some guidelines and the books should contain topics which should encourage the students, not frighten them.

Only three schools have received copies of all the 10 titles but the rest 38 schools did not have all of them. There is a unanimity in the opinion of the teachers that the books are useful, related to the textbook and to the interest of the students. But in the case of the pictures, there is much difference of opinion. However none of them has said they are attractive. Only one Headmaster thinks that the language of " Baunna Patan Tripanna Tal" is of high level but most of them called it of medium level.

4.11 Parsa

Out of the 31 sample schools 23 (74.2%) schools have received SBs. Among the 23 schools only 6 schools (that is 26.10% of 23) received copies of all the 10 titles. 17 schools (73.9%) received books only partially. Only one school has kept the SBs in the library. Another one has kept the books in the classroom, and the rest in the Headmaster's room. Most of the schools, 16 (69.7%) have provided the books to students for only one day, five schools for a week and only one school for longer period. Most of the schools, 18 (78.3%), used the books at class according to the discretion of the teachers. Four schools (21.7%) are using them occasionally along with the textbook.

Nobody responded to the question for proposing additional subject areas but suggestions and comments on the books that were received can be grouped into the 5 categories namely (a) they are useful for teaching learning process, (b) they are useful to the intellectual development of the students (c) New books with attractive illustrations are needed (d) they are absolutely necessary (e) they develop the hearing and speaking abilities beyond the textbook. The frequency of (a) was the highest (67.8%).

All the Headmasters of the schools are unanimous in the opinion that the books are useful, language is of medium level, and books fit to the students' interest, are related with the textbooks and have attractive illustrations.

4.12 Jhapa

Out of 43 sampled schools, only 20 (46.5%) have received the SBs, all of which are kept in the Headmaster's room. All the schools provide the books to the students for only one day. The books are used on the discretion of the teachers in 18 schools (90%) and one issues the books for self-study.

The subject areas proposed by the schools can be grouped into 5 categories- (a) road safety (b) magazine (c) History (d) woman development (e) child development, and (f) story books. Regarding comments and suggestions only 3 schools have responded. One of them has suggested that the SBs can increase the intellectual standard of the students and help learning in the absence of the teachers. The third one has commented that they encourage the students to study books beyond the textbooks.

Regarding the usefulness, students' interest and illustration almost all schools have positive views. But regarding the language level the opinions differ from book to book. Most of the schools feel that language is of high level but none of them have felt it of low level.

5. PERSONAL OBSERVATION

It appears that **many schools that were visited in the twelve districts were not aware of or were not perhaps properly briefed regarding the use of the supplementary books**. It was even found that the books that should have been distributed in July- August 2000 were still lying in the store of the D.E.O. Such was the case even in Kabhre District which is so close to Kathmandu. In Surkhet, for example, the books did not reach any school at all. In Jumla, it was found that one copy of each of the ten titles was distributed in most of the sample schools but some of those schools have not used them at all. So not all of them have responded to the questions asked to them in the interview.

Even in the grade-wise use of the books there is hardly any understanding among the schools as to the use of the books in different grades. It appears that **most of the books have been used in all grades between 1-5**, except that the English books are used only in 4 and 5 in some of the schools. In one of the schools in Kathmandu, same books have been prescribed for Grades 2 to 10.

Resource Persons (RPs) and school Supervisors also were not fully aware of the details of supplementary book distribution. A school supervisor who was assigned the task of managing the provision of free textbooks to the schools in Parsa district by DEO does not know anything in detail about the supplementary books except that the books have arrived at his Resource Center.

6. RECOMMENDATION

It appears from the field study on the distribution and use of SBs in 2057 B.S., that most of the personnel involved in the implementation of the program have not known about it in detail. But as the concerned officials in the 12 districts this year have been made alert regarding the program particularly because of the "monitoring" type of inquiry that was made, the distribution may be better in this year. **So it will be worthwhile to undertake a detailed survey again in the same 12 districts, which cover the three ecological belts viz. Mountain, Hill and Terai, to examine the distribution, management and use of the books in 2058 B.S.**

