

Evaluation of Multi Grade Multi Level (MGML) Education Program



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HELP ASSOCIATION
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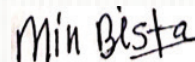
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Acronyms

BSK -	Bikash Shrot Kendra Pvt Ltd
CEHRD-	Centre for Education and Human Resource Development
CDC-	Curriculum Development Center
CMD -	Common Minimum Days (Unit plan of MGML teachers)
ECED-	Early Childhood Education and Development
EOI -	Expression of Interest
FGD -	Focussed Group Discussion
GNHA-	German Nepalese Help Association
HR -	Human Resource
IDI -	In-Depth Interview
INGO -	International Non-Governmental Organization
KII -	Key Informant Interview
M&E -	Monitoring and Evaluation
MGML-	Multi Grade Multi Level
MGT -	Multi Grade Teaching
MoEST-	Ministry of Education, Science, and Technology
NCED -	National Centre for Educational Development
MoU -	Memorandum of Understanding
SSDP -	School Sector Development Plan
TLM -	Teaching Learning Materials
ToR -	Terms of Reference
USAID -	United States Agency for International Development

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FINAL EVALUATION of MGML PROGRAM

EXECUTIVE SUMMARY

In recent years, student enrollment in public schools of Nepal operating in rural, mountainous areas is on the decline owing to the demographic shifts, increasing trend of migration from rural to urban areas and growing popularity of private schools. Rural schools in Nepal are characterized by low student enrollment, shortage of teachers, scarcity of teaching-learning resources and poor quality of teaching and learning. A typical classroom, especially at the primary level, has small number of students representing different age and grade levels. Often, it becomes difficult to justify the allocation of teachers based on grades and subjects taught. A particular challenge for the Government of Nepal is how to meet the educational needs of rural populations living in scattered, very thinly populated, hilly and/or mountainous regions. Without an educational strategy that is able to address the challenges of providing quality education in rural areas, Nepal cannot fulfill its constitutional commitment of providing free and compulsory basic education to all children. Nor can it meet its international commitment of ensuring 'inclusive, equitable and quality education and lifelong learning for all.'

To support Nepal achieve its national and international educational commitment, German Nepal Help Association (GNHA), together with its partner organizations, has been implementing the MGML pedagogy in four districts of Pradesh No. 3, namely Dhading, Dolakha, Karve and Sindhupalchok. GNHA has been supporting a total of 97 schools in four districts. The aim of the program is to achieve sustainable improvement in the quality of teaching-learning in community schools of Nepal at the basic level. It aims to promote a child-centered and individualized form of teaching that is innovative and creative for learning. The MGML method is widely adopted across the world and its benefits are well documented by experts. The Government of Nepal, in consideration of its realities, has also introduced the MGML methods and GNHA is one of the key leading partners.

This evaluation was undertaken to assess the effectiveness of MGML initiative with a view to find out whether and to what extent the initiative was contributing to improve teaching-learning in the participating schools. It also aimed to draw insights and lessons for possible mainstreaming of the MGML initiative into local and national education policies and strategies. The study was conducted in Kavre, Sindhupalchok, and Dolakha districts. The sample comprised 13 MGML and seven Non-MGML schools. The Non-MGML schools served as a control or reference group for purpose of comparison. Schools were chosen based on their performance category and the sample consisted of high performing, medium performing, and low performing schools.

The evaluation used both qualitative and quantitative data. In-depth interviews were conducted with MGML focal teachers and headteachers. Key informant interviews were carried out with education focal persons and local representatives of Gaunpalika/ municipalities. FGDs were conducted with teachers, students, School Management Committee members and members of Mothers' Groups, and teachers. Likewise, an achievement test was administered among grade 3 students in 20 schools using a standard checklist designed by the Early Grade Reading Program, which is used by the Ministry of Education, Science & Technology (MOEST) to assess the reading the level of students in Nepal. In addition, classroom observation was done in 13 MGML schools and seven Non-MGML schools.

Main findings

The study made an attempt to assess the progress made by GNHA against its targets on a number of project interventions such as classroom set-up, equipment support, development of Teacher Learning Materials (TLM), supply of regular stationery materials and consumables, formation of Mothers' Groups, etc. Data show that GNHA has achieved all of its planned quantitative targets. GNHA's interventions included both school-based and community-based, both complementing to each other to achieve the goal of quality enhancement.

Data show positive changes in teachers' knowledge, skills and attitudes with respect to the MGML, which were measured using a number of indicators. This suggests that the program has had a favorable impact on teachers' professional development. However, a rather mixed picture emerges in terms of effectiveness of MGML on school administration, which suggests that more systematic efforts are needed to bring about changes in the management aspects.

The study revealed that there was a positive impact of the program on student attendance, enrollment, promotion and dropout. When compared with Non-MGML schools, the MGML schools showed better performance.

The study showed changes in classroom practices. The teachers who had received training from GNHA applied the MGML strategies in the classrooms. The value of MGML was well understood. Even those without training recognized the benefits of this approach. Learning conditions had significantly improved in classrooms according to the MGML procedures. The materials provided by GNHA helped students be engaged in self-learning. Compared to Non-MGML classrooms, MGML classrooms showed a favorable learning environment. Teacher motivation in MGML schools was found to be very high.

The project established good partnership with the local governments. The cost sharing arrangement established by the project ensured the sustainability of the program. Local communities, parents and Mothers' Groups were involved in school development, and particularly to support learning.

Results of early grade reading assessment indicate that students attending MGML classes have better academic performance than those who attend conventional classes. The overall mean score of the MGML students is higher (68.78) as compared to the Non-MGML students (58.62). On some sub-tasks, differences between the two groups were statistically significant in favor of MGML schools.

In a nutshell, all indicators point to the fact that this was a "very successful" project. That said, for continued effectiveness, higher level of impact and achieve sustainability, the study team proposes a number of recommendations.

Recommendations:

- *Formulate a clear national policy on multi grade teaching*

A clear national policy is needed to guide the management, administration, financing, curriculum provision, teacher development, pedagogy and deployment

of teachers in MGML schools. Clear norms and guidelines are needed on working conditions and incentive structures for teachers who work in multi grade settings. It is therefore recommended that GNHA take further steps to strengthen its collaboration with key stakeholders, especially MOEST and advocate for a clear national policy on multi grade teaching.

- *Strengthen the knowledge management system*

The fact that MGML initiative has the potential to serve as an effective educational strategy for schools operating in certain contexts, it is vital that GNHA strengthens its knowledge management so that experiences and success stories are properly documented and disseminated.

- *Engage teachers for production of teaching-learning materials and training manuals*

The role of teaching-learning materials is critical in MGML pedagogy. MGML classes should be provided with adequate resources. Because learners often need to work independently at their own pace, these classes need additional materials. Therefore, GNHA is advised to develop a system where teachers are actively involved in developing teaching materials and training manuals along with the experts.

- *Deliver the MGML materials promptly*

The various teaching, training and reference materials such as learning cards, workbooks and other MGML materials should be made available to each school before the start of the new academic session. They should be delivered to the schools promptly to conduct the classes effectively.

- *Improve coordination between the head teachers and the focal MGML teachers*

It is important that the school heads are fully engaged and take responsibility of effective implementation of the MGML education. They need to be adequately oriented to the pedagogy itself. It is also important to improve communication and coordination between the heads and the MGML teachers.

- *Provide more refresher training to the teachers*

Teachers need proper training to be able to handle a MGML class. Without training, new teachers will not be able to teach students with varying ages, levels and abilities. One-off training courses are not enough so GNHA should design and deliver refresher MGML courses to continuously update and upgrade teachers.

- *Conduct outreach activities to sensitize parents and community members* Outreach interventions are to be conducted to sensitize and make parents and community members aware about MGML concept and approach. Multi grade strategies succeed where parents and communities have an active role in the educational process.

- *Disseminate best practices and lessons learned to the policymakers and educators at the local municipality, provincial and national levels*

GNHA in collaboration with MOEST should document and share the success of the MGML initiatives for strong advocacy, possible replication and increased resource allocation. It is high time to extend the MGML program aggressively to support the vision of GoN for MGML program interventions.

- *Train female teachers for MGML classes*

Female teachers were found much more engaged than their male counterparts and were very much liked by basic level students. Therefore, more female teachers need to be trained for running the MGML classes.

- *GNHA should develop a clear exit strategy*

The project should have a clear exit plan for sustainability. Such a plan ensures that the work undertaken by GNHA is sustained. A planned exit will not have detrimental effect on children, teachers, schools and communities. GNHA has already taken some efforts towards sustainability (e.g. partnership at local level and joint collaboration with MOEST). The plan should build on these initial steps.

- *Mainstream MGML courses within pre-service and in-service training programs*

Often new teachers who graduate from pre-service teacher training colleges in Nepal are not adequately trained about the use of MGML. Multi-grade competencies should be made mandatory to become a teacher, especially in primary grades.

- *Organize awareness campaigns to develop positive attitudes among teachers, parents and educational personnel on the value of MGML*

Most teachers, parents and educational personnel do not hold positive attitudes towards MGML and these attitudes need to change in support of MGML. Therefore, awareness campaigns should be organized to change attitudes that do not support the development and use of MGML.

- *Explore the use of Information and Communication Technologies (ICTs)*

The value of ICTs is acknowledged widely as a tool not only to expand the access of education but also to enhance the quality of learning. It can play a powerful role in promoting effective and innovative pedagogical methods. While GNHA has provided MGML schools with computers and other resources, systematic efforts to integrate ICTs into teaching and learning are lacking. It is therefore recommended to explore the use of ICTs in multi grade settings.

CHAPTER I: INTRODUCTION

1.1 Background

The context of MGML development

Nepal is a highly diverse country in terms of its topography, religion, ethnic composition of people, population and climate. Topographically, the country consists of three regions consisting of Himalayan high mountains in the north, the plains in the South, called the Terai or Madhesh region, and the mid-hills in the middle. Nepal's population is estimated at 30 million, which was recorded at 26.5 million in the census of 2012. Its linguistic and cultural diversity is noteworthy with its 125 ethnic groups and 123 languages. The fertility rate has decreased in recent years from 2.25% during 1991-2001 to 1.35% during 2001-2011. The country's demographic trends show a potential demographic surplus, which would benefit the people from increased improvement in education and training. The country has seen rapid process of urbanization and in-country migration in the last decades, leading to massive demographic shifts in both rural and urban areas. It is estimated that 3-4 million youths are abroad, mostly in the Arab region and some East Asian countries for employment. Remittance is a major contributor of the economy along with agriculture and tourism.

The decade-long conflict that ended in 2007 transformed the country into a federal democratic republic. A new constitution was promulgated in 2015 and the country has been restructured into a federal nation, with 7 provinces and 753 local governments. The new constitution guarantees citizens' right to basic education. Local governments have the exclusive right of managing basic and secondary level of education. Nepal is aiming to graduate from its status of least-developed country (LDC) in 2022 and achieve a middle-income country (MIC) status in 2030. It is imperative that this development aspiration will only be realized only when the country improves its human development indicators, including education. Nepal's education sector is highly influenced by these contextual and/or background factors.

Education sector progress and challenges

Nepal's progress in education has remained remarkable in recent decades, especially in basic and primary education. Adult literacy rate (15 years and older) has improved significantly from 20.6% in 1981 to 67.9% in 2018 (UIS). Literacy among men stands at 78.6% as opposed to 59.7% for women showing a wide gender disparity. Literacy, among youths aged 15 to 24, is recorded at 92.4%, corresponding figure for male remains 94% and for female 92%.

There have been major achievements in the education sector in terms of access and participation. According to UNESCO data, the coverage of early childhood education or pre-primary education reached 88.3% in 2017. However, pre-primary facilities or classes are mostly located in urban and sub-urban areas, which disadvantages rural children. Primary enrollment, as measured in terms of Net Enrollment Ratio (NER), is recorded at 96.3% in 2017, meaning that primary education is almost universal in Nepal. However, nearly 4% of the primary age children are outside the school system. In recent years, primary enrollment shows a declining trend. Nepal's new constitution aims to ensure a free and compulsory education of good quality to all children. Without strong measures, it will not be possible to achieve compulsory attendance of children, especially in rural and remote locations. Student enrollment at the secondary level has seen steady increase in recent years with a reported Gross Enrollment Ratio (GER) of 52% in 2009 to 74% in 2019 (UNESCO, 2018).

While these numerical gains are impressive, many challenges remain. Of those who are enrolled in primary, only 73% reach to the last grade of primary level, meaning that many children leave the school without completing the full cycle of education. Those, who are outside the system or do not complete the full cycle, are mostly children with disabilities, and those from poor, remote, disadvantaged ethnic communities or the Dalists. It is reported that some 770,000 children aged 5 and 18 are out-of-school in Nepal. Grade repetition is very high, some 8% are reported to repeat grades in primary classes.

The single biggest challenge facing Nepal's education sector is the poor quality of education (MOEST, 2017). Poor quality of education as measured in terms of student learning constitutes a key concern in education. For example, early grade reading assessment undertaken by RTI in 2014 found that 34% of second graders and 19% of third graders could not read a single word of Nepali. Grade 5 students scored 51 out of 100 on their ability to read Nepali. In writing, average score of students was 30 out of 50. Students' low level of learning achievement has been reported by a number of studies, including the National Assessment of Student Achievement (NASA) studies of the Ministry of Education. Poor children living in remote, rural areas, in particular girls, have low level of achievement.

A number of factors contribute to the poor quality of learning. Prominent among them include lack of adequately trained and qualified teachers, poor conditions of schools, low level of school accountability, inequitable distribution of resources, inadequate investment and poor school management. Children of impoverished families are particularly vulnerable as school conditions are poor. In recent years, owing to increasing trend of migration, urbanization, uncontrolled privatization combined with Nepal's mountainous terrain, rural public schools have lost students. Decreasing student population has reached to the point of rapid closure of public schools and/or merger of small rural schools. A key challenge for educational policymakers and planners therefore is how to provide quality learning to students in small rural public schools of Nepal. Experience suggests that challenges of quality learning call for innovative, evidence-based and workable strategies that are suited to local realities.

Many countries facing similar situation have implemented multi grade teaching as a major educational strategy. In China, multi grade teaching methods regarded as one of the popular teaching methods for more than a century (Ma Jun, 2009). In India, the Rishy Valley Institute developed the Multi Grade Multi Level (MGML) method in the 1980s and is believed to be one of the successful initiatives to improve the quality of learning in similar context (GNHA, 2015). In some parts of Nepal, the MGML method is being tried out. As the country aims to achieve the goal of universal basic education 'not Leaving anyone behind' in accordance with the spirit of Sustainable Development Goal Four (SDG4), the MGML has drawn the attention of Nepali policymakers in recent years. The MGML pedagogy offers a viable option for Nepal in view of large variation in the age range of students, declining student enrollment, lack of adequate classroom space and poor teacher distribution practices in rural public schools. The MGML initiative of GNHA is consistent with the School Sector Development Program (SSDP, 2016-2023), which is the main education development initiative of the Government of Nepal under implementation with the support of many development partners. Earlier, the School Sub-Sector Reform Plan (SSRP, 2009-2015) adopted multi grade initiative for rural primary schools.

