

**NEPAL**  
**SURVEY OF PRIMARY SCHOOL TEXTBOOKS**  
**AND TEACHERS' GUIDES**

**Report by**  
**David Foster**  
**Joe Josephs**  
**Tony Read**

**August 1997**

International Book Development Ltd  
305-307 Chiswick High Road  
London W4 4HH  
Tel: 0181 742 7474  
Fax: 0181 747 8715  
e-mail: [ibdLtd@compuserve.com](mailto:ibdLtd@compuserve.com)

## CONTENTS

	<b>Page</b>
<b>1. Origins and Purposes of Survey</b>	<b>1</b>
<b>2. Methodology for Survey</b>	<b>1</b>
2.1 Planning	1
2.2 Execution	4
2.3 Data Entry and Analysis	5
2.4 Recommendations on Survey Methodology	6
<b>3. Survey Results</b>	<b>6</b>
3.1 General Factors Influencing Survey Results	6
3.1.1 Sample of Schools	6
3.1.2 Timing of Data Collection	7
3.1.3 Reliability of Recorded Data Responses	7
3.2 School Survey Results	7
3.2.1 School Location	8
3.2.2 School Attendance and Enrolment	8
3.2.3 Textbook Availability and Condition	9
3.2.4 Second-Hand Textbooks	10
3.2.5 Distribution and Availability of Textbooks	10
3.2.6 Reimbursement System for Purchase of Textbooks	11
3.2.7 Teachers' Guides	12
3.2.8 Textbook Storage	13
3.3 DEO's Survey Results	13
3.3.1 Textbook Availability	13
3.3.2 Teachers' Guides	14
3.3.3 Reimbursement System for Purchase of Textbooks	14
3.4 Retailer's Survey Results	15
3.4.1 Textbook Availability	15
3.4.2 Distribution and Pricing of Textbooks	16
3.5 Parents' Survey Results	17

3.6	Extra Districts	18
3.6.1	School Attendance and Enrolment	18
3.6.2	Textbook Availability and Condition	19
3.6.3	Second-Hand Textbooks	19
3.6.4	Distribution and Availability of Textbooks	20
3.6.5	Reimbursement System for Purchase of Textbooks	20
3.6.6	Teachers' Guides	21
3.6.7	Textbook Storage	22
<b>4.</b>	<b>Main Conclusions from Survey</b>	<b>22</b>
<b>5.</b>	<b>Annexe of Tables Referred to in the Text</b>	<b>24</b>
	Table 1: Regional Distribution of Main Survey Schools	
	Table 2: School Enrolment and Attendance Figures for Main Survey Schools	
	Table 3: Textbook Availability by Title (Main Survey Schools)	
	Table 4: Book Condition (Main Survey Schools): Mero Nepali	
	Table 5: Book Condition (Main Survey Schools): Mero Ganit	
	Table 6: Book Condition (Main Survey Schools): Mero Sevophero	
	Table 7: Book Condition (Main Survey Schools): Mero Desh	
	Table 8: Book Condition (Main Survey Schools): My Primary English	
	Table 9: School Enrolment and Attendance for "Extra" Schools	
	Table 10: Textbook Availability by Title ("Extra" Schools)	

## **APPENDICES**

1	Survey Instrument
2	Members of the Steering Committee for the Textbook Survey of Nepal
3.	Names of Surveyors and Districts Surveyed
4.	List of "Main" Schools Surveyed
5.	List of Retailers Surveyed
6.	List of "Extra" Schools Surveyed

## 1. ORIGINS AND PURPOSES OF SURVEY

The decision to undertake a survey of textbook provision emerged from the recommendations of the Working Group on Quality Issues which met during a Preparation Workshop for BPEP Phase II, held in January 1997. It was agreed then that there was insufficient information on which to base informed policy proposals to rectify the adverse situation on textbook provision. The Working Group therefore recommended that a survey of textbook availability in schools should be undertaken and that this should encompass the effectiveness of the current distribution and reimbursement systems on free textbook provision, particularly in remote areas of Nepal. When the survey had been completed a strategy would be developed to improve the distribution, availability and on-time delivery of instructional materials, as part of BPEP Phase II. The Working Group recommended that such proposed changes should be piloted before any implementation on a national scale<sup>1</sup>.

## 2. METHODOLOGY FOR SURVEY

### 2.1 Planning

International Book Development (IBD) were engaged by DANIDA to design the survey and follow-up strategy, to review the data resulting from the survey and to provide reports on the outcome. IBD consultants were to work closely with BPEP staff on all aspects of the survey.

It was agreed that the survey should be in 3 parts:

- survey of a representative sample of approximately 180 schools (this would be the main part of the survey);
- survey of DEOs for the districts in which schools were surveyed;
- survey of retailers from whom the parents of children in the surveyed schools buy textbooks.

Three draft survey instruments were accordingly designed by IBD and provided to BPEP with suggestions as follows as to how the surveys should be conducted. Actions taken on these suggestions are also indicated in the following:

#### i) Review of survey instruments

The survey instruments must be fully understood, any queries raised with the designer and any agreed amendments then made. (In the event the instruments were used as drafted with only essential alterations covering the titles of the textbooks which are used in the primary grades.)

#### ii) Selection of survey districts and schools

---

<sup>1</sup> Recommendations of the Working Group on Quality Issues, Preparation Workshop for BPEP Phase II, January 1997.

It was suggested that 12 districts should be covered with 15 schools being surveyed in each district. The selection of schools was made so that the survey covered all five regions of the country, all topographic types of area (mountain, remote hill, hill, terai and valley) and all accessibility types (urban, rural and remote). The relevant DEOs and retailers for these schools were surveyed. In some cases the retailers were in different districts from the school (i.e. just over a district border).

iii) Appointment of Survey Manager

An experienced senior education official was required to organise all aspects of the planning and execution of the survey. BPEP appointed to this position Mr Bimal Lal Shrestha, Project Manager of the Secondary Education Project.

iv) Appointment of surveyors

12 surveyors were needed to collect data in the field: each would collect data from 15 schools and the related DEOs and retailers. These surveyors were selected by the Survey Manager and Steering Committee (see (ix) below), who also appointed an Assistant Survey Manager, Mr C N Pandit. The majority of the surveyors were graduate students on vacation: two were school teachers. Ten of the surveyors were male and two female. Only one of the surveyors had previous experience of field survey work.

v) Training of surveyors

It was suggested that two days of detailed training would be needed. During this training the Survey Manager, with support from BPEP staff as necessary would cover the following:

- Objectives of the survey – what was needed in terms of data and why.
- Specific area and schools which each surveyor would cover.
- Timing and deadline for data collection.
- Detailed examination of the survey instruments question by question so that the surveyors fully understood each question and how to obtain the information. This session would also act as a validation exercise and might result in the need for some redrafting of questions in the survey instruments.
- Specific training on the techniques of assessing book condition and causes of damage.
- Specific training on the techniques of classroom counting (of pupils and books).

In the event it was felt necessary to extend the training period to four days, including one day when the surveyors tested the survey instruments in schools and with DEOs and retailers in the Kathmandu Valley. Each surveyor was accompanied at some stage of this testing by the Survey Manager, Assistant Survey Manager or a senior manager from BPEP who rectified some mistakes which were made. It was not felt necessary to make any changes to the survey instruments following the training period.

Prior to the start of the training period it was considered by the Steering Committee that it would be useful to include within the survey a small sample of parents' opinions on textbook provision and the reimbursement system. A short additional questionnaire for parents was therefore designed within BPEP. This was used to survey a total of 360 parents (approximately 30 in each district). The training of the surveyors also covered this further survey instrument.

vi) Copying of survey instruments

The following quantities of survey instruments were suggested as being needed:

- Schools – 250
- DEOs – 30
- Retailers – 50

These instruments and the parents' questionnaire were photocopied at the Primary Curriculum and Textbooks Development Unit (PCTDU) and distributed to the surveyors at the end of their training period. The survey instruments are attached as Appendix 1.

vii) Timing

It was hoped that all data could be collected by early July. The exact timing for a survey of this kind needs to relate to the stage of the school year. It should not be too early in the school year to prevent the collected data from accurately reflecting any delays in textbook availability; data collected too early would also give a false picture of the durability of textbooks if they had not been in use for long. On the other hand if survey data is collected late in the school year, experience in other countries indicates that the level of damage can be so high as to reduce the value of collected data.