Annex-I
List of Sample Schools

S.No.	Name of School	Received Date	Resource Center	Resource Person	Head-Master	Rela Teac
1	Shree Durgeswari P.S., Thalthala	2057-7-10	Lambagar	Kishan Singh Dhami	1	
2	Shree Janhit S.S., Kheda	2057-11-5	Dhuligada	Bir Bahadur Bista	-	-
3	Shree Bhumiraj P.S., Raichu	2057-12-10	Dhuligada	Bir Bahadur Bista	1	1
4	Shree Dahadhar P.S., Guna	2057-8-10	Hikila	Bishnu Datta Joshi	-	-
5	Shree Malikarjun P.S., Maikholi	2057-10-5	Rithachoupata	Mohan Dev Bista	1	1
6	Shree Alkapuri L.S.S., Kotakoutali	n.a.	Kotakoutali	Mon Singh Dhami	1	-
7	Shree Bram P.S., Pasu	n.a.	Hikila	Bishnu Datta Bhatta	1	-
8	Shree Bhumiraj P.S. Bet	2057	Datty	Padam Raj Ojha	1	-
9	Shree Baneswor P.S., God Khola	n.a.	Mad	Padam Raj Ojha	-	-
10	Shree Baj P.S. Baj	2057-5-3	Khalanga	Man Singh Dhami	-	1
11	Shree Ashigoda P.S., Ashigada	2057	Dhap	Ganesh Singh Dhami	1	1
12	Shree Sobidhar P.S., Soutati	2057-5-6	Huti	Bishnu Datta Bhatta	1	-
13	Shree Durga P.S., Chyurani	n.a.	Lambagar	Kishan Singh Dhami	-	-
14	Shree Pashtiya S.S., Thing	2057-11-8	Mad	Padam Raj Ojha	1	1
15*	Shree Bhumiraj P.S., Galpha		Padapada	Kishan Singh Dhami	-	1
16	Shree Durgeswari L.S.S, Gholjar	2058-3-10	Lambagar	Kishan Singh Dhami	-	1
17	Shree Tarakot Bhawani P.S., Jamir	2058-1-15	Khar	Bishnu Datta Joshi	-	1
18	Shree Bhumiraj P.S., Chhipan	2058-2-10	Sipti	Gajendra Singh Samant	-	1
19	Shree Jaldevi P.S. Routenda	2057-11-10	Dethala	Bir Bahadur Bista	1	-
20	Shree Samnath P.S., Chaskot	2057-11-10	Pasti	Uday Singh Rawal	1	-
21*	Shree Krishna S.S. Dadakot		Dadakot	Liladhar Pant	-	1
22	Shree Latinath P.S., Khali Chaura	n.a.	Pasti	Uday Singh Rawal	1	-
23	Shree Dinsi L.S.S., Dinsi	2057-5-10	Uky	Tikendra Prasad Jha	1	-
24	Shree Ranisthan P.S., Sirad	2057	Datty	Padam Raj Ojha	-	1
25	Shree Hunainath P.S., Chandanpur	2057-10	Pasti	Uday Singh Rawal	-	1
26	Shree Hunainath P.S., Baspali	2057-5-11	Huti	Bishnu Datta Bhatta	1	-
27	Shree Paropakar P.S., Chouki	2058-5-6	Uky	Tikendra Prasad Jha	-	1

28	Shree Pipalakot P.S., Kuni	2057-7-15	Ganagaun	Shankar Datta Bhatta	1	-
29	Shree Balichan P.S., Maltadi	2058-4-32	Dadakot	Liladhar Pant	1	-
30	Shree Khan L.S.S., Airichhana	2057-5-10	Pasti	Uday Singh Rawal	1	-
31*	Shree Sharada P.S., Dhamalik		Pasti	Uday Singh Rawal	1	-
32	Shree Tamairaj P.S., Jhalati	2058-3-10	Rithachoupata	Mohan Dev Bista	1	-
33	Shree Bhumiraj P.S., Salyadi	2057-8-10	Sunsera	Bhup Singh Kuwar	1	-
34	Shree Latinath P.S., Khalsi	2057-5-10	Gokule	Pradip Kumar Joshi	1	-
35	Shree Sarbahit P.S., Dumling	2057-10-12	Sunsera	Bhup Singh Kuwar	-	1
36	Shree Hatinath P.S., Marmati	2057-8-11	Padapada	Kishan Singh Dhama	-	1
37	Shree Siddhanath P.S., Ghajir	20578-5	Khandeswari	Gajendra Singh Samant	1	-
38*	Shree Malikarjun P.S., Sakar		Dhap	Ganesh Singh Dhama	1	-

* Schools not receiving the SB.