In many parts of the world, including Europe and North America, multi grade teaching is used as a pedagogy of choice rather than necessity. There is evidence internationally that teaching can

have positive impact on students' academic performance. Many studies designed to examine the impact of teaching have reported positive results. Beyond the academic benefits, multi grade teaching has positive impact on children's socio-emotional development. UNESCO reported multiple benefits of pedagogy. It can help overcome the problem of out-of-school children. It provides children greater incentive to attend, remain in schools and complete primary education. It reduces gender disparity by encouraging girls to attend local schools. It represents a more efficient use of teaching staff and maximizes the time available for learning (Educate Nepal, 2019; NCED, 2019).

1.2 GNHA's Approach to Quality Learning

GNHA is a non-profitable, charitable International Non-Governmental Organization (INGO), which operates in Nepal within the overall framework of its agreement with the Social Welfare Council (SWC). It holds the principles of political neutrality, non-alignment and non-affiliation to any race, creed or religion. It mobilizes financial resources from its members and donors that are spread across the Federal Republic of Germany. Since its establishment in 1989, it has been supporting community development activities in a number of areas, including education and health. In education, GNHA has been a major force in systematically implementing MGML pedagogy in Nepal as a strategy for quality improvement in the public schools of Nepal. GNHA strongly believes that the MGML approach is best suited to address the challenges of quality education faced by rural schools in Nepal. Its local collaborating partners are: Bikashka Lagi Ekata (Solidarity for Development) and Education Empowerment Center (EEC). These institutions are locally registered and affiliated with Social Welfare Council (SWC) for implementing MGML pedagogy in Kavre, Sindhupalchok, Doalkha and Dhading districts. Together, this network of institutions supports 97 community schools in four districts.

In a nutshell, GNHA's approach is to intervene to improve the learning environment by setting up classrooms conducive to MGML. It consists of a number of interventions that comprise enhancing capacity of local education stakeholders; training of teachers in the multi grade pedagogy; providing learning materials including extra educational materials, sport materials; mobilizing local parents and creating a platform where teachers can share and learn from each other. As a result of its over five years of efforts, there has been gradual change in the learning space and outcome of learning among children in GNHA supported schools. Many indicators show that the change in learning environment observed in the schools has a positive impact among parents and local communities.

The demonstration effects of GNHA's work have been encouraging both at the local and national level. Convinced by its success, the Dhulikhel Municipality expressed its willingness to financially collaborate with GNHA for implementing MGML in additional 12 schools within the Municipality. The Municipality has agreed to finance more than 50% of the total project costs, covering the cost of classrooms set-up and regular school supplies. The new project in Melamchi area of Sindhupalchok has entered into financial cooperation with Rotary Global Grant.

At the national level, GNHA is collaborating with the Center for Education and Human Resource Development (CEHRD) and Curriculum Development Center (CDC) of MOEST for developing learning materials. As part of this collaboration, teachers' guide and trainer's manual have been developed to support multi grade teaching. GNHA's MGML initiative is particularly designed to support the MOEST's national education program as mentioned in the SSDP. The partnership between CEHRD, CDC and GNHA facilitates the implementation of MGML program.

1.3 Implementation Strategies

GNHA has systematically developed MGML implementation strategies that aim at improving learning environment of project schools. This section summarizes the strategies adopted by GNHA to implement the MGML pedagogy.

Selection of schools: A priority order has been established to guide the selection of schools. For instance, primary schools with grades 1-5 fall in the first priority, followed by basic schools with grades 1-8. Schools are grouped in clusters. A financial partnership is signed with the local municipalities. Project partners should show readiness to collaborate for three years of program implementation and a two years of follow-up.

Selection of teachers: The participating school should have at least two teachers. First priority is given to teachers who have permanent tenure. Teachers recruited under relief quotas get second priority. Female teachers and those who are young, energetic and active and have teaching license are under priority consideration. To be considered, teachers should show commit to facilitate classes for at least three years after MGML training.

Curriculum: MGML teaching methodology does not seek a separate curriculum. The teaching-learning methodology is consistent with Nepal's national education system so it follows the national curriculum. However, a number of reference materials, training manuals and teaching guidelines have been developed that are consistent with the national curriculum in close cooperation with MOEST.

Development of resource materials: A set of teaching learning materials including, teacher checklist, learning ladder, dynamic cards, learning cards and student workbooks are the key resource materials. Moreover, sport materials, musical instruments, a set of computer with printer and laminator, photocopy machine, audio tools and some stationeries are essential to run MGML teaching effectively.

Teacher training: The program uses a national teacher training modality. It consists of a 30 days of training package that is broken into two 15-days long training periods. Each 15 day training period is split into two categories: first 10 days for classroom practice and the remaining five days for project work. MGML teacher training aims to build professional capacity of a teacher so that s/he can run MGML combining problem-solving, cooperative, reflective, culture-focused, inclusive, multiple intelligence and plan-based teaching methods.

Classroom set-up: MGML requires a standard classroom setup. A class can have four different learning groups: (a) Self-learning, (b) Peer-supported, (c) Partly teacher and (d) separate corner to run teaching-learning activities.

Execution of MGLM class: MGML teaching methodology has a standard process to manage the class. The classroom activity is divided into two components such as pre-learning and content learning. Pre-learning provides the foundation that includes self-evaluation, news sharing,

leveling and group formation. Content learning is the key learning period where students learn through self, peer and teacher-guided learning exercises using different learning tools and instruments such as games and sports, music and other prescribed techniques.

On-the-job learning (OJL): OJL is the teacher-focused activity that facilitates teachers to learn from other MGML teachers and technical experts. Meetings/workshops are organized in specific time interval with the participation of MGML teacher sat the cluster level, where teachers gather to share their experiences and challenges and develop action plans for improvement.

Coaching and mentoring: Technical experts support teachers through regular visits and classroom observation. These visits provide an opportunity to assess the quality of teaching and provide classroom-based feedback for improvement. Technical experts also collaborate with local communities, especially Mothers' Groups to create an enabling learning environment.

1.4 Objectives of the Evaluation

Anecdotal evidence points to a number of positive results that has led GNHA to be acknowledged for its work both by the Federal Ministry of Education of Nepal and local governments. However, no systematic studies have been undertaken to ascertain the effectiveness of the MGML pedagogical approach adopted by GNHA. Therefore, this evaluation is an attempt to collect evidence to systematically verify that the GNHA's pedagogical approach and related interventions are producing desired results. It will help develop appropriate strategies for improvement of the approach and its possible replication.

Specifically, the evaluation aimed to accomplish the following objectives:

- i. Explore the level of progress/changes made by the project and analyze the extent to which the achievements have supported the program goals and their objectives,
- ii. Evaluate the project effectiveness -- longitudinal effect and continuity of the project activities/ services as well as the scope and extent of the institutionalization of the project,
- iii. Examine the cost effectiveness of the project activities,
- iv. Identify the target and level of achievements as specified in the project objectives,
- v. Explore the coordination arrangements between the concerned line agencies in the project districts,
- vi. Draw good lessons to be replicated in other projects and aspects to be improved in the days ahead.

CHAPTER II : EVALUATION METHODOLOGY

2.1 Study Design

The evaluation primarily used a qualitative study design to evaluate MGML program implemented by GNHA. It also collected and used quantitative data in the form of students' achievement scores.

2.2 Study Area

The evaluation was conducted in three MGML districts, namely, Kavre, Sindhupalchok, and Dolakha. The sample consisted of 13 MGML schools and seven Non-MGML schools. Thus, 20 schools were visited for data collection. Out of them, 11 schools were selected from Kavre district (6 MGML and 5 Non-MGML), five schools from Sindhupalchok (4 MGML and 1 Non-MGML) and four schools (3 MGML and 1 Non-MGML) from Dolakha district. The MGML schools were selected from three different strata such as high performing, medium performing, and low performing schools as classified by the GNHA and the MOE. Table 1 presents the details of sample schools.

Table 1: List of sample schools included in the evaluation study

SN	Name of Schools	Performance category (High, medium or low)	Districts	Type of school
1	Janauddhar Primary S.	High performing	Kavrepalanchok	MGML School
2	Binayakbal Basic School	High performing		MGML School
3	Namobudhha Primary S.	Medium performing		MGML School
4	Balmandir Basic School	High performing		MGML School
5	Baljyoti Basic School	Medium performing		MGML School
6	Devasthan Secondary S.	Low performing		MGML School
7	Narayanthan Basic School	Control schools	Kavrepalanchok	Non-MGML S.
8	Shree Shreekhandaapur S. School			Non-MGML S.
9	Shree JanaJyoti Secondary School			Non-MGML S.
10	Shree Panchakanya Basic School			Non-MGML S.
11	Shree Mandali Devi Primary School			
12	Kalidevi Basic School	High performing	Sindhupalchok	MGML School
13	Setidevi Panchakanya Basic School	Medium performing		MGML School
14	Suryodaya Basic School	High performing		MGML School
15	Dhauleshowri Basic School	Low performing		MGML School
16	Kalika Basic School	Control school	Sindhupalchok	Non-MGML School
17	Tripurasundari Basic S.	High performing	Dolakha	MGML School
18	Tikhataal Basic School	Medium performing		MGML School
19	Jiriswori Primary School	Low performing		MGML School
20	Haleswor Primary School	Control school	Dolakha	Non-MGML School

2.3 Sample Size and Population

In-depth interviews were conducted with MGML focal teachers, head teachers, key informants, and education focal persons and local representatives of Gaunpalika/municipality. Focus Group Discussions (FGDs) were held with students, School Management Committee(SMC) members, members of Mothers' Groups, and teachers.

Likewise, an achievement test was administered in 20 schools by using a standard checklist designed by the Early Grade Reading Program developed under the ongoing education program of the Government of Nepal. In addition, class observations were conducted in 13 MGML schools and seven on-MGML schools using observation checklists.

Nineteen individuals participated in the interviews and discussions. Altogether, some 67 persons participated in FGDs.

Table 2: Evaluation methods with number of participants and sex

Methods of Evaluation	Participants		Total
	Male	Female	
1. Indepth Interview with Head teachers/MGML focal teachers	10	5	15
2. Key informant interview with Education/representative of local government	2	2	4
3. FGDs with students, members of Mothers' Groups, SMC members and teachers	25	42	67
4. Achievement test	83	74	157
5. Class observation (students)	167	170	337
Total			

2.4 Data Collection

The schools for the evaluation study were selected based on their performance level as categorized by the GNHA project team. They were classified as high performing, medium performing and low performing schools. The field teams visited the selected municipality where 16 MGML schools were located, including the Non-MGML schools.

Before the fieldwork, a two-day intensive orientation was provided to the field researchers and staff of Bikash Shrot Kendra. The senior staff of the organization, including the team leader, were directly involved in data collection to ensure the data quality for the study.

After completing the data collection work, a researcher other than the person who conducted the interviews, cleaned all audio records transcribed interview notes and summarized them into English for analysis.

2.5 Ethical Considerations

Verbal informed consent was obtained from all respondents prior to their participation in the study and interviews were conducted in private settings. Gender match was considered during

data collection to reduce participants' discomfort. Participation was voluntary. Respondents were free to refuse at any stage of the interview. Their right to withdraw from the study at any point was assured prior to interviews. Parental consent and school's approval was taken before administering the achievement test among the students.

2.6 Limitation of the Study

The study was carried out with a small sample due to time and budget constraints. A prospective cohort study could have given a broader picture on the effectiveness of the MGML teaching in Nepalese schools. As MGML has the potential to be an effective model to enhance quality of basic education, a sample size large enough to represent the country would have better informed policy formulation. However, the use of control group is expected to produce evidence that will help substantiate the effectiveness of the MGML approach.

CHAPTER III: EVALUATION FINDINGS

3.1 Outputs and Achievements of MGML Interventions

3.1.1 Anticipated changes in academic aspects

A. Teacher professional development

Teachers' competence and positive attitudes towards MGML are critical for successful implementation of the initiative. Table 3 reflects data on teachers' knowledge, skills and attitude towards MGML. Data show that teachers do have a fair level of knowledge and understanding about MGML. Teachers were assessed based on their understanding of methodology and child psychology.

For the skills, as shown in Table 3, the teachers were assessed using a number of indicators such as their academic plan, multi-tasking, communication skills, etc. Most of the teachers (70%) demonstrated considerable level of skills on the indicators; however, few of them (15%) were considered low in their skills. Among the skills indicators, communication had the lowest rating, meaning that there is a need for teachers to improve their communication skills. Without the communication skills, teachers cannot be effective in their work.

As presented in the table below, it is encouraging to note that, by and large, the teachers in the sample have the positive attitude towards MGML. The attitude was evaluated based on multiple observations for their commitment, motivation, impartiality, and problem solving skills. Most of the respondents rated highly favorably (good) on all these criteria, few of them (15%) have been rated to be poor in their attitude. Among the six indicators, solution orientation saw the lowest rating.

It should be noted that among the three, measurement of attitudes is the most challenging task. Short observations do not always provide reliable measures of one's motivation, commitment, open-mindedness, impartiality or friendliness.

While a number of indicators present in the table are key to effective teaching, many indicators that are more observable and measurable should also be considered. These include: classroom organization/management skills, teacher management of classroom diversity (sex, language groups, age, disability, etc.), teacher time-on-task (engagement), student assessment, feedback, and support, differentiation of instruction, use of technology, etc.

Table 3: Output on Teacher Professional Development VS Results/Observation

Competencies	Indicators	Results/Observation
Knowledge		
Content Knowledge	Can explain Methodology	Good understanding - 85%, Low-15%
Child Psychology	Reaction/Behaviour towards-students	Good-85% & Medium -15%
Skills		
Academic Plan	Availability	Good-70% ,Medium-15% & Low-15%
Delivery skills	Completion of students work-book	Good-70% & Medium -15% & Low-15%
Multitask handling	Observation	Good-70%, Medium-15% & Low-15%
Communication Skills	Feedback of mothers	Good-40%, Medium-30%, Low-30%
Individual record keeping	Availability	Good-100%
Developing learning materials	Availability	Good-85%&Medium-15%
Attitudes		
Committed	Presence	Good-70% & Low-30%
Motivated	Observation	Good-90% & Medium-10%
Open Minded	Questioning	Good-75% & Medium-25%
Impartial	Observation	Good-70% & Medium-30%
Friendly	Observation	Good-85% & Medium -15%
Solution Oriented	Observing by past records	Good-50%, Medium-35% & Low-15%

B. Students

The evaluation team assessed the knowledge, skills, and attitude of students. Table 4 presents data on student performance. Data reveal that only half of the students demonstrated high level of performance in Mathematics, Science, English and Nepali, while remaining of them either had medium or low level of performance. Only 15% students were found on the low side. It suggests that further efforts are needed to ensure effective learning of every student. On the scale of social and moral values, 80% of the total test-taking students performed on the high side.

Students' skills were tested using three indicators as presented in the table below. As compared to the content knowledge, students showed difficulty on measures of skills. A majority of students performed on the medium or low side of reading, writing, and numeracy. On the test of precision and description, most students performed on the high and medium side.

Attitude of students was assessed through observation and assignment of tasks. Indicators of attitudes considered are curiosity, experimentation, self-confidence, independence and ability to follow instructions. As shown in Table 4, a large majority of students were very curious, self-confident and attentive to the given instructions. These are important competencies that will enable students to acquire other skills and attitudes. On the other hand, most students were on the low side of experimentation and independence, suggesting that further support and guidance is needed to enhance these abilities among students.