It was agreed by the Steering Committee that data would be collected during the period from 22 June to 9 July 1997. In the event this was to cause problems because of the closure of many schools during this period (see 2.2 below).

viii) Analysis of survey data

It was proposed that a simple computer programme should be designed in Nepal to handle the data entry and provide report printouts for analysis. A programmer/statistician was engaged to handle this (Dr Bijaya Kumar Thapa of the Research Centre for Educational Innovation and Development at Tribhuvan University, who also involved a colleague Mr Yadav Mani Bhattarai, a computer engineer).

Consultants for IBD were scheduled to arrive in Nepal in late July to help to analyse the data and prepare a final survey report in conjunction with the Survey Manager and BPEP.

ix) Steering Committee

It was decided to appoint a Steering Committee of those most closely involved in the survey work and other senior education officials under the Chairmanship of

the Director of BPEP. This Steering Committee received daily reports during the preparation and data collection period and met on a regular basis to monitor progress and advise on the handling of survey work. A list of members of the Steering Committee is attached as Appendix 2.

All aspects of the survey work were costed by BPEP and a budget agreed by DANIDA.

## 2.2. Execution

As indicated above, most of the data was collected from the survey districts between 22 June and 9 July. In addition it was decided by the Steering Committee to gather some additional data from three further districts, including the very remote district of Darchula in the Far-Western Region of Nepal. The reason for gathering this additional data was that it was found that many schools within the selected survey districts were closed for vacations during the period identified for the collection of data<sup>2</sup>. The exact extent of school closures was not apparent at the start of the data collection period, so it was felt that it would be useful to gather additional data to offset any substantial shortfall. (The surveyor who visited Darchula District had particular problems in getting to the schools because of weather conditions which closed many roads. This data was therefore not available until 16 July.)

The situation with school closures was much worse than had been expected. In the event some 70% of the schools selected were closed when the surveyors arrived in the districts. The surveyors therefore sought the help of the DEOs to get the schools specially opened so that data could be collected. This clearly had some effect on the data as collected from these schools. Unfortunately it has not been possible to identify from the survey instruments exactly which schools were functioning normally and which had to be specially opened: it would only be possible to do this by interviewing again all of the surveyors. However, the exclusion of all schools which had to be opened specially would reduce the size of the sample to under 100 schools. It is considered that much of the data from these schools is as valid as that from the schools which were functioning normally. The analysis in section 3.2 below therefore covers all 180 of the originally selected schools from which data was collected. (A commentary on data collection from the additional schools is at section 3.6 below).

On completion of data collection the surveyors were all interviewed individually by the Survey Manager and their completed survey forms were reviewed by him.

## 2.3 Data Entry and Analysis

Once the survey forms had all been reviewed they were passed to the Primary Curriculum and Textbook Development Unit (PCTDU) of BPEP whose computer operators entered the data in to the programme designed by the programmer/statistician (see 2.1 (viii) above). This task took longer than had been anticipated.

---

<sup>2</sup> The 1997 school year started on 12 February throughout the country. However, because of the different terrains, the monsoon season and local festivals there are substantial variations in the timing of school vacations.

The computer operators had to interpret the meaning of data entered on some survey forms, which slowed them down and there were also disruptions caused by power failures. However, all data from the 180 schools, DEOs and retailers in the originally selected districts was entered by 4 August. By then the IBD consultants had arrived in Nepal. They were able to check the way in which the data had been entered against the original survey forms and were satisfied that the computer operators had done this accurately and that they had interpreted the meaning of data from the forms correctly.

The IBD consultants also had meetings with the programmer/statistician, Dr Bijaya Thapa, to agree details of the report printouts. After draft printouts required for analysis purposes had been produced some revisions were needed, but a substantial number of report printouts were available to the consultants by 8 August. These then required modifications and some elaboration, which was subsequently undertaken by Dr Thapa's colleague Mr Bhattarai because Dr Thapa then had to leave Nepal to go on an overseas training course.

Because the analysis of data information was now substantially behind schedule it was decided that the data from the additional schools, DEOs and retailers who were not originally part of the survey should be entered separately and kept on a separate file for later analysis. It should also be noted that no report programme was prepared for the parents' survey: the data from parents was therefore not entered and was not fully analysed, but a commentary on results based on a scrutiny of the parents' forms is added at section 3.5 below.

The IBD consultants also had interviews with five of the surveyors who had undertaken the data collection from the districts originally selected, plus the surveyor for the additional district of Darchula. They went through some of the survey forms completed by individual surveyors to check with them on interpretation of the information, on some inaccuracies and on the way in which they had carried out their survey work in the field. These interviews confirmed which data gathered from the survey instruments had been affected by the closure of schools. In one district all of the schools had to be opened specially and in two other districts this was the case with all but two of the schools. The book count situation in the specially opened schools was therefore artificial: there was confusion as to whether or not children should come to school with their textbooks. In some cases they did not bring any textbooks at all and in others they brought all the textbooks that they could assemble, including those of older siblings. Although there was thus some "evening out", the overall results of the book counts and the book condition were somewhat distorted, but it is not possible to assess the scale of this distortion.

The results from the analysis of the surveys are contained in section 3 of this report. The original survey forms and the disks containing the complete survey data are available at BPEP.

#### 2.4 **Recommendations on Survey Methodology**

For future surveys of this kind the following recommendations are made:

- i) The person who designs the survey instruments should be directly involved in their field testing, in the final verification of the validity of all questions and in the training of field surveyors.

- ii) Survey instruments need to be kept as simple and unambiguous as possible to ease both data collection and data input and analysis. Where book counts are required it is desirable to specify subjects and grades to be counted so that all data is collected on the same basis.
- iii) Whenever possible school teachers should be engaged as surveyors. They have the necessary direct current experience to elicit the information required.
- iv) The timing of data collection needs to be considered carefully in order to minimise the incidence of school closures, whilst providing data at a time of year when it will be most relevant.
- v) It is necessary to have full co-ordination in the timing of data inputting and computer data analysis. The inputting has to be completed before analysis starts.
- vi) It is essential to have flexible data report programmes so that information can be readily presented in alternative ways as required for comprehensive analysis.

### **3. SURVEY RESULTS**

#### **3.1 General Factors Influencing Survey Results**

The following general factors should be noted as influencing the results from the survey.

##### **3.1.1 Sample of Schools**

The total sample of 180 schools represents less than 1% of all the primary schools in Nepal. However there are variations in the regional proportions: the sample in the Western Region represents only 0.6% of all primary schools in the Region, whereas in the Eastern Region it represents 1.2% of the total number of primary schools.

In terms of topographical type 2.2% of Nepal's Mountain primary schools were sampled, 1% of the primary schools in the Terai, 0.5% of Hill primary schools and no primary schools in the Kathmandu Valley.

61 of the 180 schools are in locations designated as "remote" for the purpose of qualifying for free textbook supply for boys in Grades 4 and 5.

Despite the fact that the proportions of schools in the survey by region and topographical type do not therefore match the national proportions, it is felt that the surveyed schools represent a valid (if small) sample of primary school textbook provision.

##### **3.1.2 Timing of Data Collection**

As indicated above the problem that as many as 70% of the sample of schools in the survey were officially closed for vacations at the time of the data collection means that some data was collected in an artificial situation. The attendance figures and the recorded book counts were particularly affected. However, it is felt that there is a lot of "evening out" in these counts, as mentioned above.