Annex-II
a) Location of Supplementary Books in School

S.No.	Ecological Belt	Districts	School			Library
			Total ¹	Receiving ²		
				Yes	No	
1.	Mountain	(1) Darchula	38	34 89.5%	4 10.5%	0
		(2) Jumla	16	10 62.5%	6 37.5%	0
		(3) Mustang	15	15 100.0%	0	4 26.7%
		(4) Taplejung	32	32 100.0%	0	2 6.3%
		Sub-Total:	101	91 90.1%	10 9.9%	6 6.6%
2.	Hill	(1) Surkhet	49	0	49 100%	0
		(2) Lamjung	47	45 95.7%	2 4.3%	5 11.1%
		(3) Kathmandu	37	21 56.8%	16 43.2%	1 4.8%
		(4) Kabhre	63	30 47.6%	33 52.4%	0
		Sub-Total:	196	96 49.0%	100 51.0%	6 6.3%
3.	Terai	(1) Kailali	48	36 75.0%	12 25.0%	2 5.6%
		(2) Chitwan	41	41 100.0%	0	5 12.2%
		(3) Parsa	31	23 74.2%	8 25.8%	1 4.3%
		(4) Jhapa	43	20 46.5%	23 53.5%	0
		Sub-Total:	163	120 73.6%	43 26.4%	8 6.7%
		Grand Total:	460	307 66.7%	153 33.3%	20 6.5%

Note: 1 Total No. of Sample Schools
2 Percentage of Sample Schools
3 Percentage of receiving Schools

Annex-III
Proposed Additional Subject Areas and Comments

Districts	Proposed Title	No. of Schools	Comments and Suggestions	No. of Schools
Darchula	1. Nepali Poem 2. History (Shah Period) 3. Geography 4. General knowledge	11 7 5 3	1. Language to be simple and clear 2. Teachers' Training needed 3. Topics on Himal area to be included 4. Books to be distributed adequately 5. Colored illustration to be inserted	3 2 3 6 4
Jumla	1. Natural Hazards 2. Health and culture 3. Games (Playing methods)	1 1 1	1. All the books to be in Nepali medium 2. Versified Books 3. Colorful pictures 4. Books based on scientific facts, games	1 1 4 2
Mustang	1. History of Nepal 2. Geography of Nepal 3. Math 4. Stories	14 11 2 2	1. Language to be clear 2. Teachers' Training 3. Adequate number of Books 4. Books to be related to Text Books (TB) 5. Topics on Himal area to be included 6. Colorful illustrations	4 4 3 4 10 7
Taplejung	1. Religion 2. Geography 3. Proverbs 4. Poetry 5. Health 6. Story	2 1 1 1 1 11	1. Illustration to be colorful 2. Books to be available in time 3. Teachers' Training 4. Books on crafts and games 5. Adequate number of Books to be made available 6. Local Topics 7. Grammar 8. Health 9. Topics to be related to the subject	8 4 4 3 3 1 1 1 1
Surkhet	x		x	
Lamjung	1. Separate guide books for teachers	4	1. Books not useful to Class I & II 2. Lessons are in complete 3. Books should be more pragmatic 4. Teachers' Training 5. Adequate number of Books required 6. Colourful illustrations required	9 1 7 1 11 4
Kathmandu	1. Health and Hygiene 2. Magazine 3. Stories	3 6 3	1. Language should be simple 2. Health and Hygiene 3. Colorful illustrations 4. Songs of children best 5. Ke Kasari Banchha, most useful 6. SB should be related to text books	13 1 1 2 1 1

Districts	Proposed Title	No. of School	Comments and Suggestions	No. of School
Kabhre	1. Health Education 2. Skill Development 3. Essay 4. Geography 5. Social Science	2 1 1 1 1	1. Books are useful and they increase motivation 2. Books should be available in time and 3. Published in different volumes	6 1 2
Kailali	1. Health Education 2. Geography 3. History 4. Population 5. English Language 6. Story Books 7. Magazine 8. Environment 9. Education	5 4 5 1 2 12 25 10 6	1. Better illustration and short lessons 2. Guidelines to Teachers 3. Historical, Geographical and Political aspects of Nepal 4. Practical, Moral and Environment Education 5. Health and Sports 6. SB to reach school in time	34 6 1 16 6 17
Chitwan	x		1. RP should distribute them 2. Illustrations to be colorful 3. Simple language 4. Guidelines to Teachers 5. Poems with good rhymes 6. Books should be available in time 7. Books should be encouraging not frightening students 8. Distribution should be well managed	10 13 4 4 7 2 11
Parsa	x		1. Books useful for Teaching and Learning process and intellectual development 2. SBs are absolutely necessary SB develops speaking and hearing abilities and they enhance students' knowledge. 3. Attractive illustrations necessary	21 6 2 2 1
Jhapa	1. Road safety 2. Magazine 3. History 4. Woman Development 5. Child Development	2 3 3 2 3	1. SB can increase intellectual capacity 2. Can help learning in absence of Teachers encourage the students to study the books beyond the Text Books.	3 1

	6. Story Books	5		
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Annex-IV

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