Table 4: Output on Student performance Vs. Results/Observation

Competencies	Indicators	Results/Observation
Knowledge		
English, Math, Nepali, EVs	Tests	High-50%, Medium- 35% and Low-15%
Social and Moral value	Observing/Questioning (Do's and Don'ts)	High-85% & Medium-15%
Skills		
Reading/Writing/Expression of feelings of numeracy	Tests	High-40%, Medium-45% & Low-15%
Finding once way in coherent plan	Observation/Test	High-40%, Medium- 35% and Low-25%
Precise and description	Tests	High-60% & Medium-40%
Attitudes		
Curious	Observation	High-90% & Medium-10%
Experimenting	Giving a task	High-40%, Medium-30% & Low-30%
Self confident	Observation	High-80% & Medium-20%
Independent	Giving a task	High-30%, Medium-55% 7 Low-15%
Following Do's and Don'ts	Observation	High-85% & Medium-15%

3.1.2 Anticipated Changes in School Administration

The effectiveness of school administration was observed in terms of management and maintenance competencies. As shown in Table 5, management included eight competencies, whereas there were four competencies under maintenance. For each competency, indicators have been developed. Most of the schools lacked these tools, for instance, success stories, goal statement, meeting schedule and minutes, financial reports, etc.

Management plan and job descriptions were not available at the time of evaluation, while goal statement and success stories were available in less than 30% of the schools. Availability of progress report and financial reports was observed in 80% of the total schools suggesting management transparency. Some 60% of the schools put in place portfolios and student reports. Multi-tasking was observed in a large majority of schools as 85% of the teachers were engaged in multi-tasking during observation.

The classrooms were kept tidy in half of the schools observed. Proper handling of equipment was found in 85% of the schools. Maintenance budget and maintenance plans were in place in all schools, which ensure the continuity of the MGML program.

Table 5: Output on Administration Vs Results/Observation

Competencies	Indicators	Results/Observation
Management		
Leading by example	Success stories	High-30%, Medium-45% and Low-25%
Management Plan	Availability	Management plan not available
Hierarchy of goal orientation	Availability of goal statements	25% schools have written document and majority of schools expressed verbally only
Team work	Availability of meeting schedules	30% schools have very good team work in terms of MGML; 80% schools have meeting schedule.
Job delegation	Job description	Not observed
Control	Reports, minutes, visual inspection, photos	60% schools only
Transparent	Progress and financial reporting	80% schools
Multi-Task handling	Observation	High -85% schools and medium-15%
Maintenance		
Maintenance Plan	Availability	Yes
Maintenance budget	Availability	Yes
Proper Handling	Observation	High-85% and Low-15%
Tidy	Observation	High-50%, Medium-25% and Low-15%

3.2 Progress Against the Project Components

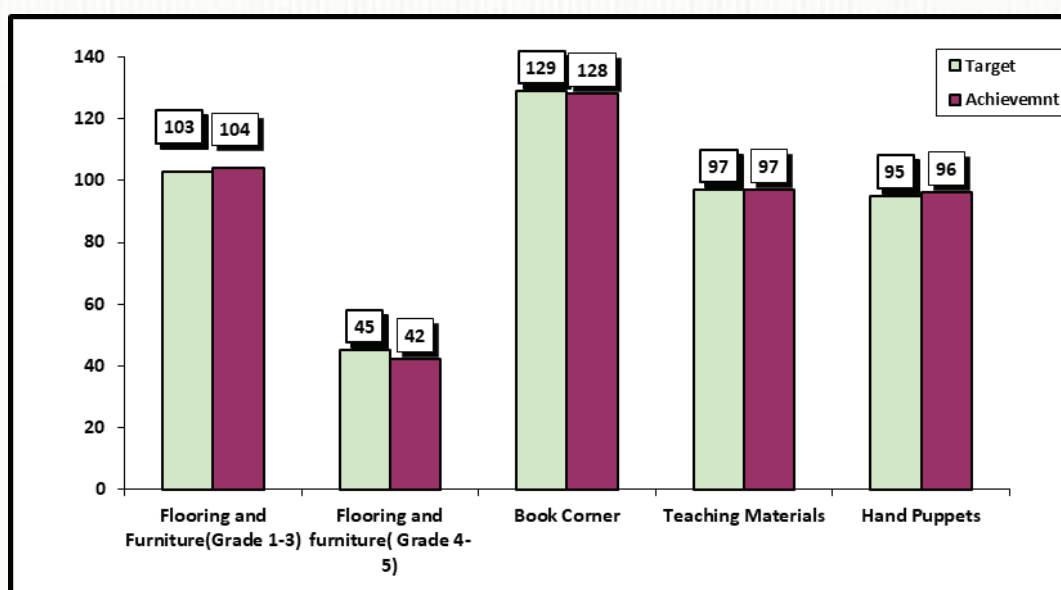
GNHA has been supporting the schools to conduct quality teaching and learning through the MGML initiative. It consists of key interventions such as classroom set-up, equipment support, development of Teaching-Learning Materials (TLM) for grade 1-3 and grade 4-5, supply of regular stationery materials and consumables, residential training, cluster workshop, mentoring and coaching to teachers and formation of Mothers' Groups in MGML schools. The succeeding paragraphs present the progress of the project on key components of MGML interventions from 2016/17 to 2018/2019.

Classroom set-up

The study found that in most of the GNHA-supported schools, the classrooms were set up with the joint support of Municipalities and GNHA. For the most part, the local government authorities were found highly enthusiastic about the initiative. They were familiar with the concept of MGML. A few officials were found taking the initiative to improve classroom set-ups in local schools.

The classroom set-up for MGML requires different components like flooring and furniture, book corner, teaching materials and hand puppets. Figure 1 shows that GNHA has almost accomplished its target for all the activities under classroom set-up for the period 2016/17 to 2018/2019.

Figure 1: Target vs Achievement of Grade room set-up activities (2016/17 to 2018/2019)



Equipment support for MGML classes

GNHA is providing different musical instruments (Madal, harmonium, and tambourine- Jhyali), sports materials, printer, laminator, and audio device as equipment support for MGML class. Table 6 shows that the project achieved almost all of its targets of equipment support except sports materials. The sports materials were provided to 88 schools against 100 schools planned.

Table 6: Achievement on equipment support

Equipment supported (2016/17 to 2018/2019)	Total		Percentage %
	Target	Achievement	
Sports materials	100	88	88
Musical Instrument (Madal, Jhyali)	88	88	100
Printer	44	44	100
Laminator machine	84	84	100
Audio	84	84	100

When interviewed, the teachers expressed that the laminator and printer greatly supported them in making teaching materials for the MGML classes. Many schools had set up the equipment well and used it as per need. However, few schools were not properly handling the printer and laminator due to the lack of trained human resources who could handle and use equipment efficiently. Similarly, in a few schools harmonium was not used due to lack of skills. It should be noted that according to GNHA, the provision of harmonium was implemented only on a trial basis few years ago. The decision to provide harmonium was basically to address the need of Creative Arts subject in accordance with the national curriculum. It was immediately noted that the schools receiving the harmonium were not using it properly due to their lack of skills. Drawing from this lesson, GNHA decided to withdraw the distribution of harmonium. Accordingly, the subsequent project in Melamchi and Dhulikhel did not include this activity. Now, there is no supply of harmonium altogether. It indicates that supply of material support should be combined with training and demonstration to encourage the best use.

MGML teaching-learning materials (TLM)

As part of its TLM distribution activity, the project distributed sets of teaching-learning materials (for grade 1-3 and grade 4-5) and teacher guides to MGML focal teachers and schools. Table 7 shows that 132 sets of TLM were distributed for grade 1-3, which was overachieved than the target. Whereas, only 43 sets (80%) of TLM were distributed for grade 4-5 out of the planned 54 sets. Teacher guides were distributed to all (60 sets) MGML teachers/schools during 2016/17 and 2018/2019.

Table 7: Distribution of Teaching-Learning Materials (TLM)

Teaching Learning Materials(TLM) Activities	Total		Achievement %
	Target	Achievement	
TLM (Grade 1-3) set	97	132	136
TLM (Grade 4-5) set	54	43	79.6
Teacher Guide	60	60	100

Stationeries and consumable support

The MGML students' workbook for grade 4-5 was distributed to more than 100% of the target schools (i.e., 120%); however, MGML students' workbook for grade 1-3 was underachieved (i.e. only 80 %) for the period of 2016/17 to 2018/19. Similarly, almost all the targets on stationeries and consumables support were achieved.

Table 8: Progress of Stationeries and Consumables Support

Stationeries and consumables support (2016/17 to 2018/19)	Total		Percentage
	Target	Achievement	
MGML Students workbooks (Grade 1-3)	8685	6972	80.2
MGML Students workbooks (Grade 4-5)	760	910	119.7
Stationeries and consumables-Schools	211	206	97.6

Residential training

GNHA has been providing residential MGML training to MGML teachers and head teachers of schools from their working areas. Table 9 reveals that the progress and achievement of residential training was well achieved. All steps of residential training were well followed.

Table 9: Status of Residential Training for the period of 2016/17 to 2018/19

Residential training /Activities	Total		Achievement %
	Target	Achievement	
MGML step 1- Orientation on MGML	111	111	100
MGML step 2- Intensive Teacher Training on MGML	80	88	110
MGML step 2- Intensive Teacher Training on MGML for Replaced Teachers	56	62	110.8
MGML step 3-Reinforcing on MGML	174	174	100
MGML step 4-Reinforcing on MGML	388	329	84.8
ECED Training	59	59	100

Cluster workshop, mentoring, and coaching to the teachers

Majority of the teachers expressed that the cluster workshop provided a very important sharing and learning platform. It boosted up the quality of MGML education and helped maintain uniformity of MGML approach in all schools. Even though it is a very effective sharing and learning platform and a monitoring tool/or intervention, the study found that only 63% cluster workshops were conducted out of the total planned for the period 2016/17-2018/19. Likewise, on mentoring and coaching to teachers, only 66% of the target was achieved. Recognizing the importance of mentoring and coaching, the achievement rate must be considered low. While discussing with MGML program staff for not achieving field-monitoring target, they said that the planned target was high as they had to perform at least one visit to each school in the cluster within two months. It was not possible to achieve this within a short time with limited number of field staff. The reason sounds very practical as it is challenging to reach all the schools of the cluster so revision of target could be considered.

Formation and mobilization of Mothers' Groups

A total of 95 Mothers' Groups were formed during the project period 2016/17- 2018/19, which represents one-hundred percent achievement against the project target. In some communities, few Mothers' Groups existed before the project. But, with the initiation of GNHA, teachers of each school have either strengthened the existing group or formed a new group in the community. Mothers' Groups were formed to create awareness and orient community people about MGML. This study showed that Mothers' Groups are actively engaged to spread the message on the importance and effectiveness of MGML program. The groups normally have a monthly meeting to plan and discuss their progress. Many of the groups have been transformed into cooperative groups and have succeeded in achieving financial autonomy. This is a major step towards sustainability.

There were few best practices among Mothers' Groups suggesting that they can play an important role in learning improvement. Many of them supported the school by observing the classes and being a change agent in the community. They visited the school catchment areas and motivated parents to enroll their children in MGML schools. Few Mothers' Groups also brought fuel and supported to provide snacks in school at their own initiative. Peer education seems to work in the community and many parents were motivated to admit their children to the MGML schools.

With more orientation and structured program, these groups could potentially be an asset for the project and support the municipalities to expand MGML in other schools in the future.

3.3. Findings of Class Observation

3.3.1 Demographic characteristics of students

In total 255 students (133 girls and 122 boys) attended the 13 observed MGML schools in grades 1-3 and grades 4-5. These students were in the age range of 5 to 10 years.

Similarly, 82 students (37 girls and 45 boys) attended 7 Non-MGML schools in grades 1-3. Interestingly, Non-MGML schools included students with ages 4 through 12.

In Nepal, the officially defined age-structure for grades 1 to 5 is 5 through 10 years. By this standard, students in MGML classes are within the age bracket. On the contrary, Non-MGML classes do have under-age and over-age students as the age-structure of students ranges from 4 to 12, outside the officially defined age range.

The average number of students per MGML class is 20 and even less (number of students per class 12) in Non-MGML schools. It suggests that primary classes are fairly small in terms of student population regardless of the type, whether with MGML or without.

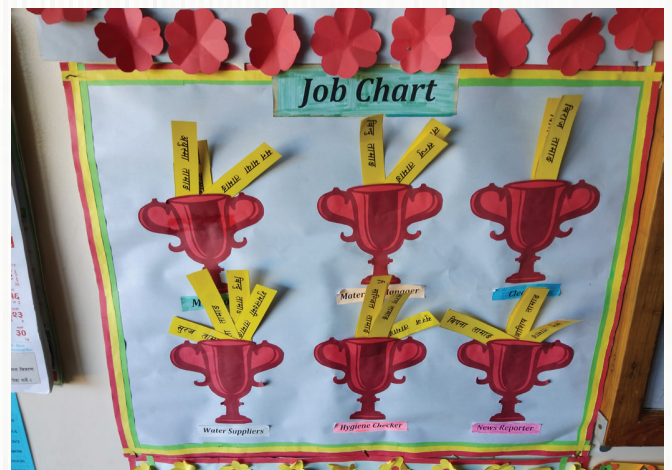
3.3.2 Classroom environment and teaching-learning activities

Classroom set-up in MGML and Non-MGML schools

The key indicators of MGML classroom management were well updated in all 13 MGML classes observed. They had clean and safe floor, age-appropriate and face-to-face furniture for students, display of book corner and bookshelves, learning materials, boxes, availability of subject wise and grade wise learning ladder, student portfolios and record books.

In nearly sixty percent of the observed schools, students' community survey report, story books prepared by children, teacher's resource books and materials and electronic equipment and musical instruments were properly demonstrated, whereas in forty percent of the observed schools these materials were poorly managed. Nearly fifty percent observed schools' students have not used the musical instruments, particularly harmonium due to lack of skills.

Likewise, daily learning student records were being used in all 16 observed MGML schools in Sindhupalchok, Kavre and Dolakha displayed bar diagram of student evaluation scores. The teachers reported to the study team about evaluation methods they used.



On the other hand, majority of the Non-MGML schools did not have the practice of displaying wall charts, information sheet, book corner, bookshelves, and teaching materials in the classrooms. The decoration of classrooms at Non-MGML schools was very poor. Only a small number of such schools were found displaying few wall charts related to mathematics and science.

Seating arrangement in MGML and Non-MGML schools

All MGML schools visited by the evaluation team had proper seating arrangements. Students were distributed in four groups and seated in roundtables facing each other. The study team noted that there was enough space for children to move around in the class. In Non-MGML schools, too, the classrooms had enough space for children to move around. But, the desks and chairs were arranged in a theatre style, which is commonly found in the community schools.

In all MGML classrooms, students of several grades were mixed together in a planned way and they were placed in four different learning groups namely, fully teacher-supported, partially teacher-supported, self-learning and peer-supported. Student grouping basically followed the MGML principles. On the contrary, this practice did not exist in the Non-MGML schools.