##### **3.1.3 Reliability of Recorded Data Responses**

The consultants have some reservations about certain aspects of the recorded data, following their scrutiny of the survey forms, their discussions with the Survey Manager, Assistant Survey Manager and surveyors and their own first-hand experience from visiting a number of primary schools in the Kathmandu Valley. These reservations may be summarised as follows:

- Some of the surveyors had clearly misinterpreted certain questions despite their training. This is shown in completion of the forms, providing some contradictory information to various questions.
- Some of the surveyors made some careless mistakes or omissions in completing their survey forms.
- Some of the information provided by head teachers with regard to textbook availability and supply may be unreliable. For example, in cases where the school is far from a retailer their responses are at best hearsay.
- There were real difficulties for surveyors in providing accurate responses to some of the questions in the survey forms. For example the children in the lowest grades do not know themselves whether the textbooks are new or second-hand and this is not readily deduced from an examination of the textbooks (particularly with all the distractions in a large class). Moreover it is thought that some children have two copies of some of their textbooks – a new copy which is usually kept at home and a second –hand one which is taken to school. This could not be quantified.
- The consultants were confident that the data entry had been done accurately with regard to the information as provided on survey forms, but in some cases the computer operator responsible for the data entry had to interpret what was meant in the completed forms.
- The data analysis programme as designed proved insufficiently flexible to provide readily in the time available the range of reports to carry out as wide an analysis of the data as would be ideal. However the analyses as reported have accurately represented the data responses recorded.

Despite these reservations the consultants feel that much valuable data was collected in the survey on which conclusions can be based. A summary of the main conclusions is in section 4 below.

## **3.2 School Survey Results**

The following results relate to the 180 schools in the main survey. A commentary on results from the 27 additional schools surveyed is at section 3.6 below.

### **3.2.1. School Location**

#### *Question B.1*

Table 1 (see Section 5 below) shows the regional and topographic distribution of the 180 schools surveyed in relation to total numbers of primary schools in Nepal.

#### *Question B.2*

44 of the survey schools were **urban**.

77 of the survey schools were **rural but within 2 hours walk of a road**.

59 of the survey schools were **remote or very remote**.

### *Question B.3*

Only 66 of the 179 responding schools said that textbooks were normally transported to the school by road transport (including bicycle or motor bicycle). The majority (108) indicated that human portage was the normal method.

### *Question B.4*

The average time taken by responding schools to transport textbooks to the school from the nearest textbook retailer was 10.58 hours, but there was naturally wide variation by region and topographic location. In the Western and Far-Western Regions the average was under one hour, whereas in the Eastern Region it was nearly 19 hours. In the terai it was 1.83 hours, whereas in the remote hill areas it was 25.82 hours.

### *Question B.5*

61 of the 180 schools were in locations designated as remote for the purpose of free textbook supply for boys in Grades 4 and 5.

### *Questions B.6/B.7*

There was a similar variation in the time taken to reach the DEO's office from the school. The average time was 7.07 hours, but in remote hill regions this was 16.47 hours. The majority of headteachers (104) went to the DEO's office on foot, 51 by car, bus or lorry and 23 by bicycle.

## **3.2.2 School Attendance and Enrolment**

### *Question C.1*

None of the surveyors had obtained an up-to-date enrolment figure, so attendance figures can only be related to enrolment at the start of the school year. This provides a somewhat misleading picture (as does the artificial situation whereby many schools had to be opened specifically for the survey). However Table 2 (see Section 5 below) shows overall attendance in the surveyed schools at the time of the survey in relation to enrolments at the start of the school year.

In all regions and topographic locations attendance as against enrolment was lowest at Grade 1 level. There were substantial variations between highest levels from Grade 3 to Grade 5 both for boys and girls, although it should be noted that only very small numbers of pupils were enrolled in higher grades in some schools.

### *Questions C.4/C.5/C.6*

119 of the 180 schools indicated that there were months in the year when pupil attendance was normally very poor. Among these May, June and July were indicated as the poorest months for attendance, particularly in remote hill areas. The main reason given for this was that children had to work on farms or in the home (61%), although 32% of responses indicated that bad weather and/or accessibility problems were the main causes. 7% indicated that the cause was lack of parental interest.

### *Question C.7*

43% of responses indicated that low attendance coincided with the start of the school year, but this information is at variance with the information about months when pupil attendance is normally very low (as gathered in response to question C.5).

It should be noted that similar surveys in Nepal in the past have confirmed the findings of this survey regarding attendance levels in relation to enrolment. These are low by comparison with other developing countries.

### 3.2.3 Textbook Availability and Condition

As indicated above the data gathered in this part of the survey is regarded as the least reliable because of the closure of so many schools for vacations and the artificial situation created by special opening of many schools.

#### *Question D.1*

The overall figures given in Table 3 (see Section 5 below) show the availability of individual textbooks in class at the time when data was collected. The regional figures broadly reflect the same picture with lowest availability at Grade 1 level and highest in Grades 3 to 5. Throughout more girls than boys had textbooks available. However there were great variations in the % availability by region, with the Eastern and Western Regions having much better availability than the Central and Mid-Western Regions. For example the boys in the Central Region had availability of their three Grade 1 textbooks averaging only 52% against the boys in the Western Region having 87% availability of these same titles. Best availability of all titles was for Grade 5 girls in the Western Region at over 94%. All figures would of course be further depressed if measured against the enrolment at the start of the school year.

#### *Question D.2*

Tables 4 to 8 (see Section 5 below) show the condition of individual titles sampled in the classroom. The titles *Mero Desh* and *My Primary English* are used only at Grades 4 and 5 so it would be expected that a higher proportion of these titles should be in acceptable condition than titles used in the lower grades. However, even with these titles it is of considerable concern that around 20% of the books inspected were in unacceptable condition so relatively early in the school year. The proportions of 35% to 39% average unacceptable over all grades are even more alarming. There are considerable variations between regions with inspected books in the Mid-Western and Far-Western Regions being generally in worst condition at all grades: for example in the Mid-Western Region for the title *Mero Nepali* an average of 62% of the boys' books and 55% of the girls' books at all levels were found to be in unacceptable condition. Regarding locations, the inspected books were in worse condition in the mountain and remote hill locations than in hill and terai locations.

For almost all titles at all levels the proportion of unacceptable boys' books was higher than that of girls' books.

For all titles and in all regions the most frequent reason given for unacceptable condition was "cover missing", closely followed by "pages missing". In Grades 1 and 2 there was also substantial incidence of "page marking". Very few books were regarded as having been damaged by water, insects or vermin.

The following points should be noted in relation to data collected on this question:

- i) The small size of sample of titles inspected in some regions and locations.
- ii) The fact that different surveyors will have used different criteria in judging acceptability despite their training.

- iii) The effect of school closures and special opening of schools for the survey.
- iv) The fact that some titles may well have been damaged in transit or at the retailers before being bought.
- v) The anecdotal evidence frequently mentioned that some children have two copies of some of their textbooks, keeping the one in better condition at home (although this effect may have been reversed in the artificial circumstances where schools were specially opened for the survey).

#### 3.2.4. **Second-Hand Textbooks**

For reasons given above the counting of second-hand books is regarded as unreliable. Very few second-hand books were identified by surveyors and those that were do not relate to any total figures of individual titles.

#### 3.2.5. **Distribution And Availability Of Textbooks**

Responses to questions in this section of the survey were given by head teachers.

##### *Questions E.2 to E.8*

56% of the 176 schools answering indicated that textbooks were not available for purchase at retailers at the start of the 1996-97 school year. The situation was worst in the Mid-Western Region (97% of schools reporting non-availability) and Central Region (75%). It was best in the Far-Western (8% reporting non-availability) and Eastern (35%) Regions.

Where textbook stocks were not available at the start of the 1996-97 school year the majority of responding schools (74%) reported that textbooks became available between 4 and 8 weeks after the start of the school year. However a significant 12% reported that textbooks only became available 12 weeks or more after the start of the school year. The Mid-Western and Central Regions and the remote hill locations experienced the longest delays.

When textbook stock did become available a majority of responding schools (62%) indicated that it was sufficient for some subjects and grades, but not for others. The Mid-Western Region responses were unanimous on this, whereas the Far-Western Region schools unanimously indicated that there was sufficient stock for all pupils to buy all the textbooks that they required within a maximum of two weeks of the start of the school year.

The data gathered regarding which textbook titles were most seriously under-available at retailers was insufficient to draw any useful conclusions.