Teacher/Student activities

In MGML classes, it was noted that teachers and students were engaged in a large variety of teaching-learning activities. The activities included: formation of working groups of students, display of cards on the ceiling/wall, student engagement in playing games, teacher use of task cards for student activities, teacher preparation of activity for children, teacher movement around the class to help children, students' filling up exercise books/work books, exhibition of materials/works done by children in the class (charts, drawing and poems etc.), teacher handling of multiple tasks, teacher assessment of students' progress and keeping individual records. Moreover, all students were involved in the activities. At times, teachers gave class work to students and checked their answers in class and students followed the learning ladder.

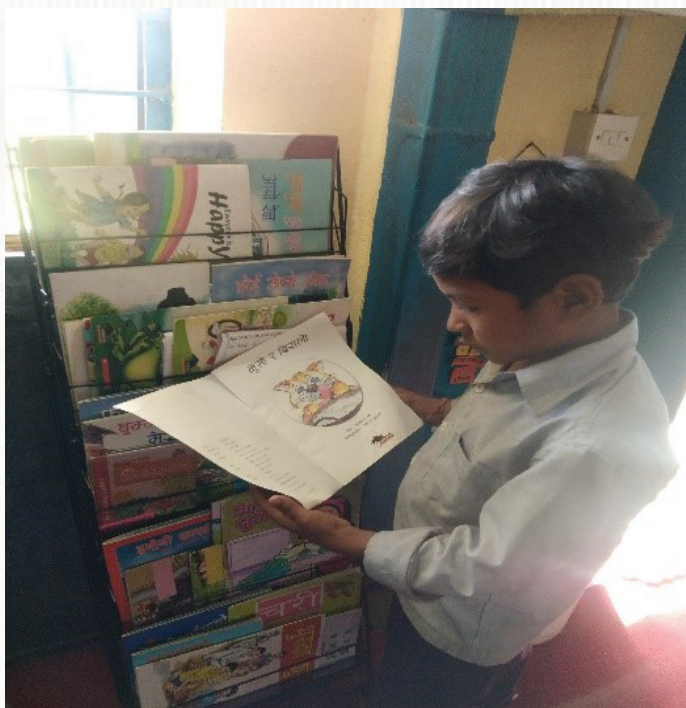
The teachers also assessed children's pre-existing knowledge and narrated stories from the logo (bull) cards (in 5 out of 13 MGML schools). Likewise, there was no incidence of inappropriate response from the teachers when the children raised questions in any of the MGML schools.

The overall learning environment appeared to be joyful. The MGML classrooms were highly activity-oriented, with both teachers and students participating in the pre-arranged activities. A short description of teaching-learning activities is presented below.

Lesson delivery

All the MGML schools followed the prescribed activities while delivering lessons. Students were seen doing their work individually. They also participated in group discussion and group work. They also had the opportunity to make presentations. By and large, the students were found following the rules made in the classroom. Job charts were displayed and assignments were completed efficiently.

Following activities were observed in the MGML schools as part of classroom delivery.



- As the tasks were finished, students followed the ladder and learning by themselves and moved to collect further activities. The students then saved the completed work products in their individual portfolios.
- Students briefly shared about the lesson they went through.
- Most of the students were involved in teacher assignment and asked for further understanding.
- Students performed their assigned work based on the activity card and writing exercise.

- Pairwise group work was helping academically poor students to learn from others.

- Most of the students were not only doing classwork and home work but also they were getting knowledge through their self-learning process.
- Teachers provided instruction to those who had missed classes. Students were continuously followed-up about their understanding of previous lessons.
- Students demonstrated their writing and presentation skills remarkably well. e
- About 50% students were able to provide the information about what they had learnt in their current and the previous grade..
- Peer instruction was commonly applied and all the students benefitted from this experience.

No evidence of any form of discrimination was reported based on students' background such as sex, caste, religion, social and economic status. Each learner regardless of his or her background had equal opportunity to learn in the classroom.

3.4. Student Achievement

The School Sector Development Program (SSDP) of Nepal, 2016-2022 considers CB-EGRA as one of the major assessment criteria to assess learning achievement of students in early grades. The test was administered among 90 grade three students from 13 MGML schools. For purpose of comparison, 67 grade three students participated in the same assessment



from seven Non-MGML schools. The test items covered ten different sub-tasks: known word identification, sentence identification, reading comprehension, vocabulary (selecting appropriate words), picture description, separating the joint words, dictation, poster-reading, listening (poem) comprehension, and calendar reading/mathematical calculations.

Table 10: Distribution of students by type of school, grade, sex and home language

Characteristics	MGML	Non-MGML	Total
1.Sex			
Boys	41(45.5)	42(62.7)	83
Girls	49(54.4)	25(37.3)	74
2.Home language			
Nepali	57(63.3)	63(94.0)	120
Others	36(36.7)	5(6.0)	41
3.District			
Kavre	50(55.5)	50(74.6)	100
Sindhupalchok	17(18.8))	13(19.4)	30
Dolakha	23(25.5)	4(6.0)	27
Total	90	67	157

The sample consisted of more girls (54.4%) from MGML schools and more boys (42.6%) from Non-MGML schools. Students from the Non-MGML schools predominantly spoke Nepali at home (94%), whereas among students of MGML schools only 63% spoke Nepali. Often non-Nepali speakers face severe language barriers in classrooms as compared to the speakers of Nepali language. There was higher representation of students from Kavre district in the sample (55.5% MGML and 74.6% Non-MGML) as compared to the other districts.

Table 11: Sub-task wise achievement scores of the students (MGML versus Non-MGML)

Task No.	Sub-task areas	MGML		Non-MGML		t-value (95 % CI)	Total Fullmarks
		Mean	Std.D	Mean	Std.		
T 1	Known word identification	3.61	0.77	3.52	0.73	.467 (-.329-.151)	4
T 2	Sentence identification	3.28	.974	3.17	1.08	.507 (-.425-.216)	4
T 3	Reading comprehension	3.17	1.14	2.90	1.27	.163 (-.653-.111)	4
T 4	Vocabulary (selecting appropriate words)	1.91	1.00	1.67	.87	.121(-.542-.063)	4
T 5	Picture description,	2.23	0.97	1.73	1.02	.002 (-.818- .185)	4
T 6	Separating the joint words	3.02	1.32	2.30	1.43	.001 (-1.15- -.288)	4
T 7	Dictation	2.48	1.54	1.81	1.54	0.007 (-1.163- -.190)	4
T 8	Poster-reading	1.40	0.99	1.25	1.06	0.377 (-.472- .179)	4
T 9	Listening (poem) Comprehension	1.56	0.91	1.33	0.86	0.116(-.511-.056)	4
T 10	Calendar reading	2.09	1.0	1.42	1.12	<0.001 (-1.01- -.329)	4
	Total	24.75		21.1			40

*t Value <0.01 is considered statistically significant

In all ten sub-tasks assessed, the average achievement scores of the MGML students were higher than those of the Non-MGML students. The test of significance showed that among the ten sub-tasks, the differences between the two groups on sub-task T5 (picture description), T6 (separating the joint words) and T7 (dictation) were statistically significant. This suggests that MGML students' performance on these three sub-tasks was significantly higher as compared to the non-MGML students. Calendar reading was also better among MGML students as compared to those from the Non-MGML schools.

Fig.2: Average achievement of MGML and Non-MGML students on CB-EGRA

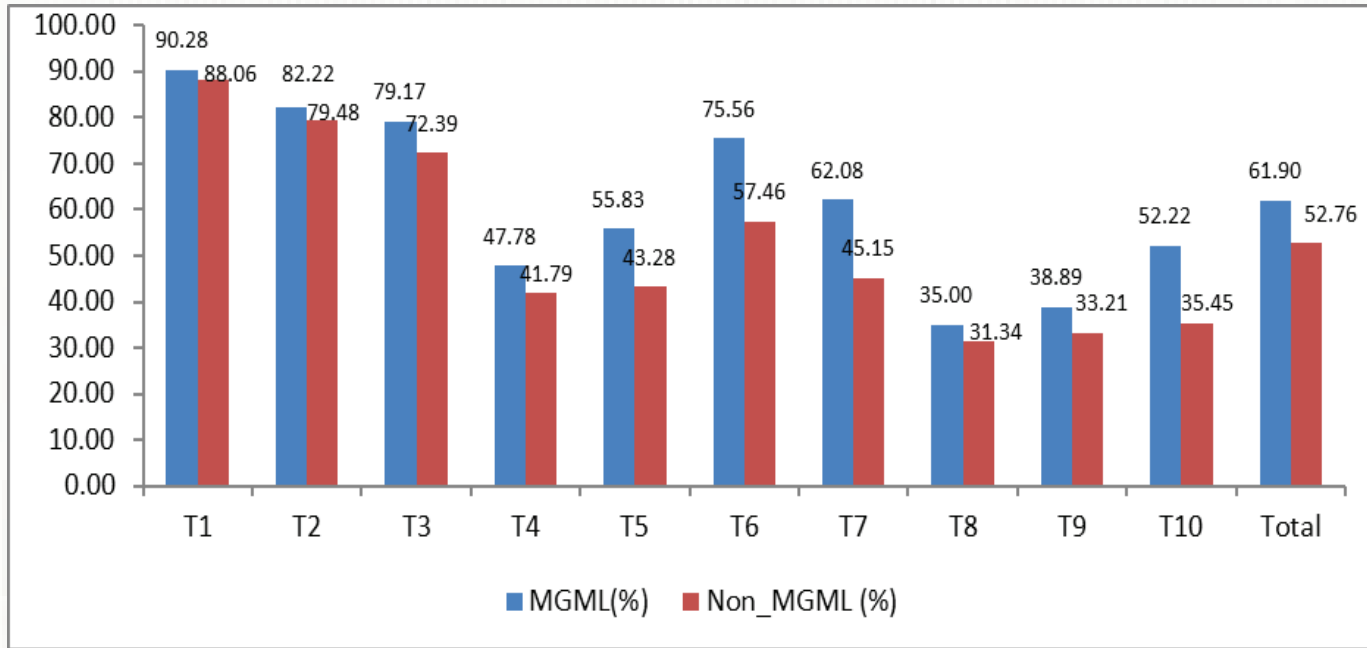


Fig. 2 depicts grade 3 students' average achievements based on CB-EGRA. The diagrams clearly indicate higher achievements of the MGML students on all 10 assessment components compared to the Non-MGML students. The highest average percentage is observed on known word identification (T1) (90.28% vs 88.06%) and the least achievement on Poster-reading (T1), which is 35 % among MGML and 31.34% among Non-MGML students. However, MGML students out performed than the Non-MGML students in all the ten components. The overall average achievement of MGML students is 61.9%, which is only 52.76% in Non-MGML students.

Table 12: Overall achievement scores (MGML versus Non-MGML students)

School type	No.	Mean	Std. dev.	Std. Error Mean	t-test Value	95% Confidence Interval of the Difference (CI)
MGMLSchool	90	68.78	20.53	2.16	0.002	-16.48- -3.83
Non-MGMLSchool	67	58.62	18.90	2.31		

Similarly, the overall mean score of the MGML students is statistically higher (68.78) as compared to the Non-MGML students (58.62). These findings do point to the fact that students who were taught through the MGML pedagogy have a strong foundation of essential skills in comparison to other students. This foundation of early reading skills can be helpful in acquiring other higher-order skills.

3.5. Student Drop-out Rate and Promotion Rate

Student dropout rate: Table 13A and 13B show that the dropout rates in grades 1 to 6 in MGML schools show a declining trend during 2073/74 to 2074/75. On the contrary, no such declining trend is noted among students in the Non-MGML schools. In MGML schools, of all the grades the dropout rate is quite low in grade 4. The dropout rate is particularly high in grade 2

Table 13: Students’ dropout rate in MGML schools

Grades	Year								
	2072/73(2017/18)			2073/74(2018/19)			2074/75(2019/20)		
	Drop Out			Drop Out			Drop Out		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	8%	12%	19%	3%	4%	3%	16%	2%	9%
2	12%	10%	22%	7%	15%	12%	7%	3%	5%
3	7%	10%	17%	11%	12%	12%	6%	5%	5%
4	5%	0%	5%	7%	2%	4%	5%	0%	2%
5	9%	7%	17%	8%	2%	5%	0%	10%	6%
6	-7%	17%	10%	4%	3%	3%	7%	8%	8%

Likewise, dropout among girls in MGML schools declined sharply during the fiscal year 2074/75 from that of previous fiscal years. Among the boys, however, variations were noted in the dropout patterns.

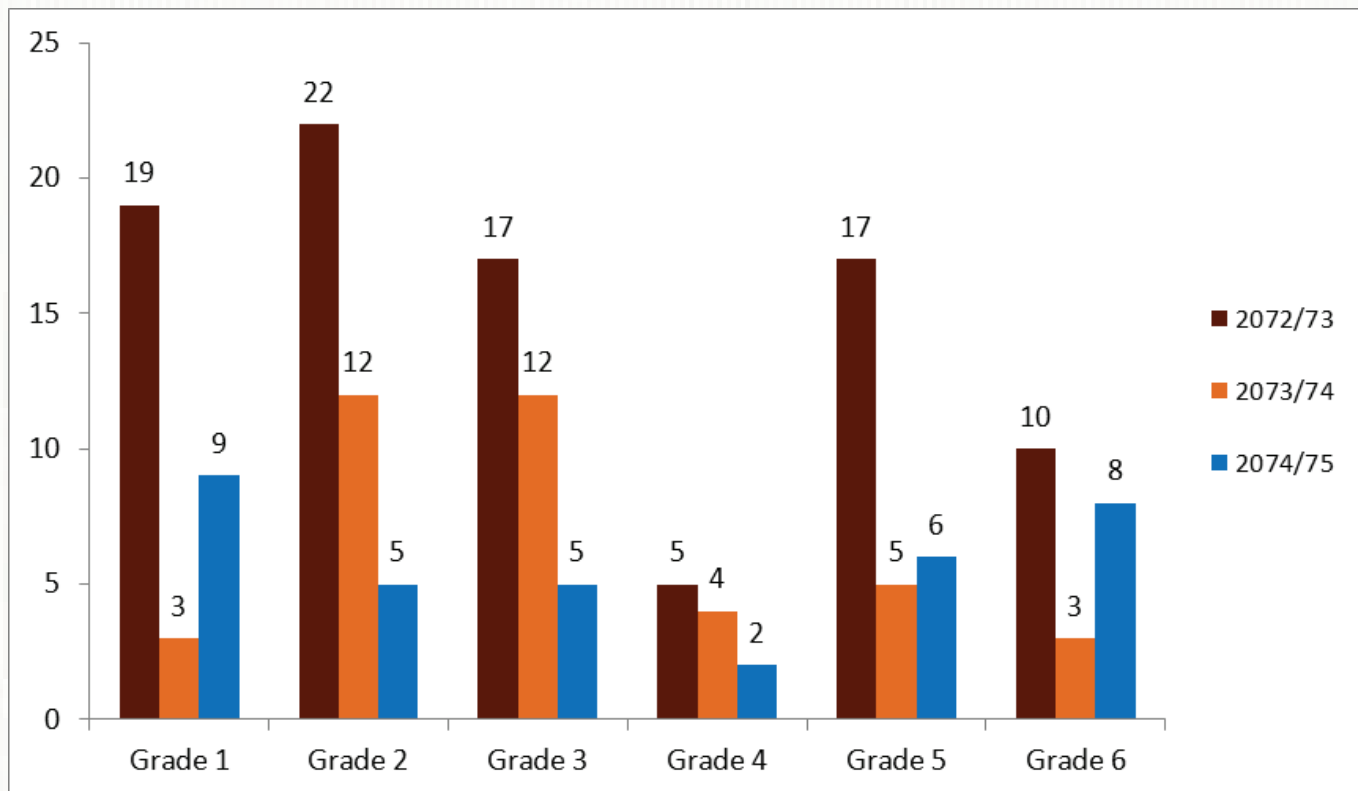
The incidence of dropping out from the school is higher in Non-MGML schools as compared to the schools with MGML approach. Increased engagement of parents and communities in MGML schools and the systematic efforts of these schools to improve learning environment may have, in part, contributed to lower the dropout rates. This is not the case in other category of schools.