41% of the responding schools indicated that late arrival of stock is "a regular problem", 37% that it is "an occasional problem" and 22% that it is "never a problem".

Somewhat surprisingly a majority of responding schools (56%) said that late arrival of textbook stock does not reduce the willingness of parents to buy textbooks.

Textbooks were available for sale at the official government prices in 172 out of the 175 schools who responded. In one of the other cases parents were obliged to buy exercise books with the textbooks at a higher price for the package.

### 3.2.6 Reimbursement System for Purchase of Textbooks

#### *Questions E.10 to E.17*

85% of the 176 schools responding indicated that the normal method of financing textbook purchase was for parents to buy the textbooks themselves and claim reimbursement. In the other 15% (mainly in the Eastern and Central Regions and in hill and mountain locations) the school used its own funds and claimed reimbursement from the DEO.

The timetable for parents to receive reimbursement was variously given as anything between 1 month and "more than 12 months" (3% of responses). The majority (79%) indicated between 4 and 9 months. Long delays were reported in all regions with the Far-Western Region suffering least (only 1 out of 12 responding schools reported a delay of over 4 months).

All but one of the responding schools confirmed that the school was involved in claiming reimbursement from the DEO. A surprising majority (57%) indicated that late reimbursement to parents did not reduce parental willingness to buy textbooks.

47 schools indicated that the process of claiming reimbursement was very difficult and time consuming and caused the school "very severe" problems. A further 31 indicated that it caused them "some problems". 41 schools indicated that they would like a different system to operate. However, 73 schools said that they would like the basic system to continue with some changes to make it easier to operate. Only 4 schools said that they had no difficulties with the current reimbursement system and would be happy for it to continue.

The majority of responding schools (77%) said that the school itself does not suffer serious financial problems if reimbursement is long delayed, but over 80% said that it does reduce the willingness of the school to assist in future financing of textbooks in order to help the parents.

There were contradictory views as to the impact of the introduction of the reimbursement system for textbooks:

- 47 responding schools said that there had been a "reduction" or "serious reduction" in overall textbook availability.
- 18 said that there had been no change.
- 86 said that there had been an improvement.
- 34 said that the system had reduced overordering by schools and thus reduced the cost of textbook provision.

Schools in the Western Region and the terai location were those which indicated greatest deterioration in textbook availability. The Eastern and Mid-Western Region schools indicated most improvement, as did remote hill and hill locations.

It should be noted that responses in the DEO survey were broadly in line with the schools' responses to questions on Distribution and the Reimbursement System (see 3.3 below).

### 3.2.7. Teachers' Guides

#### *Question D.3*

Of the 173 schools who answered the question the majority had one or more teachers' guides for all subjects at all levels. The title most available in these schools was the Teachers' Guide to *Mero Nepali* at Grade 3 level (92% had this title). At least 83% of schools had Teachers' Guides for all subjects from Grades 1 to 4. The only significant exception was at Grade 5 level where availability of titles varied between 65% and 69%.

#### *Questions F.1 to F.8*

Almost all of the responding schools (168 out of 172) arranged to collect Teachers' Guides from the DEO or Resource Centre themselves. 32 indicated that they had to pay costs of collection. The average cost to the school of collection was Rs 25, but the cost ranged from Rs 5 in the Eastern Region to Rs 67 in the Western Region.

Over 91% of responding schools reported that the Teachers' Guides were received in good condition with a further 6% saying that they were received with "some damage but generally in good condition".

There was slightly contradictory information regarding availability of Teachers' Guides for the start of the 1996-97 school year: this may have been caused by confusion in the minds of surveyors. 70% of schools responding said that Teachers' Guides were provided in sufficient quantity for the needs of the teachers, but 78% indicated that Teachers' Guides were not available at the start of the school year: of these 26% indicated that no stock arrived and another 47% indicated that stock was not available until at least 8 weeks after the start of the school year. It seems that some of the surveyors gathered data on the basis of availability of all Teachers' Guides for all subjects at all Grades whereas others did so on the basis of availability of a majority of Teachers' Guides.

88 schools reported that late availability of Teachers' Guides was caused by late delivery to the DEO or Resource Centre, with 19 reporting that the reason was that the information of availability for collection arrived late at the school. 26 had no idea of the reason for late delivery.

### 3.2.8 Textbook Storage

#### *Questions G.1 to G.4*

93% of the 174 schools responding indicated that textbooks were kept at home. 10 of the 13 who indicated that textbooks were kept at school were in the Eastern Region.

Although 127 out of 172 schools responding said that there was no storage space for textbooks in the school, 105 described some storage space as being available. 77 of those said that this was in the head teacher's office with only 28 (27% of responses) indicating that there was either a special store room in the school or that there were almiras in classrooms. These were mostly in the Central Region and in the terai. A majority indicated that the available storage space was secure, tidy and clean, but not sufficient in space. 52% said that the available storage space was not weatherproof.

### **3.3. DEO's Survey Results**

The following results are from the 12 DEOs of the districts for which data was gathered from schools. There was substantial agreement in most cases between responses from the DEO and the schools for his district.

#### **3.3.1 Textbook Availability**

##### *Questions B.1 to B.3*

6 of the DEOs reported that textbooks were available at the start of the 1996-97 school year throughout the district. These included all DEOs in the Eastern Region. However one DEO in the Western Region (a terai district) said that textbooks were not available anywhere in his district at the start of the school year and one in the Mid-Western Region (a mountain district) said that they were available in only a few areas.

Of 7 responding DEOs 6 indicated that the delay in stock availability was between 4 and 8 weeks. The Western Region terai DEO indicated "more than 12 weeks".

8 of 11 responding DEOs said that late arrival of textbook stock was "an occasional problem", 3 that it was "a regular problem".

The DEO's responses to these questions broadly confirm the majority opinions from schools in responding to similar questions (E.2, E.3 and E.6 of the school survey).

##### *Question B.4*

7 of the 12 DEOs said that late arrival of textbook stock reduced the willingness of parents to buy. This majority view conflicts with the schools' response to question E.7 of the school survey to which 56% said that it did not. However, this is a highly subjective question, so responses from both head teachers and the DEOs are their opinions rather than verifiable facts.

#### **3.3.2 Teachers' Guides**

##### *Questions B.5 to B.7*

8 of the 12 DEOs said that Teachers' Guides were not available at the start of the 1996-97 school year. 2 said that stock never arrived and another 2 that it was delayed by at least 12 weeks. (These responses broadly confirm those of schools to the similar questions F.2 and F.3 of the school survey).

4 of the DEOs said that the Teachers' Guides which were eventually provided were not in sufficient quantity for the needs of all schools in their districts.

#### **3.3.3 Reimbursement System for Purchase of Textbooks**

##### *Questions C.1 to C.4*

10 out of 12 DEOs confirmed that parents were responsible for buying textbooks and then claiming reimbursement without financial help from the school/DEO. The other 2 indicated that the schools were encouraged to use their own funds to buy textbooks and that they then claimed reimbursement from the DEO: one of these was a mountain district in the Central Region and the other a hill district in the Mid-Western Region. In both cases it can be concluded that the remote

locations and the distance which parents had to travel to the nearest bookshop were factors which made it sensible for schools to buy the textbooks.

8 of the DEOs indicated that it took from 1 to 4 months for reimbursement finance to arrive at the DEO's office after claims had been sent in. One (in a terai district of the Far-Western Region) said that it took "more than 12 months".

These responses correlate with those of schools to the similar questions E.10 and E.11 of the school survey.

A majority of 7 of the 12 DEOs indicated that reimbursement was sometimes paid in several different instalments. 6 said that full reimbursement was sometimes not paid at all (these included both DEOs for the Western Region and the sole DEO for the Far-Western Region).

#### *Questions C.5 and C.6*

10 of the DEOs said that the process of claiming reimbursement was "time consuming in terms of paperwork" and thus created "some problems" for the DEO: the other 2 said it was "very time consuming" and created "severe problems" for them. However only 3 DEOs indicated that late arrival of reimbursement funds caused them serious financial problems.

#### *Question C.7*

7 of the DEOs thought that late arrival of reimbursement funds reduced willingness to purchase textbooks. This majority opinion conflicts with that of schools answering the corresponding question E.12 of the school survey, where only 43% thought that it did so. As with question B.4 of the DEO's survey, however, responses from DEOs and schools to this question are opinion only.

#### *Question C.8*

5 of the DEOs thought that there had been an improvement in overall textbook availability in schools following the introduction of the reimbursement system, but 5 thought that there had been a reduction (3) or serious reduction (2), while 1 said there had been no change.

3 considered that reimbursement had reduced overordering by schools and had thus reduced the cost of textbook provision.

A substantially lower proportion of school responses (25%) to the similar question E.17 of the school survey felt that there had been a deterioration in textbook availability in schools as a result of the introduction of the reimbursement system, whilst 45% of schools thought that there had been an improvement. A similar proportion of responding DEOs and schools agreed that reimbursement had reduced overordering by schools.

### **3.4 Retailers' Survey Results**

48 retailers were surveyed in 17 different districts. These included all of the project districts and an additional five districts where retailers were located from whom parents of children in project schools bought textbooks. A list of the retailers covered in the survey is attached as Appendix 5.

#### **3.4.1 Textbook Availability**

#### *Questions B.1 to B.6*

Only 16 of the retailers reported that textbooks were available for purchase by parents at the start of the 1996-97 school year. This is an even lower proportion (33%) than school respondents (44%) and DEOs (50%). It should be the most accurate figure, however, because the retailers are in the best position to know. Reported availability was best in the Far-Western Region, where all 4 surveyed retailers reported that textbooks were available for purchase at the start of the school year, and worst in the Mid-Western Region where none of the 8 surveyed retailers reported availability of the books.

71% of the retailers reporting late availability indicated that the delay in stock becoming available was between 4 and 8 weeks. This is exactly the same as the information provided by the school and DEO surveys. However delays in availability reported by retailers were generally worst in the Eastern Region where 4 of the 8 retailers reporting non-availability at the start of the year indicated that the delay was at least 10 weeks: in contrast, the 4 Eastern Region DEOs reported that textbooks were available at the start of the school year throughout all districts. The retailers' responses on this are regarded as the more reliable.

27 retailers said that late arrival of textbook stock was "a regular problem", 14 that it was "an occasional problem" and only 5 that it was "never a problem" (3 of these being in the Eastern Region and 2 in the Far-Western Region). The 59% of retailers indicating that stock availability was "a regular problem" is higher than that of schools (41%) or DEOs (38%).

When textbook stock arrived 69% indicated that it was sufficient for some subjects and grades but not for others: this accords with the 62% response from schools to the similar question. However 4 retailers (9% of the sample) said that the stock was "insufficient for all subjects and guides": 3 of these were in the Central Region in terai locations and one in the Eastern Region in a hill location. None of the 178 responding schools had given this answer to the similar school survey question E.4.

The greatest incidence of non-available titles reported by retailers was for the textbooks for Nepali Language at Grades 1 and 4 and those for English at Grades 4 and 5.

22 retailers thought that late arrival of textbook stock reduced the willingness of parents to buy, whereas 24 did not. These proportions are similar to the school response to question E.7 in the school survey.

#### **3.4.2. Distribution and Pricing of Textbooks**

##### *Question B.8*

All 48 retailers reported that textbooks were sold at the official government prices.

##### *Question B.9*

35 of the retailers said that they decided how much stock should be supplied to them, but a total of 12 (9 of them in the Eastern Region) said that Sajha made this decision (one indicated that the DEO decided, but this was probably a misunderstanding of the question).

##### *Question B.10*

38 of the 48 responding retailers confirmed that they received 8% discount from Sajha. 2 said that they received 6% discount and 7 indicated that they got between 10% and 16%. One retailer in a mountain location in the Eastern Region said that he received 27% discount, but this retailer was one of those who indicated that textbooks were not available at the start of the 1996-97 school year and that this was "a regular problem".

*Question B.11*

44 of the retailers confirmed that they received no credit, 2 that they received 1 month's credit and 1 that he received 3 months' credit.

*Question B.12*

89% of respondents said that they paid for the textbook stock and kept it to sell in the next school year if it was not sold in the current one.

*Questions B.13 and B.14*

Retailers confirmed that the bulk of textbook sales took place annually in February and March, but a significant 25% of them indicated that 15% or more of textbook sales took place outside their stated most important selling months. These were mostly retailers in the Central Region.

### 3.5 **Parents' Survey Results**

The Steering Committee decided that it would be useful to gather some information from parents of the children in survey schools to supplement the information gathered through the main survey instruments. A short questionnaire was therefore prepared by Dr M B Bista and Dr S P Lohani, members of the Steering Committee. Each surveyor was required to complete interviews with 30 parents of children in various schools within the district which he or she was covering – a total of 360 parents.

No computer programme was prepared to handle reports from the parents' survey, but instead the completed questionnaires were manually reviewed by the IBD consultants. The main identified results from the parents' survey were as follows:

*Question 1*

Almost all of the parents responding (98%) were aware of the provision of free textbooks and 93% knew about the eligibility criteria.

*Question 2*

Most of the parents who responded indicated that they obtained textbooks from retailers, but 12% said that they got them from schools – some second-hand.

*Question 3*

A majority of the analysed responses indicated that parents managed to get complete sets of textbooks in February or March, but 40% said that they only obtained them in April or later. This information broadly corresponds with the information gathered from schools and DEOs.

*Question 4*

33% of the analysed responses said that parents only had to visit the retailer or school once to obtain a complete set of textbooks. 30% went twice and 19% went 3 times. The balance of 18% went between 4 and 8 times, with one indicating

"so many times". With the long distances in travelling to retailers as indicated in the school survey results (see 3.2.1 above) this represents a very considerable burden for parents in order to obtain essential textbooks.

#### *Question 5*

Parents from 2 districts indicated that they had not yet received any reimbursement. These districts may have been asked the question with regard to the current school year and others with regard to the previous year. The overall response excluding these two districts indicated that less than 20% received reimbursement before the end of May. A further 48% received reimbursement in June or July and the balance of 32% in August or later: a number of these indicated that they had never received any reimbursement.

#### *Question 6*

Those who obtained textbooks from the schools generally felt that this system worked well. However the majority of other parents responding – i.e. those who had to buy textbooks from retailers and then obtain reimbursement – provided a lot of adverse comments on this system. Many of them referred to late or non-existent reimbursement, the fact that they could not get textbooks in time and the many visits which they had to make to retailers. One commented that when they have got cash available they are unable to get the complete sets of textbooks. The strong preference was for books to be supplied via the schools to save parents all the difficulties involved in buying textbooks and then obtaining reimbursement.

The surveyors interviewed by the IBD consultants confirmed that there was much unhappiness among parents about the reimbursement system.

### 3.6 **Extra Districts**

As indicated above it was decided to gather data from 3 additional districts when it became apparent that so many of the survey schools were on vacation. The data from 27 extra schools in these districts has been entered on computer separately from the data for the survey schools and separate reports have been produced. In addition, the IBD consultants studied the survey forms from these extra schools and from parents. It was clear that the data was gathered well from these extra districts, which were:

- Darchula - Far-Western Region, mountain location. 15 schools surveyed, all of which were open as normal. However, the surveyor encountered extreme weather and had great difficulty reaching some of the most remote schools. Despite this, he collected data from all 15 schools, including data on the current enrolment (he was the only one out of all 15 surveyors to obtain this information).
- Doti - Far-Western Region, hill location. 10 schools were surveyed, but these had to be opened specially for the survey.
- Dhanusha - Central Region, terai location. 3 schools were surveyed, which had to be specially opened for the survey.

A complete list of these extra schools is attached as Appendix 6.

Information from these extra schools has to be interpreted bearing in mind that locations were predominantly mountain and remote hill and that they had considerable access problems, although 14 of the 27 schools were within two hours walk of a road accessible to motor vehicles. The average time taken to transport textbooks to the school from the nearest retailer was 39 hours (nearly 44 hours for the schools in the Far-Western Region).