Table 14: Student dropout rate in Non-MGML schools

Grades	Year								
	2072/73			2073/74			2074/75		
	Drop Out			Drop Out			Drop Out		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	18%	28%	23%	11%	9%	10%	37%	20%	28%
2	5%	11%	9%	20%	10%	15%	17%	8%	13%
3	15%	10%	13%	10%	10%	10%	13%	17%	15%
4	32%	-8%	12%	5%	3%	4%	27%	0%	14%
5	14%	7%	10%	22%	10%	16%	23%	13%	18%
6	27%	4%	13%	12%	6%	8%	21%	0%	10%

Figure 3 shows student dropout rates by grades from the fiscal year 2015/16 to 2017/2018).

Figure 3: Student dropout rates over time in MGML schools by grades



The data shows that student dropout rate in grade 2 declined from 22% in 2015/16 to 5% in 2017/2018, and from 17% both in grade 3 and grade 5 in 2015/16 to 5% and 6% in grade 3 and grade 5 in 2017/2018 respectively.

Class promotion rate:

Table 14 shows one hundred percent promotion rates in grade 6 and almost one hundred percent promotion rate in grade 4 and 5 in the fiscal year 2017/18, 2018/19 and 2019/20 in MGML schools. On the other hand, the class promotion rate in Non-MGML schools seems lower in the fiscal year 2017/18 compared to previous fiscal years. By gender, grade promotion rate did not significantly improve in Non-MGML schools. In MGML schools, the trend of promotion rates is slightly lower in grade 1 and 2, except in grade 2 in the fiscal year 2016/17.

The MOE has a policy of liberal class promotion policy. Like other schools, MLML schools follow this policy. When students are promoted, there is a system of follow-up and support in MGML schools to ensure that every student is able to complete his or her tasks or competencies of the previous grade. This is a particular strength of the MGML methodology, which is not practiced in Non-MGML schools.

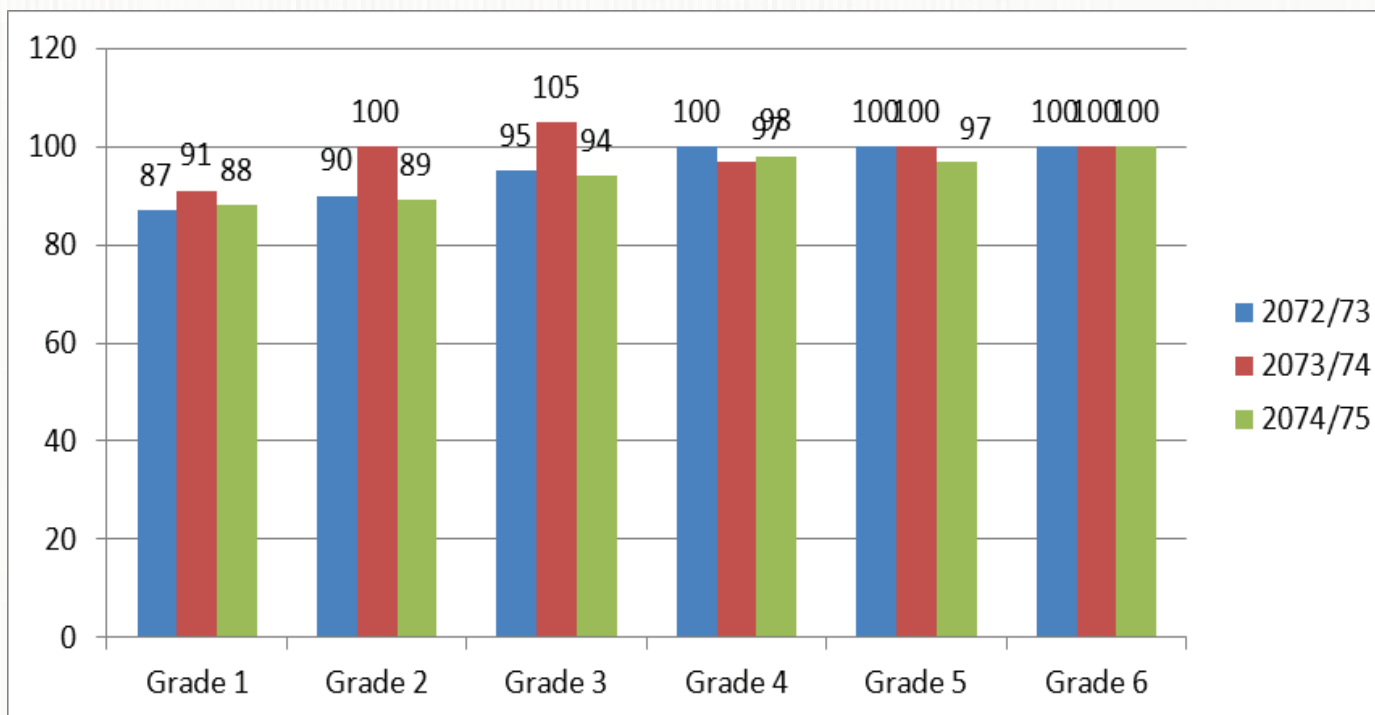
Table 15: Grade promotion rate in MGML schools

Grades	Promotion Rate (2072/73)			Promotion Rate(2073/74)			Promotion Rate(2074/75)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	85%	89%	87%	93%	89%	91%	89%	88%	88%
2	85%	94%	90%	100%	100%	100%	81%	97%	89%
3	98%	94%	95%	105%	105%	105%	90%	96%	94%
4	100%	100%	100%	95%	98%	97%	100%	96%	98%
5	100%	100%	100%	100%	100%	100%	97%	98%	97%
6	100%	100%	100%	100%	100%	100%	100%	100%	100%

Table 16: Grade promotion rate in schools in Non-MGML Schools

Grades	Promoted Rate(2072/73)			Promoted Rate(2073/74)			Promoted Rate(2074/75)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	82%	68%	75%	88%	91%	89%	77%	72%	74%
2	100%	96%	98%	90%	96%	94%	100%	100%	100%
3	100%	100%	100%	89%	95%	92%	100%	100%	100%
4	100%	96%	98%	90%	84%	87%	81%	95%	89%
5	95%	96%	96%	93%	100%	97%	91%	96%	94%
6	100%	92%	94%	100%	100%	100%	100%	100%	100%

Figure 4: Student's promotion rates over time



3.6 Effectiveness

The Multi grade Multilevel method shares many of its core strategies with an educational approach which is becoming popular all over the world, including Nepal. In recent years, there has been rapid expansion of Montessori method in urban areas of Nepal mostly in the private sector but increasingly it is also spreading in the public sector schools. This approach has attracted both educators and parents due to its emphasis on a systematic and holistic approach to early childhood education. The key characteristic features defining the Montessori method focus on individualized education, multi-aged/mixed-age classroom, child-directed classroom, uninterrupted work periods, use of specially designed Montessori materials, and properly trained teachers who are able to serve as guides/mentors to facilitate self-paced and self-directed learning. Many of these features of the Montessori system are also the core elements shares of the multi grade/Multilevel method. In view of the growing popularity of Montessori approach, the MOEST has decided to provide Montessori training to the thousands of pre-primary schoolteachers. In terms of costs, implement ability and the conditions that exist in most rural public schools of Nepal, multi grade/Multilevel approach appears to be most viable and effective.

3.6.1. Training and management

Most of the head teachers informed that they had received 3 days' basic level orientation before starting MGML class. Of the total 13 schools visited, one head teacher had received 10 days' basic level MGML course and one teacher had received MGML teacher's certificate after completion of 30 days' training. Among the schools visited, there were only two head-teachers directly involved in MGML teaching whereas other head-teachers were not.

Likewise, the study found that the majority of focal teachers received 30 days of training, including 5 days of cluster workshop meeting. However, few teachers have not received the certificates they did not attend the cluster workshop meeting. Most of the schools had at least two teachers who were trained and engaged in running the MGML classes.

In terms of origin of teachers, majority of the focal teachers were local; however, in a few schools teachers came from outside the village. It is likely that the schools with non-local teachers might face teacher turnover in future as these teachers might seek transfer elsewhere.

The students' first language was Nepali in 11 out of 13 schools, and two schools used Tamang language. The MGML teaching materials are based on national curriculum with MGML's different innovative teaching materials. Few schools were following both MGML materials and textbooks prescribed by the national curriculum. Most of the MGML teachers and head teachers expressed that they did not have specific curriculum but they have to make sometimes when they found blank card while using the learning ladder. Similarly, the majority of teachers said that they conducted extra-curricular activities such as quiz contests, singing, dancing, plantation, skill transformation, and community visits. They highlighted that such extra activities were directly supporting to make students active and help them learn more effectively.

Being a MGML teacher is a challenging task demanding time and efforts on the part of teachers. Most of the teachers said that there were initial difficulties in fulfilling the demands of MGML teaching, but over time teachers are used to it. For instance, when interviewed, MGML teachers mentioned that initial difficulties are over now and they are at present used to preparing and using MGML materials. In some schools, teachers had to be fully engaged in the class throughout the whole day due to teacher shortage. They were engaged in preparing teaching materials even in the evening time or during holidays. Teachers prepared cards, job charts, students' job description and checklist, etc. Often teachers made use of local materials such as beans, stones, papers and cards.

At times, teachers without any MGML training also facilitated the classes and cooperated in the preparation of MGML materials. However, this involvement enabled them to learn the practical aspects of MGML pedagogy. In such schools, the head teachers and MGML teachers who were involved in MGML classes without training demanded for MGML training.

When asked to state the reasons for choosing to adopt the MGML in their schools, the headteachers, focal teachers, and SMC members frequently mentioned the following:

- Ensuring the quality of education and making student learning sustainable;
- Motivated by self-practice;
- Encouraged as it is more child-friendly;
- Encouraged to make teachers active, innovative, up-to-date and creative to improve teaching practice;
- MGML provided a practical option due to decreasing number of students and teachers.



3.6.2. Monitoring of MGML grades

Monitoring is essential for effective implementation of the MGML pedagogy. Through regular monitoring of MGML classes, it is possible to detect teachers' difficulties and their strengths and ensure targeted feedback and support for improvement. For this purpose, GNHA has developed a system of monitoring that includes classroom checklists. The checklists cover physical management of the classroom,

teaching-learning processes, educational and social development of students, and teachers' effectiveness. Many actors are involved in the monitoring of MGML classes such as head teachers, District Education Coordination Office, Education focal person of education section of Municipality/Gaunpalika, GNHA staff, School Management Committee, Mother group members and Child Club ward office. Regarding the effectiveness of monitoring, majority of teachers said that the monitoring by GNHA staff was very effective and supportive as they provide appropriate feedback and suggestions and observe the classroom intensively. However, few head teachers emphasized the need for regularity of monitoring and constructive feedback for further development of the MGML approaches.

3.6.3. Evaluation of learning

MGML teachers use different evaluation techniques and methodologies to assess student learning. Among the MGML schools and classrooms visited, teachers reported that they use written tests daily and periodically and use the Common Minimum Days (CMD) evaluation tool with bar diagram, peer learning exercise, and external examination.

The CMD serves as a unit plan and helps teachers initiate and finish the learning activities at the right time. With CMD, learning speed of the learner can also be determined. It also helps the teacher identify and support the slow learner, to find the weightage of learning activities and re-design the MGML materials. The teachers said that most of the MGML students are more active, creative, and presentable as compared to the other students. After completion of each milestone, the students fill their milestone and progress in bar diagram as part of self-evaluation. The study found that it was very effectively done in Sindhupalchok and Kavre districts. That was not observed in the schools visited in Dolakha district.

3.6.4. Context and practice of MGML

The evaluation examined the effectiveness MGML strategies in facilitating teaching and learning. In so doing, the teachers were asked to assess the extent to which the suggested strategies were effective for the said purpose. As shown in Table 15, almost all the MGML teachers rated the various strategies as being very effective. These, in particular, include *giving timely feedback to students; grouping students according to their abilities; encouraging students to participate; following the learning ladder; involving students to use workbook and promoting group work and collaboration among students.*

Among the ten strategies, three strategies that relate to the use of locally available materials, involvement of upper-grade students to teach lower-graders, and fast-learners supporting slow-learners did not receive as much support from the respondents. Some respondents rated these three as moderately effective or slightly effective. Attention should be directed towards strengthening the strategies that are not used adequately.

Table 17: Teacher’s practice on MGML (n=10)

SN	Instructional Strategies	Very Effective	Moderately Effective	Slightly Effective	Ineffective
a	Grouping students according to their abilities/learning groups	9		1	
b	Encouraging students to participate in class activities	9	1		
c	Using locally available materials as teaching aids	7	2	1	
d	Promoting group work and collaboration among students	8	2		
e	Engaging upper grade students to support lower grade students	5	3	2	
f	Involving faster learners to help slow learners	6	3		1
g	Following learning ladder	9		1	
h	Giving timely feedback to students	10			
i	Involving students to use workbook	8	2		

3.6.5 MGML teaching and teachers’ outlook

The study examined teachers’ viewpoints on the various aspects of MGML pedagogy by asking them to express their agreement or disagreement on a number of statements.

Eight out of ten (80%) MGML teachers expressed their strong agreement for two statements: “multi grade multilevel students are more motivated in learning” and “involvement of Mothers’ Groups helps in making learning/teaching effective”. Likewise, the other two statements “students learn better in multi grade learning than in mono-grade teaching” and “assessment is easier in multi grade teaching approach” were supported by 60% MGML teachers each.

Four of the statements recorded ‘strong agreement’ or ‘agreement’ from all the respondents. These are: “multi grade multilevel is more activity-based than mono-grade approach”, “teachers can pay attention to every student in multi grade multilevel teaching”, “teaching and learning materials are adequately available for multi grade teaching,” and “parents like multi grade multilevel teaching approach”.

In addition, 50% MGML teachers supported the view that “teaching is easier through multi grade multilevel approach” and “working conditions in schools/MGML classes are satisfactory”. This is an

interesting observation in that only half of the respondents find multi grade Multilevel teaching easier than the monograde teaching. The observation on the working conditions shows that half of the MGML school classrooms do not have satisfactory working conditions.

On the question of cost, 40% of the respondents (disagree and strongly disagree combined together) did not agree with the statement “multi grade teaching is less expensive for the community to organize.” This is suggestive of the fact that these teachers are concerned about

“After applying MGML approach in our school, we found noted many changes in quality education, especially in grade 1-3 and grade 4-5. Last year, 2 students of boarding schools were enrolled in our school and they are well performing in their class through MGML approach. However, there is still need to be focused to enhance the awareness level of parents and community towards MGML teaching methodology. Some parents said that our children are still in same grade and not upgraded. As such, we see it as a priority to sensitize the people of community and mother group members to change their perceptions and attitudes towards MGML grades.”