Other points which emerged from an analysis of the results from these extra schools were as follows:

### 3.6.1 **School Attendance and Enrolment**

#### *Questions C.1 to C.6*

Table 9 (see Section 5 below) shows total attendance levels in the extra schools at the time of the survey as against enrolment at the start of the school year ("1<sup>st</sup> Month Enrolment") and as against enrolment at the time of the survey ("Survey Date Enrolment"). Because the data had not been gathered by most of the surveyors, this latter figure varied from the 1<sup>st</sup> Month Enrolment only for the 15 schools in Darchula District (see above), so not a lot can be deduced. However, the enrolment figures in this district at survey time for Grades 1 and 5 were both slightly higher than initial enrolments, whereas for the other grades they were slightly lower. It should also be noted that numbers of pupils in Grades 2 to 5 were very small, so percentages for tables will have been substantially affected through only small variations in terms of numbers.

The only significant variation in these enrolment figures from those for the main survey schools was at Grade 2 level, where the average attendance against enrolment at the start of the school year increased from 56% to 62% (and to 64% against the enrolment at survey time for the Darchula schools).

A greater proportion of the extra schools (82% as against 66% of main survey schools) indicated that there were months in the school year when attendance was normally very poor. The explanation for this lies in the high proportion of hill, remote hill and mountain schools. The major reason given was that the children were needed to work on farms or in the home. The months when attendance was lowest in these extra schools were June and July – corresponding with responses from the main survey schools.

### 3.6.2 **Textbook Availability and Condition**

#### *Question D.1*

Table 10 (see Section 5 below) shows the availability in the extra schools of individual textbooks in class at the time when data was collected.

At Grade 1 level textbook availability for all titles was 7% to 8% lower in the extra schools than in the survey schools. This may partly be explained by the high attendance in these remote area schools of under-age children (estimated by the Darchula surveyor as high as 20% of the enrolment): they did not have textbooks. At all other grades textbook counts revealed that over 95% of children attending had all textbooks. This was from 6% to 12% higher for the various titles than in the main survey schools.

#### *Question D.2*

The percentages of books in unacceptable condition in the extra schools were very similar for all subjects and at all levels to those in the main survey schools. Again the most frequent problems were covers and pages missing.

### 3.6.3 **Second-Hand Textbooks**

#### *Question D.4*

A higher number of second-hand textbooks were identified in the extra schools than in the main survey schools. This may partly be because of greater attention paid to this question by the extra school surveyors. However, it would suggest that the difficulties of getting to retailers in these remote areas means that textbooks are made to last longer and that more second-hand books are in use as a result.

### 3.6.4 **Distribution and Availability of Textbooks**

#### *Questions E.2 to E.8*

Only 12 of the 27 extra schools said that textbooks were available in stock at the retailers at the start of the 1996-97 school year. Although this proportion is the same as for the survey schools, it is interesting to note that in the Far-Western Region 12 of the extra schools said that the stock was available and 12 that it was not, whereas only one of the 12 Far-Western schools in the main survey said that it was not. In all cases, of course, the response was the head teacher's opinion, so there may be some variation in the way in which different surveyors asked the question.

In the extra schools textbooks not available at the start of the 1996-97 school year became available within 2 to 6 weeks as against 4 to 8 weeks in the main survey schools. Only one of the 17 responses indicated that the delay was more than 12 weeks (against 12% of the main survey schools). 18 of the 27 schools reported that textbook stock was then sufficient for all pupils to buy all the stock they required and the other 9 said that it was sufficient for some subjects and grades, but not for others: these proportions were reversed in the overall results of main survey schools, but not in the 12 Far-Western Region main survey schools, who all indicated that textbook stock was sufficient for all pupils. This suggests that distribution to the Far-Western Region is much better than for other regions.

7 of the 27 extra schools said that late arrival of textbook stock was "never a problem" and 7 that it was only "an occasional problem": all 14 of these were in the Far-Western Region.

10 out of 19 extra schools responding thought that late arrival of textbook stock reduced the willingness of parents to buy.

All 27 extra schools reported that textbooks were available for sale at the official government price, confirming the overwhelming response of the main survey schools.

### 3.6.5 **Reimbursement System for Purchase of Textbooks**

#### *Questions E.10 to E.17*

21 of the 22 extra schools responding indicated that the normal method of financing textbook purchase was for parents to buy the textbooks themselves and claim reimbursement. Only one of these schools used its own funds to buy textbooks and then claimed reimbursement from the DEO (15% of the main survey schools did so).

Reimbursement to the extra schools took place faster than the overall rate for main survey schools – i.e. 80% received reimbursement within 5 months as against 79% of survey schools reporting 4 to 9 months – but 11 of the 12 Far-Western Region main survey schools had also reported reimbursement within 4 months, which conforms with the experience of the majority of the extra schools in this region.

As with the main survey schools a majority of the extra schools thought that late reimbursement did not reduce parental willingness to buy textbooks.

All the extra schools confirmed that the school was involved in claiming reimbursement from the DEO.

7 of the 26 responding extra schools said that the process of claiming reimbursement was easy and caused them no problems: this was a greater number than in all 180 survey schools, of whom only 5 concurred. However another 7 said that the process caused "some problems" or "very severe problems". 3 extra schools said that they would be happy for the current system to continue, 6 that they would like to see the basic system continue with some changes and 3 that they would like a different system. Overall, therefore, the extra schools seemed somewhat happier with the current reimbursement system than did the main survey schools.

14 of 26 responding extra schools said that the school was caused serious financial problems if reimbursement was long delayed. 14 out of 27 said that long delays in reimbursement reduced the willingness of the school to assist in future financing of textbooks in order to help parents.

8 of 27 responding extra schools said that the reimbursement system had resulted in a "reduction" or "serious reduction" in overall textbook availability as against 15 who said there had been an improvement. These proportions are similar to those of responses from main survey schools.

### 3.6.6 Teachers' Guides

#### *Question D.3*

The availability of Teachers' Guides in the extra schools was broadly similar to that in the main survey schools with most schools having one or more teachers' guides for all subjects at all levels.

#### *Questions F.1 to F.8*

All the extra schools arranged to collect teachers' guides and 11 out of 27 had to pay for collection. The average cost of collection was Rs 68.15, much higher than the average for all main survey schools of Rs 25, but very similar with the average for the Far-Western Region main survey schools.

25 of 26 extra schools reported that teachers' guides were in good condition at time of delivery, confirming the information from main survey schools.

22 of 24 responding extra schools said that teachers' guides were not available at the start of the 1996-97 school year: 17 of these indicated that it then took between 10 weeks and "more than 12 weeks" before they did become available. This was a worse position than in the main survey schools, but, as indicated in 3.2.7 above there may have been some confusion on the part of surveyors in collecting data on teachers' guides.

22 of the 27 extra schools said that teachers' guides were eventually provided in sufficient quantity for the needs of the teachers.

### 3.6.7 **Textbook Storage**

All 27 extra schools said that textbooks were kept at home. 8 indicated that there was some storage space in the school, all of them saying that this was in the head teacher's office. As with the main survey schools, a majority indicated that the available storage space was secure, tidy and clean, but insufficient in space. In contrast to the main survey schools a majority said that it was also weather-proof.

## 4. **MAIN CONCLUSIONS FROM SURVEY**

There is broad agreement between the DEO, School, Retailers' and Parents' surveys and the following main conclusions may be drawn from the survey results:

1. School attendance levels are very variable, particularly at Grade 1 level and particularly in the period May to July, when many children are required to work on farms or in the home.
2. There are substantial problems regarding textbook availability. These are most pronounced in the lower grades (particularly Grade 1). Throughout the grades girls had more textbooks with them in class than boys.
3. There are great variations in textbook condition, which is worst at Grade 1 level. Many books were in unacceptable condition even at the early stage of the school year when the survey data was collected. Generally girls had textbooks in better condition than boys at all grades.
4. Textbooks are always sold at the official government prices.
5. There was reasonably good availability (around 85%) of Teachers' Guides at the time of the survey except at Grade 5 level (65%). There had been poor availability at the start of the school year.
6. The current reimbursement system overall is regarded as too problematical: a majority of schools and DEOs would like to see changes.
7. Reimbursement to parents for textbook purchase has been very slow at an average of six months (parents say it has taken even longer). Parents in particular are caused great problems by the reimbursement system. The distance they have to travel to retailers is often very substantial and many of them reported that they had to make several visits to obtain a full set of textbooks. They then had problems obtaining reimbursement, having to

wait several months – something which the majority cannot afford to do. Most favour supply of textbooks via the schools.

8. There are mixed views among schools and DEOs about the impact of the introduction of the reimbursement system, but 47 schools and 5 (out of 12) DEOs thought that it had resulted in worse textbook availability. Others, however, thought that availability had improved.
9. Retailers experience difficulties in getting the right levels of stocks of textbook titles. They are often rationed. Most receive modest discounts and they get no credit from the suppliers. If they do not sell stock of a title there is no possibility of returning it to the suppliers. It is doubtful therefore that the textbook business is of much value to them as the system currently operates, although it should be noted that a quarter of those surveyed achieved significant sales of textbooks outside their main textbook selling season.
11. The only storage space available in most schools is in the head teacher's office and this is generally insufficient in terms of space.

## 5. ANNEXE OF TABLES REFERRED TO IN THE TEXT

- Table 1: Regional Distribution of Main Survey Schools
- Table 2: School Enrolment and Attendance Figures for Main Survey Schools
- Table 3: Textbook Availability by Title (Main Survey Schools)
- Table 4: Book Condition (Main Survey Schools): Mero Nepali
- Table 5: Book Condition (Main Survey Schools): Mero Ganit
- Table 6: Book Condition (Main Survey Schools): Mero Seophero
- Table 7: Book Condition (Main Survey Schools): Mero Desh
- Table 8: Book Condition (Main Survey Schools): My Primary English
- Table 9: School Enrolment and Attendance for "Extra" Schools
- Table 10: Textbook Availability by Title ("Extra" Schools)



**Table 1: Regional Distribution of Main Survey Schools**

Regional Distribution of Sample Districts															
	Topographical Region														
	Mountain			Hill			Terai			Kathmandu Valley			Total		
Development Region	Total	Sample	Sample %	Total	Sample	Sample %	Total	Sample	Sample %	Total	Sample	Sample %	Total	Sample	Sample %
Eastern	756	30	4.0	2293	15	0.7	1830	15	0.8				4879	60	1.2
Central	784	15	1.9	2401	15	0.6	1897	15	0.8	1121			6203	45	0.7
Western	91			4226	15	0.4	843	15	1.8				5160	30	0.6
Mid-Western	531	15	2.8	1882	15	0.8	696						3109	30	1.0
Far-Western	320			947			555	15	2.7				2122	15	0.7
Total	2782	60	2.2	11749	60	0.5	5821	60	1.0	1121	-	-	21473	180	0.8

**Table 2: School Enrolment and Attendance for Main Survey Schools**

**Grand Total from All over the Country Question No. C1**

		Grade1		Grade2		Grade3		Grade4		Grade5	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
<b>Enrolment in The 1st month</b>	<b>Total</b>	5050	4272	2486	2427	2489	2010	2464	2097	2416	2141
	<b>Mean</b>	31	26	15	15	14	12	15	13	15	13
	<b>%</b>	100	100	100	100	100	100	100	100	100	100
<b>Enrolment at Survey Time</b>		<b>Total</b>									
<b>Attendance at Survey Time</b>	<b>Total</b>	2118	1913	1435	1331	1531	1272	1489	1296	1447	1291
	<b>Mean</b>	14	13	9	9	9	8	10	8	10	9
	<b>%</b>	41.94	44.78	57.72	54.84	61.51	63.28	60.43	61.80	59.89	60.30

**Table 3**                      **Textbook Availability by Title (Main Survey Schools)**

**Grand Total Question No. D1**

Grade	Attendance			Mero Nepali			Mero Ganit			Mero Serophero			Mero Desh			My English			Mero Watavaran		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2135	1990	4125	1555	1554	3109	1553	1551	3104	1468	1535	3003	-	-	-	-	-	-	-	-	-
%				72.8	78.1	75.37	72.7	77.9	75.25	68.8	77.1	72.8	-	-	-	-	-	-	-	-	-
2	1443	1365	2808	1262	1236	2498	1250	1228	2478	1251	1245	2496	-	-	-	-	-	-	-	-	-
%				87.5	90.5	88.96	86.6	90	88.25	86.7	91.2	88.9	-	-	-	-	-	-	-	-	-
3	1542	1293	2835	1366	1191	2557	1377	1211	2588	1346	1136	2496	-	-	-	-	-	-	-	-	-
%				88.6	92.1	90.19	89.3	93.7	91.29	87.3	87.9	88	-	-	-	-	-	-	-	-	-
4	1505	1330	2835	1300	1189	2489	1309	1199	2508	-	-	-	1304	1200	2504	1298	1199	2497	1302	1190	2492
%				86.4	89.4	87.8	87	90.2	88.47	-	-	-	86.6	90.2	88.3	86.2	90.2	88.08	86.5	89.5	87.9
5	1475	1296	2771	1342	1204	2546	1254	1155	2409	-	-	-	1216	1152	2368	1267	1186	2453	1285	1165	2450
%				91	92.9	91.88	85	89.1	86.94	-	-	-	82.4	88.9	85.5	85.9	91.5	88.52	87.1	89.9	88.42
<b>Total</b>	<b>8100</b>	<b>7274</b>	<b>15374</b>	<b>6825</b>	<b>6374</b>	<b>13199</b>	<b>6743</b>	<b>6344</b>	<b>13087</b>	<b>4065</b>	<b>3916</b>	<b>7981</b>	<b>2520</b>	<b>2352</b>	<b>4872</b>	<b>2565</b>	<b>2385</b>	<b>4950</b>	<b>2587</b>	<b>2355</b>	<b>4942</b>
				84.3	87.6	85.85	83.2	87.2	85.12	79.4	84.3	81.7	84.6	89.6	86.9	86.1	90.8	88.3	86.8	89.7	88.2

**Tables 4 and 5: Book Condition (Main Survey Schools)**

<b>Subject: Mero Nepali (Question D2)</b>														
<b>Grand Total</b>												Table No 4		
<b>Grade</b>	<b>Total</b>		<b>Acceptable</b>		<b>Unacceptable</b>		<b>Cover Missing</b>		<b>Pages Missing</b>		<b>Page Marking</b>		<b>Wormed Books</b>	
	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>
<b>1</b>	877	843	443	484	434	359	253	218	242	180	88	76	18	16
%			50.5	57.4	49.5	42.6	28.8	25.9	27.6	21.4	10	9	2.1	1.9
<b>2</b>	618	581	351	337	267	244	158	153	116	108	42	34	9	6
%			56.8	58	43.2	42	25.6	26.3	18.8	18.6	6.8	5.9	1.5	1
<b>3</b>	705	617	418	398	287	219	163	118	99	87	46	24	5	5
%			59.3	64.5	40.7	35.5	23.1	19.1	14	14.1	6.5	3.9	0.7	0.8
<b>4</b>	191	136	132	114	59	22	43	15	17	7	2	1	-	-
%			69.1	83.8	30.9	16.2	22.5	11	8.9	5.1	1	0.7	-	-
<b>5</b>	282	217	214	183	68	34	49	25	13	14	2	-	-	-
%			75.9	84.3	24.1	15.7	17.4	11.5	4.6	6.5	0.7	-	-	-
<b>TOTAL</b>	<b>2673</b>	<b>1994</b>	1599	1466	1040	772	631	553	425	304	168	77	30	27
			59.8	73.5	38.9	38.7	23.6	27.7	15.9	15.2	6.3	3.9	1.1	1.4

  