Mr. Surendra Shrestha, Head Teacher, Tripurasundari basic School, Bhimeshwar Municipality, Dolakha

the cost involved in multi grade teaching. Course completion is often an issue when one teacher has to handle many grades, especially when teacher shortage is acute. On this question, for 40% of the respondents course completion was not an issue, whereas most others felt that it was an issue.

“Mother group members found changes in their children’s education through MGML teaching learning method. They openly expressed that the learning habit of children has changed and they are now being active and doing homework promptly and their concentration towards study has increased. In addition, their quality of education has changed as their achievement level has improved substantially than before. Similarly, the regularity of students has increased in MGML Grade as students are more enthusiastic nowadays.

After applying MGML, students’ habit has changed like they change and wear their dress by themselves and do their homework with interest and their handwriting has also improved. In MGML, all level students have got a chance to learn in their own pace. There has been improvement in the learning environment.

Mother Group Members, Tripurasundari Basic School, Dolakha

All in all, most teachers have positive views about MGML and they are supportive of the benefits of this pedagogy. However, applying this pedagogy is not without challenges in terms of the costs, difficulty involved, working conditions of schools and timely completion of the school syllabus.

Head teachers’ views, too, are not very different from that of teachers. The statements that “students learn better in multi grade multilevel teaching than the mono-grades;” “multi grade multilevel is more activity-based than mono-grade approach” and “multi grade multilevel students are more motivated in learning” was supported by a large majority of head teachers (90% each).

Similarly, 75% head teachers strongly agreed to the two other statements “teachers can pay

“The students who were upgraded from MGML grade said that the high discipline was maintained in MGML class and teachers made us follow the classroom rules and regulations, respect/support each other and support in peer learning process. The morning peace wish and news sharing session and multiple extra activities made us active, energetic, and creative. Now, we are missing such events in our higher grades not having MGML set up.”

FGD participants: Students of Grade 6, 7 & 8, Tripurashundari Basic School, Dolakha

attention to every student in MGML ” and “assessment is easier in MGML teaching approach”. Some 25% head teachers expressed their disagreement on the statement “multi grade teaching is less expensive for community to organize”. This means that they are concerned about the costs involved in MGML.

3.6.6 Effectiveness of MGML

The teachers and SMC members said that the MGML teaching methods are very effective in terms of creating active learning environments, preparing efficient teachers, engaging students in active learning, creating competitive learning environment, making students pro-active in leadership and openness, motivating both teachers and students to make them active, decreasing absenteeism of students, imparting practical knowledge among students and enhancing student learning.

Similarly, they highlighted that the students from MGML are being more competitive than other students and showing good performance in the upper grades. The teachers said that the students are fully engaged in their study. The direct merit of this method is the mechanism of regular feedback to teachers and students.

Some headteachers and focal teachers emphasized that MGML teachers need to be provided with incentives as they need to spend more time for preparation of MGML classes as compared to Non-MGML teachers. They highlighted that the provision of additional incentives will motivate them to deliver quality MGML classes continuously.

“The Mayor has fairly good understanding of MGML method. He emphasized that it should be applied to every school. He thought it is feasible as local educational materials could be used to enhance the current (Traditional) teaching method. Sustainability in demand side is possible because the learning is all practical based and student centered learning method. The mayor stated, “the beauty of MGML is sustainable teaching and learning method so it should be adopting and expand in other school as well”. Further, he committed that he will lay a multi year plan to expand MGML into other schools and his Palika will be taking this plan further to cover whole Palika.”

Mayor, Mr. Dambar Bahadur Aryal, Melamchi Municipality, Sindhupalchok

The majority of head teachers and focal teachers expressed the view that MGML process is practical and effective as a teaching method. It helps to make students active and create a self-learning environment.

Most teachers in the course of discussion highlighted that classroom set-up, its decoration and the process of teaching methodology with practical MGML materials are the key enabling factors for

self-learning. Majority of the MGML teachers were satisfied with MGML teaching methodology even though they needed to spare extra time for class preparation. The teachers also expressed that if they are transferred Non-MGML school, they will continue to apply MGML teaching. They expressed a strong commitment towards this method and recommended that it should be applied to all the public schools of Nepal.

Majority of teachers said, “We are happy to apply MGML in our school and there are visible changes in our students after applying this method. So, I strongly recommend this method and suggest for applying it in all the basic level community schools of Nepal”.

The study found that the MGML students appear very active, energetic, engaged and self-motivated towards their study. On the other hand, the majority of students of Non-MGML schools were passive in their study and did not show self-learning attitude. There were few students from Non-MGML schools who were outstanding in their class. They always gave priority to learning and were focused in classroom, but the large majority of students were poor in learning and did not focus on learning. It indicates that MGML approach can address such issues and can help make students more active in the class.

3.6.7 Partnership and coordination

The importance and relevance of MGML is well documented in the literature. However, it is important that local people and local governments give importance to this approach and show willingness to adopt it. This method is well adopted by the Federal Government and strategically planned under the School Sector Development Plan (SSDP). Nepal has embraced three tiers of government in the changed political context. Local governments have



the overall mandate of managing school level education. Given their role in the delivery of basic education, it is important that education reform plans and programs are accepted by the local governments. In order to understand the degree of acceptance and adoptability by local government, the evaluation team interviewed few elected members of the community (Mayor, Deputy Mayors). Key informant interviews were administered to the community leaders giving them ample time to explain their understanding. Moreover; enough probing was done to scrutinize the acceptance in respected Palikas/municipalities.

Mayor Aryal of Melamchi, Sindhupalchok perceived many benefits of MGML method, mainly it being a practical learning method. Unlike traditional methods, it places students at the center of learning, and teaching methodology is carved according to the students. It is very common in

Melamchi area that teachers treat all the students equally with no discrimination whatsoever. It is well accepted that the students differ in their backgrounds and abilities, but the school makes an effort to create equitable learning opportunities to ensure that each child has mastered the given curriculum.



The Mayor highlighted that the MGML project has given an insight that it is possible to have multi-level teaching in a class just that teachers need to be well trained and able to handle multiple minds and multiple ideas at the same time. Somehow it is easier and motivating for the teachers that they can see different results in the same grade but all unique and excellent on their own. It is evident from the teachers' past experience that despite their hard work and efforts, student results were often disappointing. The teachers now feel that with the use of MGML method, they are getting

encouraging results. Students are motivated to learn and produce good results. Through the self-testing administered by students themselves, they find out their strengths and key areas for improvement. Once these areas are identified, teacher's role is focused to those areas that require improvement. This helps the students to thrive their leadership capacity and to build trust on what they are doing. It not only improves their academic results but also encourages them to develop dignity and respect towards themselves and others as they realize that they are different and unique to each other.

Perceptions and views of Deputy Mayor, Ms. Krishna Maya Budhathoki, Jiri Municipality, and Education Department Chief, Mr. Chiranjivi Poudel, Jiri Municipality:

Even within the same Municipality Non-MGML schools have high student dropout and absenteeism rates as compared to the MGML schools. One Deputy Mayor stated that she has seen difference in the satisfaction of teachers in these two types of schools. The students are more regular and self-motivated in MGML implemented schools. It is also common that students do not attend the full day in Non-MGML schools, but the attendance of MGML students is highly regular, and students take charge of their own learning.

Mr. Chiranjivi Poudel, Education Chief of Jiri Municipality, said that initially two schools running in backward communities were chosen for implementing the MGML approach. As it was found to be effective for practical teaching, a decision was taken to replicate it to other schools as

well. Now ten schools are following the MGML modality in Jiri Municipality. MGML is a promising methodology to provide quality education in schools where the number of students and teachers is low.

One of the best practices of the project was that it was implemented in good coordination with local stakeholders. The implementers have always made the local leaders feel that it was their own program, not something implemented from outside. The project staff's role was only to facilitate the implementation of the program.

Not only the community leaders but also the education focal person of the municipality has taken ownership of the MGML implementation. The focal person is involved in carrying out regular monitoring of the program. The plan now is to expand MGML to other schools with the support of local government. The project is supporting to improve the infrastructure in many schools to make learning more conducive to students. They are also trying to improve the human resource capacity of schools. The selection of headteacher of the school has become more competitive at the MGML schools.

Moreover, the project seems to be well understood by the parents. In Melamchi, the MGML was initially implemented in a marginalized community with poor hygiene and sanitation status. Alcohol use was high in the community. Whenever parent-teacher meetings were organized, no male parents showed up. Only some female parents attended the meetings. There is increasing parental interest in the school. Now the parents can see the difference in their children and they try to keep their children neat and clean.

Besides all these strengths, there are few things that the project could do to bring about better impact in the community. Ownership by the local government varies in different Municipalities. Few Municipalities have low ownership of the program. The MGML schools have trained human resources but they are inadequate. The turnover of staff is high so the project is struggling to keep the positions of trained teachers fulfilled. Even when the teachers are trained, not all the head teachers are trained enough to handle the MGML program. To achieve the program sustainability, more teachers and head teachers need to be trained.

Education focal person of Barabise, Ms. Kalpana Ghimire, said that 'MGML is our program and we are prepared to take ownership of it.' She expressed her commitment to allocate government budget. They have been supporting Rs 50000 annually to each MGML school. It is relevant in the context of mountainous and hilly region as there are few students in each grade and it is challenging to provide teachers in every subject in each grade. MGML helps to integrate learning of students and manage the time of teachers. Eventually the Palika has a plan to expand the MGML in rest of the schools. Ms Ghimire has been advocating with schools and the Palika to expand the MGML program. Despite the good result of MGML approach, some guardians expect their children to learn English the way children attending private boarding schools do. As per government policy, public schools use Nepali language both as a subject and medium of instruction. Parental aspiration to give English education to their children is a challenge to the project; however, this is not the main aim of the project. Nevertheless, people's elected representatives like Kalpana Ghimire are advocating for the expansion of the project. She thinks that it would be better that the implementing partner GNHA and the Palika and local schools collaborate to adopt MGML in more schools.

3.6.8 Cost analysis of the project activities

The study found that the project incurred various costs to undertake a number of key activities of the MGML program. Table 16 shows that the total MGML training cost per school was Rs. 279,166.67. Of which, the cost per teacher was Rs.134,372.22 and the cost per day per teacher was Rs. 18,657.41.

Table 18: Cost of MGML training

SN	MGML Training	Per School (Nrs.)	Total Cost per teacher (Nrs.)	Per day/Per teacher (Nrs.)
1	3 Days' Orientation on MGML for School Stakeholders	31,266.67	10,422.22	3,474.07
2	Total Total of Teacher Training for Grade 1-3	112,000.00	56,000.00	5,600.00
3	Total of Teacher Training for Grade 4-5	112,000.00	56,000.00	5,600.00
4	3 Days' 1st Reinforcement Training for MGML Teachers (Grade 1-5)	23,900.00	11,950.00	3,983.33
	Grand Total	279,166.67	134,372.22	18,657.41

Table 19 shows that the total cost for a TLM set for grades 1-3 and for grades 4-5 was Ns. 40,000. This one was one-time support. Similarly, the cost for MGML students' workbook was Rs. 300 per set per year.

Table 19: Cost of MGML TLM and Student's Workbook

S.N.	Particulars	QTY.	Rate Rs	Total Rs	Remarks
MGML TLM(One time Support)					
1	TLM Set 1-3	1	24000	24000	Onetime Support
2	TLM Set 4-5	1	16000	16000	
	Total			40000	
MGML Student's Workbook					
1	MGML workbook	1	300	300	Per year

Table 20 shows that the cost of cluster workshop per school per year was Rs. 10,800 and per teacher per year was Rs. 900. The total cost of cluster workshop per year was Rs. 129,600.

Table 20: Cost of Cluster Workshop

Cluster Workshops (6 workshops per year)	Total Amount/ Year(Nrs.)	Per school/ year(Nrs.)	Per teacher/ Cluster(Nrs.)
24 teachers x 500 (transportation and day snacks)	72,000.00	10,800.00	900.00
Staff travel cost (GNHA staff travel cost for workshop facilitation)	18,000.00		
Education representative	9,600.00		
Stationeries	30,000.00		
Cost of cluster meeting	129,600.00	10,800.00	900.00

Table 21 shows that the total cost for one classroom set-up was Rs. 110,600 and equipment support was Rs. 60,700. In total, the total cost for classroom set-up including equipment support was Rs. 171,300.

Table 21: Cost of classroom set-up and equipment support

SN	Activities	Amount for one classroom(Nrs.)
1	GML classroom set-up	110,600
2	Equipment for a MGML class	60,700
Total :		171,300

Table 20 reveals the ratio of cost sharing plan of GNHA and Municipalities. In total, 40% of the cost was shared by Municipalities and the remaining 60% was absorbed by GNHA for the four fiscal years (2076/77, 2077/78, 2078/79 and 2079/80).

Table 22: Current and Upcoming Cost Sharing Details of GNHA and Municipalities

Fiscal Year	GNHA (In Nrs)	R/M (In Nrs)	Total (In Nrs)
Year 2076/077	2,600,000.00	2,135,600.00	4,735,600.00
Year 2077/078	2,802,700.00	1,928,400.00	4,731,100.00
Year 2078/079	1,301,700.00	784,800.00	2,086,500.00
Year 2079/080	603,750.00	123,100.00	726,850.00
Total	7,308,150.00	4,971,900.00	12,280,050.00

Over the years, costs show a declining trend. The costs can be higher during the initial years but once the basic groundwork has been done in terms of human resource development and infrastructure building, it can lower substantially.

In the absence of financial data, cost effectiveness of the project cannot be compared with similar initiatives in the country. Nor there is data to compare the initiative with the regional or global initiatives. A World Bank study (2009) that examines the multi grade teaching in three countries of Sub-Saharan Africa (Uganda, Senegal and the Gambia) concluded that multi grade schools offer a cost-effective solution. According to the study, when dealing with small populations, multi grade schools offer obvious efficiency gains, requiring fewer teachers and classrooms than the provision of a full cycle school. But, the study cautions that multi grade schools are unlikely to be as efficient as regular monograde schools because of small class sizes, low PTRs and increased costs of teaching materials.

One way to assess the cost effectiveness of an initiative is to examine whether or not the project objectives have been achieved. As this evaluation has shown, the project has been largely successful in terms of enhancing teacher capacity, improving learning infrastructure in project schools and increasing learning outcomes of students. The project's success is also noted in the increased grade promotion and transition and decreasing trend of student dropouts in the project-assisted schools. The fact that the project has been able to demonstrate its objectives, the investments that the project has made have been effectively utilized.

The project works in partnership with the Federal Ministry of Education and local governments,

including a number of community organizations. Cost sharing arrangements will go a long way in sustaining the gains of the project.

3.7 Efficiency

The project has developed a cadre of trained MGML teachers providing standard training package at community level. GNHA has established a training center based on national guidelines and the trainings are delivered with strong coordination and participation of CEHRDP and local governments. The level of participation and support from the local governments seems very effective and supportive in all MGML working areas. The local government and GNHA have strong presence and financial support for the establishment and operation of MGML classes.

The study revealed that trained MGML teachers have strong willingness, commitments and positive thoughts to work as a MGML teacher and they are performing their tasks with due diligence. They expressed that this methodology has changed the learning quality of students and developed their confidence and self-learning habit.