<b>Subject: Mero Ganit (Question D2)</b>														
<b>Grand Total</b>												Table No. 5		
<b>Grade</b>	<b>Total</b>		<b>Acceptable</b>		<b>Unacceptable</b>		<b>Cover Missing</b>		<b>Pages Missing</b>		<b>Page Marking</b>		<b>Wormed Books</b>	
	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>
<b>1</b>	705	715	396	451	309	264	202	157	150	113	58	55	6	4
%			56.2	63.1	43.8	36.9	28.7	22	21.3	15.8	8.2	7.7	0.9	0.6
<b>2</b>	608	566	412	396	196	170	122	103	82	78	28	29	3	6
%			67.8	70	32.2	30	20.1	18.2	13.5	13.8	4.6	5.1	0.5	1.1

<b>3</b>	690	647	445	460	245	187	170	125	86	62	41	21	5	5
%			64.5	71.1	35.5	28.9	24.6	19.3	12.5	9.6	5.9	3.2	0.7	0.8
<b>4</b>	126	64	85	52	41	12	27	5	10	5	4	-	2	2
%			67.5	81.3	32.5	18.8	21.4	7.8	7.9	7.8	3.2	-	1.6	3.1
<b>5</b>	242	201	199	192	43	9	34	7	5	2	4	-	1	-
%			82.2	95.5	17.8	4.5	14	3.5	2.1	1	1.7	-	0.4	-
<b>TOTAL</b>	<b>2371</b>	<b>1874</b>	1592	1409	789	580	510	390	296	205	132	56	15	17
%			67.1	75.2	33.3	30.9	21.5	20.8	12.5	10.9	5.6	3.0	0.6	0.9

**Tables 6 and 7: Book Condition (Main Survey Schools)**

**Subject: Mero Serophero (Question D2)**

Grand Total

Table No 6

Grade	Total		Acceptable		Unacceptable		Cover Missing		Pages Missing		Page Marking		Wormed Books	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	223	203	106	101	117	102	55	41	50	46	20	16	5	5
%			47.5	49.8	52.5	50.2	24.7	20.2	22.4	22.7	9	7.9	2.2	2.5
2	409	346	245	195	164	151	102	88	75	71	33	23	5	7
%			59.9	56.4	40.1	43.6	24.9	25.4	18.3	20.5	8.1	6.6	1.2	2
3	613	493	412	365	201	128	119	72	90	47	33	17	5	1
%			67.2	74	32.8	26	19.4	14.6	14.7	9.5	5.4	3.4	0.8	.02
4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
%			-	-	-	-	-	-	-	-	-	-	-	-
5	-	-	-	-	-	-	-	-	-	-	-	-	-	-
%			-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL</b>	<b>1245</b>	<b>945</b>	758	677	467	334	262	210	211	138	82	45	15	13
			60.9	71.6	37.5	35.3	21.0	22.2	16.9	14.6	6.6	4.8	1.2	1.4

**Subject: Mero Desh (Question D2)**

Grand Total

Table No. 7

Grade	Total		Acceptable		Unacceptable		Cover Missing		Pages Missing		Page Marking		Wormed Books	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
%			-	-	-	-	-	-	-	-	-	-	-	-
2	-	-	-	-	-	-	-	-	-	-	-	-	-	-

%			-	-	-	-	-	-	-	-	-	-	-	
<b>3</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	
%			-	-	-	-	-	-	-	-	-	-	-	
<b>4</b>	375	303	284	232	91	71	53	46	27	21	9	8	4	4
%			75.7	76.6	24.3	23.4	14.1	15.2	7.2	6.9	2.4	2.6	1.1	1.3
<b>5</b>	169	147	138	126	31	21	16	11	10	7	2	2	3	1
%			81.7	85.7	18.3	14.3	9.5	7.5	5.9	4.8	1.2	1.4	1.8	0.7
<b>TOTAL</b>	<b>544</b>	<b>450</b>	422	358	122	92	69	57	37	28	11	10	7	5
%			77.6	79.6	22.4	20.4	12.7	12.7	6.8	6.2	2.0	2.2	1.3	1.1

**Table 8: Book Condition (Main Survey Schools)**

<b>Subject: My Primary English (Question D2)</b>														
<b>Grand Total</b>														
<b>Grade</b>	<b>Total</b>		<b>Acceptable</b>		<b>Unacceptable</b>		<b>Cover Missing</b>		<b>Pages Missing</b>		<b>Page Marking</b>		<b>Wormed Books</b>	
	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>
<b>1</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-
%			-	-	-	-	-	-	-	-	-	-	-	-
<b>2</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-
%			-	-	-	-	-	-	-	-	-	-	-	-
<b>3</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-
%			-	-	-	-	-	-	-	-	-	-	-	-
<b>4</b>	444	369	341	298	103	71	75	43	36	26	12	5	1	1
%			76.8	80.8	23.2	19.2	16.9	11.7	8.1	7	2.7	1.4	0.2	0.3
<b>5</b>	198	172	168	153	30	19	22	11	6	5	-	2	-	2

%		84.8	89	15.2	11	11.1	6.4	3	2.9	-	1.2	-	1.2	
<b>TOTAL</b>	<b>642</b>	<b>541</b>	509	451	133	90	97	54	42	31	12	7	1	3
		79.3	83.4	20.7	16.6	15.1	10.0	6.5	5.7	1.9	1.3	0.2	0.6	

**Table 9: School Enrolment and Attendance for “Extra” Schools**

**Grand Total from All over the Country Question No. C1**

		Grade1		Grade2		Grade3		Grade4		Grade5	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
<b>Enrolment in The 1st month</b>	<b>Total</b>	811	748	330	300	365	260	216	243	306	230
	<b>Mean</b>	30	28	12	11	14	10	13	10	13	10
<b>Enrolment at Survey Time</b>	<b>Total</b>	823	777	319	289	352	249	312	245	308	232
	<b>Mean</b>	30	29	12	11	13	9	12	10	13	10
<b>Attendance at Survey Time</b>	<b>Total</b>	351	370	244	178	210	141	177	148	168	131
	<b>Mean</b>	13	14	8	7	8	5	7	6	7	5
<b>First Month Enrolment</b>	<b>%</b>	43.28	49.47	63.94	59.33	57.53	54.23	56.01	60.91	54.90	56.96
<b>Survey Date Enrolment</b>	<b>%</b>	42.65	47.62	66.14	61.59	59.66	56.63	56.73	61.41	54.55	56.47

**Table 10: Textbook Availability by Title (“Extra” School)**

**Grand Total Question No. D1**

Grade	Attendance			Mero Nepali			Mero Ganit			Mero Serophero			Mero Desh			My English			Mero Watavaran		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	351	361	712	243	213	474	245	222	467	238	229	467	-	-	-	-	-	-	-	-	-
%				69.23	63.99	66.57	69.80	61.50	65.59	67.81	63.43	65.59	-	-	-	-	-	-	-	-	-
2	211	178	389	203	172	375	207	171	378	208	170	378	-	-	-	-	-	-	-	-	-
%				69.21	69.63	96.40	98.10	96.07	97.17	98.58	95.51	97.17	-	-	-	-	-	-	-	-	-
3	208	141	349	206	140	346	205	140	345	206	140	346	-	-	-	-	-	-	-	-	-
%				99.4	99.29	99.14	98.56	99.29	98.85	99.04	99.29	99.14	-	-	-	-	-	-	-	-	-
4	183	147	330	181	147	328	180	147	327	-	-	-	179	146	325	183	146	329	181	145	326
%				98.91	100.0	99.39	98.36	100.0	99.09	-	-	-	97.81	99.32	98.48	100.0	99.32	99.70	98.91	98.64	98.79
5	163	130	293	159	128	287	161	129	290	-	-	-	148	127	275	162	130	292	157	129	286
%				97.55	98.46	97.95	98.77	99.23	98.98	-	-	-	90.80	97.69	93.86	99.39	100.0	99.66	96.32	99.23	97.61
<b>Total</b>	1246	990	2236	992	818	1810	998	809	1807	652	539	1191	327	273	600	345	276	621	338	274	612
				79.6	82.6	80.95	80.1	81.7	80.81	84.7	79.3	82.14	94.51	98.6	96.31	99.7	99.6	99.68	97.7	98.9	98.23