They claimed that students learn different aspects of life in school. Unlike traditional pedagogy, it is a student-centered learning method, where each student is treated as a champion and the teachers just help the students to be the best of themselves.

The MGML offers a good value for money. In comparison to the physical and human resources invested in MGML, it not only produces creative students but also makes them responsible citizens. The investment is very efficient as the outcome and impact of MGML pedagogy will not only bring result in a year or so but it will help improve the quality of education in the future. It offers an alternative model for schools stretched in terms of number of students, teachers and other resources.

3.8 Relevance

The project is complementary to the ongoing education initiatives of local governments, including the Government of Nepal's (GoN) School Sector Development Plan 2016-2023. The project is particularly targeted to primary school children and needy schools, where teacher shortage and declining student enrollment contribute to irregular teaching learning and poor quality of learning. The project has made some remarkable impacts to date. For example, there has been notable increase in school attendance of the targeted children. Schools are able to deliver child-friendly quality education. The initiation of local governments and local schoolteachers for the operation of MGML classes has visible impact for its sustainability. This is an indicator of the project's community capacity building effort having a bearing on sustainability. However, evaluation team found that the project needs to give increased focus on outreach interventions to sensitize and make the community people aware, especially the parents, about the importance of MGML methods and their practices.

The MGML program directly contributes to the Sustainable Development *Goal 4: "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."* And, it is supporting to *Target 4.1 which aims to "ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes" By 2030.*

GNHA has established a training center that provides MGML training to teachers. This is relevant to produce the trained teachers who meet the norms and guidelines of the Government of Nepal.

MGML program of GNHA follows the national curriculum and uses the same materials developed by Curriculum Development Centre of MOE.

3.9 Gaps and Challenges

While the program has made significant achievements, it is facing its own challenges that require attention. Through the discussions with the head teachers, teachers, SMC members, project staff and other stakeholders, this study has documented a number of challenges. These are listed below:

- Effective implementation of MGML pedagogy calls for adequate resources. Those involved indicated that they are short of education materials in adequate quantity, which is mainly due to limited financial resources.
- Small rural schools in Nepal face severe teacher shortage. Inadequate supply of MGML teachers to conduct MGML classes continues to be a challenge. GNHA can draw government's attention for policy reform on teachers.
- Many teachers who were interviewed admitted that this method requires extra efforts on the part of teachers. Lack of incentive can be demotivating to the teachers.
- Poor understanding of parents and community members about the MGML concept and its benefits can be a challenge. There was difficulty in properly orienting parents and community members. It was strongly felt that more outreach interventions are needed to orient parents and community members about the concept and benefits of MGML teaching method.
- Frequent transfer of teachers and unavailability of trained MGML teachers posed a serious challenge to give continuity to MGML classes.
- Due to high demand for instruction in English medium, especially among parents and Bhimsewhor municipality officials, schools are inclined to apply English medium. Schools are using cards printed in Nepali especially in social studies, Nepali, and mathematics subjects. With the materials prepared for Nepali medium, it is not possible to teach the students in English medium.
- Teachers need sufficient time to prepare teaching materials. With limited resources, training and time, teachers find it difficult to prepare materials.
- Owing to limited trained human resources, MGML teachers cannot leave the school and enjoy their personal leave. If, for some reason, they have to take leave, schools cannot continue MGML classes. If a MGML class is run by untrained teachers for a long time, it can raise serious concern on the quality of education. So, sufficient trained MGML teachers should be provided in all MGML schools.
- If head teachers are not serious about applying MGML methods, MGML can have a questionable existence. The role of school management is critical in ensuring effective implementation of MGML.
- The study noted some coordination gap between head teachers and focal MGML teachers. Coordination between GNHA staff members and local governments should

also be enhanced.

- Even though all MGML schools have made equal efforts to implement MGML interventions, there are however differences in the observed quality of MGML approach across different grades. Two of the schools observed were found to be weak in terms of teaching methods and applying MGML materials.
- The project partners' staff capacity is not uniform in all districts and not sufficient for quality monitoring and achieving the project's target of field monitoring.

3.10 Key Factors Contributing to the Success of the Project

- Strong involvement of stakeholders in planning, implementation and monitoring brings positive results. Local stakeholders were found providing strong support for MGML classes. They have planned to extend the implementation of the program to other schools and maintain the quality, too.
- Frequent monitoring by project staff can help resolve implementation issues. Timely feedback and support provided to teachers and head teachers helps improve the quality of teaching.
- MGML has helped prevent the children's incidence of dropping out of schools, irregular school attendance and absenteeism. It has helped increase student enrollment. Schools that have implemented MGML education have experienced dramatic increase in student attendance.
- Local MGML teachers are the key pillars of MGML pedagogy. The sustainability of MGML program will depend on the capacity of human resources.
- Cluster workshops among teachers are incredibly great learning and sharing platforms to make better delivery of MGML. Most teachers in rural contexts work in isolated contexts. Opportunities to meet, share and learn from the peers are important for teacher's continuous learning and improvement. One of the best practices of the project, the notion of cluster workshop should be expanded and can be replicated to other parts.
- Mothers' Groups have played a critical role in mobilizing parents and local communities and bring about educational awareness. One of the best practices of the project is to encourage the use of Mothers' Groups in school development. The idea of forming and strengthening Mothers' Groups can potentially be replicated to other parts of the country.

3.11 GNHA activities with potentials for replication across the national education system

GNHA has developed an innovative approach to operationalizing MGML methodology in the rural educational context of Nepal where schools have fewer students of varying grades, teacher supply is often poor and educational materials are largely unavailable. Any development project should not only focus on innovating a new approach (technique, method, material) but also on learning and scaling up. It will be necessary to define the scope and operational modality of the replication process. In terms of scope, successful activities can be replicated nationwide across the rural schools of Nepal or within a province (Pradesh), district or cluster of schools within a geographic zone. For large scale replication or scaling up, it will be essential to establish partnership with the government (national, provincial or local), other donors, NGOs or the private sector. It is also necessary to consider realistically the time horizon over which the scaling process needs to extend in order to achieve the desired result.

A proper dissemination strategy of this evaluation's findings would be needed in order to systematically inform the various partners. The dissemination can take at different levels: project-wide through sharing of evaluation results with local stakeholders and at the national level to inform the key national education stakeholders, especially the Ministry of Education and its constituent bodies at the federal level that have mandate over curriculum, textbooks, teacher training, education policy formulation.

Among the several activities/initiatives that have potential for widespread replication include the following:

- MGML pedagogy that includes teaching learning activities, classroom set-up arrangements, educational materials, comprehensive system of student evaluation and feedback provision, etc.
- System of teacher development, supervision and support through which teachers enhance their capacity
- Use of mother's groups in local education development and in school management
- Improved governance which includes social audit, transparency, collaboration, result-orientation and accountability
- Partnership with local and national governments and cost sharing arrangements

3.12 Sustainability

a. Current measures

- Evaluation findings suggest that the collaboration among the project partners, schools and local government has ensured program sustainability. Each entity has made significant contribution to the implementation of MGML interventions at the community level. This collaboration among the several entities needs to be strengthened to sustain the gains of the program.
- The project was designed and implemented after signing a formal MoU between local governments, schools and central authorities. The MOE and its constituent bodies take keen interest in the program and they are providing regular monitoring.
- The cost sharing arrangements made by the project is one of the key successes of this program towards sustainability. Local governments provide a matching fund of Rs. 50,000 to almost all the MGML schools. GNHA covers the remaining management cost. Local governments also cover the regular operation cost.
- The project has planned to work in a school for at least three years. It has yet to work out an exit plan, which is essential to ensure sustainability of interventions.
- The outreach and community level interventions implemented at the initiation of local governments and with the technical support of GNHA and other related organizations provides an effective, adoptable and sustainable approach.
- The project has been providing MGML training to almost all local teachers. For any meaningful educational change, it is important that every teacher is supported and goes through the training. Unless the entire stock of teachers changes its practice, it will not be possible to ensure project sustainability. The fact that the project benefitted the local community as a whole, there is further impetus for sustaining the project gains.

- The financial support provided by the project for furniture, equipment and necessary MGML materials help make schools better equipped and it sustains the MGML classes.
- Social audit conducted by GNHA with the participation of beneficiaries, stakeholders and local governments has helped enhance accountability and transparency of MGML program. All financial transactions are shared with the stakeholders with the presence of local governments. Program accountability and transparency contribute to sustain the project achievements.

b. Possible measures

- Institutionalization and sustainability are critical elements for any externally funded program as it is expected that the effectiveness of the initiatives continue beyond the life of the program. A number of measures are suggested for consideration by the GNHA management to ensure the institutionalization and sustainability of the program:
- It is important that authorities at the federal level where educational policies and programmes are formulated have embraced the successful elements of the project. Political support and commitment from the highest level of educational administration should be mobilized through increased advocacy, dissemination, networking, collaboration and partnership. The alignment between the project's goals and national education priorities can play a key role in bringing the actors together.
- A policy response from the government that supports the nationwide adoption of multi grade multilevel methodology is a key factor to achieve sustainability. Where required, GNHA should consider providing technical support towards the development of supportive national and local policies. Capacity enhancement of policymakers in relation to MGML pedagogy can be supported through their participation in national and international workshops, seminars; study tours and visits,
- Sustainability and institutionalization can be understood in terms of capacity building, which requires that there is technical expertise on MGML amongst the teachers, trainers, teacher educators, curriculum experts and related education personnel at all levels. It also requires that there are sufficient technical resources in terms of teacher guides, supplementary readers, etc. It is recommended that a national resource center on MGML be established at the central level consisting of designated experts who lead, coordinate and support the process of producing required human resources and educational materials. Such a resource center can be housed within existing national institution and it does not have to be a separate institution. The resource center should establish institutional networking with regional and international institutions that are devoted to rural education, multi grade education, Montessori-based learning, etc. One key aspect of sustainability is financial sustainability. Rural schools will need financial allocation to procure learning materials and provide teacher incentives. In many countries, teachers working in multi grade schools are provided with additional allowance. For example, Cambodia and Laos pay hardship allowance to multi grade teachers. Both national and local governments should be encouraged to set aside special funds to support rural schools. One sustainable solution would be to establish rural education fund in each municipality with funds from different sources.
- Independent research studies should be commissioned to generate new and more knowledge about multi grade pedagogy in Nepal. Much of the existing knowledge about multi grade multilevel pedagogy comes from outside the country. Many questions that relate

to teacher preparation on multi grade multilevel teaching, teachers' and parental attitudes towards multi grade pedagogy, financing of multi grade multilevel schools, teacher supply in small multi grade schools, management of small schools, community involvement, student learning in multi grade multilevel schools have not been properly investigated in the Nepalese context. GNHA in partnership with a number of other organizations can set up small research grants to encourage researchers in knowledge production.

- Education journalists should be encouraged to visit multi grade schools and prepare stories about the condition of such schools to create awareness and provide pressure for reform. Short write-ups, articles and essays published in national newspapers can be powerful in generating public interest. Unless such schools become a national reform agenda, their condition cannot be improved.
- A national association of multi grade multilevel schools should be established by bringing all the small, multi grade multilevel schools within a network. Once such network is established, can function as a powerful advocacy group.

CHAPTER IV: CONCLUSIONS AND RECOMMENDATIONS

4.1. Conclusions

The stakeholders perceive that the MGML pedagogy, which is being implemented by GNHA in four districts, namely Dhading, Kavre, Sindhupalchok and Dolakha, appears as an effective method of teaching-learning. The evaluation team observed that in the MGML classes pupils who are at same level sit together and learn in different learning groups at their own pace. These classes were provided with self-learning materials, which were almost non-existent in the Non-MGML schools.

The study found that grade promotion rates in both MGML(84% to 100% in basic grades) and Non-MGML schools(74% to 100% in basic grades) are almost similar. Both categories of schools provide equal opportunity for grade promotion, which has to do mostly with the liberal promotion policy of the government. The policy discourages grade repetition or failure in early grades. However, the difference between the two is that MGML classes provide the opportunity for students to learn any missed competencies of the previous grade in the new grade. On the other hand, Non-MGML classes do not offer this chance. Effective tracking and follow up of student learning in MGML ensures the acquisition of competencies of previous grade in the subsequent grade.

Findings of CB-EGRA based student achievement test indicate that MGML students scored higher than those of the Non-MGML students. However, only the sub-tasks T5 (picture description), T6 (separating the joint words) and T7 (dictation) appear significantly higher among the MGML students. Calendar reading was also better among MGML students as compared to the Non-MGML school. Data thus indicate that MGML has an advantage over the Non-MGML strategy in terms of its influence on students' learning achievement. Likewise, similar advantages were noted in reference to student attendance, enrollment and a range of educational outcomes.

Similarly, in MGML schools, student dropout rates in grade 1 to 6 declined in 2017/2018 compared to 2015/2016. The learning environment of the multi grade setting prevents students from dropping out of school.

The teachers from the MGML schools were highly motivated towards MGML mode of teaching-learning and they expressed their willingness to continue this in future, even if they are transferred to another school. None of the teachers reported that they were over burdened by the work they had to do while teaching in MGML schools.

Training provided to local female teachers has had positive impact on the acceptance of MGML in the community. It played a key role in mobilizing and sustaining the Mothers' Groups and in increasing parental involvement in school activities.

Local government authorities are willing to further invest in MGML education, provided they receive technical backstopping form the relevant Department of the MOEST. For instance, they expect to be provided with regular funding and monitoring support from the Education Coordination Committee and Education Focal Person for sustainable use of this methodology.

Since MGML is in its infancy in rural communities of Nepal, it needs more support and capacity building of local stakeholders. It makes optimum use of locally available materials and helps contextualise education to the local context.

MGML is a viable system in rural parts of Nepal not only for its cost-effectiveness but also for its

academic effectiveness. It is a promising strategy to improve the quality of education in the community schools of Nepal that have long faced challenge of low-quality education.

4.2. Recommendations

- *Revisit the indicators of effective teaching to reflect the principles and practices of learner-centered pedagogy*

GNHA has developed its indicators of MGML pedagogy based on teaching acts or teacher behavior. The assumption is that if a teacher performs in certain ways, student learning will result. It follows a traditional process-product model of teaching where teacher assumes a dominant role in teaching-learning. The measures of effective teaching applied by GNHA – content knowledge, academic planning, delivery skills, individual record keeping, development of learning materials to name a few, conceptualize teaching from a teacher’s perspective. Most recently, research on teaching effectiveness defines effectiveness in terms of growth in student outcomes. Learning is viewed to include a set of processes in which the learner is the primary active agent. The learner is engaged individually or collaboratively to build, activate, elaborate and organize learning experiences. It follows that teaching should maximize the opportunity for students to engage in activities that promote higher order learning. A classroom, especially a multi grade multilevel classroom, is a community of learners, where the learner builds the knowledge through interaction and collaboration with other learners. So, learning as an active process led by the learner, the actions of the learner are important more than the teacher actions. Teacher role shifts from that of a provider to that of a facilitator of learning. In view of the above, it is recommended that GNHA revisit its indicators of teaching and a consider a shift in the paradigm of teaching from teacher focus to learner focus.

- *Strengthen the knowledge management system*

For MGML to be effective, it is essential that the management of the MGML school is improved. The fact that MGML initiative has the potential to serve as an effective educational strategy for schools operating in certain contexts, it is vital that the project strengthens its knowledge management so that experiences are properly documented. It is also recommended that a clear management plan is developed and followed through. In order to improve the management, it is necessary to develop job description and strengthen record keeping of the meeting minutes, important records and success stories.

- *Engage teachers for production of teaching-learning materials and training manuals*

The role of teaching-learning materials is critical in MGML pedagogy. The fact that government textbooks are written mainly for mono-grade classrooms, it is necessary that resources specifically meant for MGML classes are developed. Because learners often need to work independently at their own pace, these classes need additional materials. Therefore, GNHA is advised to develop a system where teachers are actively involved in developing teaching materials and training manuals along with the experts. It would help make the materials context- specific and reliable. As much as possible, teachers should be encouraged to use locally available materials. In addition to this, students of upper grades can participate in the preparation of materials.

- *Deliver the MGML materials promptly*

The teaching, training and reference materials such as learning cards, workbooks and

other MGML materials should be made available to each school before the start of the new academic session. They should be delivered to the schools promptly to conduct the classes effectively.

- *Improve coordination between the head teacher and the focal MGML teachers*

It is important that the school heads are fully engaged and take responsibility of effective implementation of the MGML education. This can be achieved in different ways. First, the heads should be adequately oriented to the pedagogy itself and they should be able to support and supervise the teachers. Secondly, there should be sufficient communication between the heads and the MGML teachers to ensure effective coordination. Thirds, cluster level workshops of school heads and relevant stakeholders can be a vehicle to promote sharing and learning from each other.

- *Provide more refresher training to the teachers*

Teachers need proper training to be able to handle a MGML class. Without training, new teachers will not be able to teach students with varying ages, levels and abilities. One-off training courses are not enough. Therefore, it is recommended to provide refresher training on MGML to the teachers who have already had the training. Apart from the teachers who are designated to teach MGML classes, additional teachers should also be trained to meet the demand for smooth implementation and quality of MGML classes.

- *Conduct outreach activities to sensitize parents and community members in MGML*

Outreach interventions are to be conducted to sensitize and make parents and community members aware about MGML concept and approach.

- *Disseminate best practices and lessons learned to the policymakers and educators at the local, provincial and national levels*

GNHA in collaboration with MOEST should document and share the success of the MGML initiatives at the local, provincial and national levels for strong advocacy, possible replication and increased resource allocation. It is high time to extend the MGML program aggressively to support the vision of GoN for MGML program interventions.

- *Train female teachers for MGML classes*

Female teachers were found much more engaged than their male counterparts and were very much liked by basic level students. Their motivation and commitment was reportedly high. Therefore, more female teachers need to be trained for running the MGML classes.

- *GNHA should develop a clear exit strategy*

The project should have a clear exit plan for sustainability. Implementing the project for three years helps the community a lot but it also should have a next step plan on how to keep it going at the local level. It could be a high time to cash in the interest of the local government to embed a sustainable plan in education.

- *Formulate a clear national policy on multi grade multilevel teaching*

There is ample evidence to suggest that MGML can be an important strategy to improve the quality

of teaching and learning. Nepal's commitment to achieve SDG4 targets can only be realized when no one is left behind in true sense in terms of accessing quality education. For effective results, the practice of MGML calls for a clear national policy to guide the management, administration, financing, curriculum provision, teacher development, pedagogy and deployment of teachers in MGML schools. Clear norms and guidelines are needed on working conditions and incentive structures for teachers who work in multi grade multilevel settings. Likewise, benchmarks and standards are needed concerning the physical and educational infrastructures. It is therefore recommended that GNHA take further steps to strengthen its collaboration with key stakeholders and advocate for a clear national policy on multi grade multilevel teaching. The Government should consider MGML as a policy option for achieving both national and international education targets and commitments.

- *Mainstream MGML courses within pre-service and in-service training programs*

Often new teachers who graduate from pre-service teacher training colleges in Nepal are not adequately trained on the use of MGML. Multi grade competencies should be made mandatory to become a teacher, especially in primary grades. GNHA is advised to work with the providers of in-service and pre-service teacher training to mainstream/integrate MGML courses in teacher development programs.

- *Organize awareness campaigns to develop positive attitudes among teachers, parents and educational personnel on the value of MGML*

Multi grade teaching is seen as a rural educational phenomenon and its educational role is largely unrecognized. Most teachers, parents and educational personnel do not hold positive attitudes towards MGML and these attitudes need to change in support of MGML. Therefore, awareness campaigns should be organized to change attitudes that do not support the development and use of MGML.

- *Explore the use of Information and Communication Technologies (ICTs)*

The value of ICTs is acknowledged widely as a tool not only to expand the access of education but also to enhance the quality of learning. It can play a powerful role in promoting effective and innovative pedagogical methods. ICTs have the potential to enhance learning. ICTs can be used to train teachers in MGML methodologies. Students can use ICTs to engage in collaborative and participatory learning activities. In particular, it can facilitate self-learning – the core of MGML. In recent years, there has been a proliferation of digital devices even in remote and disadvantaged areas. While GNHA has provided MGML schools with computers and other resources, systematic efforts to integrate ICTs into teaching and learning are lacking. It is therefore recommended to explore the use of ICTs in multi grade settings.

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6. Annexes

6.1 ToR of Evaluation

6.2 Evaluation Tools

In-depth Interview Checklist for Head Teachers and MGML Teachers

बहुकक्षा बहुस्तर स्कूलको प्रधानध्यापकको अन्तरवार्ताको लागि प्रश्नावलीहरु

यो प्रश्नावलीको ढाँचा बहुकक्षा बहुतह कार्यक्रम सञ्चालन भएको विद्यालयको हेड मास्टरको नाताले MGML बारे तपाईंको आफ्नो विचार र दृष्टिकोण सम्बन्धि सुचना संकलन गर्ने कुरासंग सम्बन्धित छ। तपाईंले दिनु भएका यस प्रश्नसूचीका उत्तरहरु अनुशन्धान प्रयोजनको लागि प्रयोग हुने छन्। तपाईंको नाम तथा आवद्धता अनुशन्धान प्रतिवेदनमा कतै उल्लेख गरिने छैन।

सत्र: १: विद्यालयको सामान्य जानकारी

१. विद्यालयको नाम:.....

२. ठेगाना:

जिल्ला.....नगरपालिका.....वडा:.....

३. विद्यालय वरीपरीका क्षेत्र बारे विस्तृत जानकारी

जानकारीको क्षेत्रहरु	टिप्पणी
विद्यालयमा सहजता	
बसोवासको अवस्था	
समुदायको बनेट (जात, जाती तथा धर्म)	
उपलब्ध सुविधाहरु	
अन्य (कृपया खुलाउनु होस)	

सत्र २: व्यक्तिगत जानकारी

१. प्रधानाध्यापकको नाम:

२. अवधि/अनुभव (शिक्षकको रुपमा जम्मा) :.....वर्ष.....महिना

अवधि (यस विद्यालयमा) :.....वर्ष.....महिना

अवधि (प्रधानाध्यापकको रुपमा जम्मा) :वर्ष..... महिना

अवधि (MGML शिक्षकको रुपमा, उपयुक्त भएमा) :.....वर्ष.....महिना

३. प्राप्त उच्चतम शैक्षिक योग्यता.....

४. पेशागत शिक्षा:

५. प्रशिक्षण लाईसेन्स: छ छैन लागु नहुने

६. गत तिन वर्षमा तपाईंले कुन तालिम लिनु भएको छ ?

(कृपया विद्यालय व्यवस्थापन, शैक्षिक तालिम, मूयाडकन तथा MGML प्रशिक्षण आदिसंग समबन्धित विषयहरु मात्र समावेश गर्नुहोस)

शिर्षक	अवधि	तालिमका मुख्य विषयहरु

७. के तपाईं विद्यालय प्रभाव क्षेत्रमा बसोवास गर्नु हुन्छ ? हो होइन

८. विद्यालयका विद्यार्थीहरुको भाषागत पृष्ठभूमि के हो ? (विद्यार्थीहरुको मातृभाषा के हो)

.....

९. के तपाईं विद्यार्थीहरुले बोल्ने स्थानिय भाषाहरु बोल्नुहुन्छ ? बोल्छु बोल्दिन

१०. के तपाईंको व्यवस्थापनकार्यको अतिरिक्त कुनै कक्षा पनि पढाउनु हुन्छ ? छ छैन

यदि छ भने हप्तामा कति घण्टा पढाउनु हुन्छ ?घण्टा

११. के तपाईंलाई MGML विद्यालयको लागि प्रधानाध्यपकका रुपमा छनौट गरिएको हो?

हो होइन

१२. तपाईंलाई प्रधानाध्यपको रूपमा छनौट गर्नुको कारण के के थिए ?

.....
.....

सत्र: ३ MGML प्रशिक्षणको परिवेश र अभ्यास

१. तपाईंको विद्यालय MGML प्रशिक्षण विधि अपनाउनुको कारणहरु के हो ?

.....
.....

२. के तपाईंको विद्यालय औपचारिक रूपमा MGML विद्यालयको रूपमा परिचित छ ?

छ छैन

३. तपाईंको विद्यालयमा MGML प्रशिक्षणको लागि विद्यार्थीहरुको समुह कसरी बनाउनु हुन्छ ?

उमेरको आधारमा कक्षागत आधारमा क्षमताको आधारमा
 पृष्ठभूमिको आधारमा अन्य (कृपया अन्य भए खुलाउने)

४. प्रति पाठ/पिरियड कति मिनेटको हुन्छ ? (कृपया शिक्षण तालिका संयोजन उल्लेख गर्नुहोस)

.....
.....

५. तपाईंलाई MGML व्यवस्थापनको लागि के के सहयोग उपलब्ध छ ? छ छैन

छ भने को बाट र कसरी.....

६. सिक्न र सिकाउन कुन भाषाको प्रयोग हुन्छ ? राष्ट्रिय स्थानिय मिसमास

७. तपाईं कुन निर्देशनात्मक रणनीति प्रयोग गर्नु हुन्छ ?

निर्देशनात्मक रणनीति	ती रणनीतिहरुले कसरी प्रशिक्षण र सिकाईमा मद्दत गरेको छ ?
रणनीतिक समुह (क्षमताको आधारमा)	
लचिलो र उपयुक्त सामग्री तयार पारेर	
आफ्नै गतिमा सिक्न प्रेरणा दिएर	

	विशेष शिक्षाको लागि केटाकेटीहरूलाई अतिरिक्त ध्यान दिएर	
	अन्य (कृपया खुलाउनु होस).....

८. तपाईंको विद्यालयको MGML पाठ्यक्रम अभ्यास कुन हो ?

- राष्ट्रिय पाठ्यक्रम (कुनै स्थानिय परिवर्तन विना नै) प्रयोग गरिएको ।
- राष्ट्रिय पाठ्यक्रमलाई स्थानिय परिवेश अनुशार परिवर्तन गरेर प्रयोग गरिएको ।
- पाठ्यक्रम र पाठ्यपुस्तक छनौटमा विद्यालयले स्वयत्त रूपमा निर्णय गर्ने गरेको ।
- सिकाई भन्दा विकास गरी अनुशरण गरेका छौ ।
- अन्य (कृपया खुलाउनु होस)

९. सह-पाठ्यक्रम कृयाकलाप कहिले कहिले आयोजना गर्नुहुन्छ ? ति के के हुन ?

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१०. अतिरिक्त कृयाकलाप गतिविधि कहिले कहिले आयोजना गर्नुहुन्छ ? ति के के हुन ?

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सत्रः ४ विद्यालयको परिवेश, प्रावधान र व्यवस्थापन/प्रशासन

१. विद्यालयको प्रगति अनुगमन कसले गर्दछ ? कसरी ?

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२. विद्यालयमा संचालन भएको क्रियाकलाप कसले अनुगमन/निर्देशन/सहयोग गर्दछ ? कसरी ?

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सत्र: ५: आर्थिक MGML प्रशिक्षण

१. विद्यालयलाई MGML अध्यापनमा आर्थिक सहयोग कसरी भएको हुन्छ ?

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२. सरकारले कुन कुन शिर्षकहरूमा आर्थिक सहयोग गरेको छ ?

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३. के विद्यालयले अन्य श्रोत बाट पनि आर्थिक सहयोग लिने गर्दछ ?

गर्दछ गर्दैन यदि गर्दछ भने कृपया प्रष्ट पार्नुहोस ।

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४. के राष्ट्रिय शिक्षा तथा सूचना व्यवस्थापन प्रणाली(National Education Information System) द्वाराMGMLसंबन्धि सूचना संकलन तथा विप्लेशन गरि विद्यालयलाई उपलब्ध गराउछ ? छ छैन छ भने खुलाउनुहोस ।

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सत्र: ६: MGML प्रशिक्षणको लागि शिक्षकहरूको तयारी ।

१. के तपाईंले शिक्षण सेवा पूर्व दिईने तालिममा ऋ सम्बन्धि तालिम लिनु भएको थियो ?

थियो थिएन

२. : तालिमले तपाईंको शिक्षणकार्यमा ल्याएको प्रभावकारीता कसरी पहिचान गर्नु हुन्छ ?

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३. तपाईं आफुलाई बहुकक्षा शिक्षणकोलागि कसरी तयारी गर्नु हुन्छ?

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सत्र:७. सिकाई मुल्याङकन

१. के तपाईंको विद्यालयमा MGML को विकासमा सहयोग पुग्ने खालको रचनात्मक मूल्याङकन गर्ने अभ्यास छ ?

छ छैन

२. कति समयको अन्तरालमा विद्यार्थीहरूको मूल्याङ्कन हुन्छ ?

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३. विद्यालय वा कक्षाकोठा स्तरमा के कस्ता परिक्षण तथा मूल्याङ्कनहरू लिईन्छ ?

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४. के तपाईंका विद्यार्थीहरू वाह्य परिक्षाहरूमा पनि सम्लग्न हुन्छन् ? छन् छैनन्

यदि छन भने ति वाह्य परिक्षणहरू के के हुन र कहिले त्यो परिक्षा लिएका थिए ?

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सत्र: ८. प्रशिक्षण र सिकाईका सामाग्रीहरूको उपलब्धता र प्रयोग

१. विभिन्न विषय/कक्षामा पढाउनको लागि कस्ता प्रकारका सामाग्रीहरू (कक्षा कोठा/विद्यालयमा) उपलब्ध छन् ? के ति सम्पूर्ण सामाग्रीहरू प्याप्त र सहयोगी छन् ? के ति सम्पूर्ण सामाग्रीहरू स्थानिय भाषामा उपलब्ध छन्?

निर्देशनात्मक सामाग्रीहरू	उपलब्धता	पर्याप्त	सहयोगीपूर्ण	स्थानिय भाषामा उपलब्धता
सामान्य प्रशिक्षण र सिकाई सामाग्री				
विषयमा आधारित प्रशिक्षण र सिकाई सामाग्रीहरू				
अतिरिक्त पाठ्य सामाग्रीहरू				
सहयोगी सामाग्री/श्रोत				
कार्यपुस्तिका				
अन्य (कृपया थप्नुहोस)				

सत्र: ९: शिक्षकका लागि पारितोषक

१. प्रधानाध्यापक तथा बहुकक्षा शिक्षकको हैसियतले तपाईं केही अतिरिक्त पारितोषिक प्राप्त गर्नु हुन्छ
 छ छैन

यदि छ भने कृपया खुलाउनु होस (जस्तै : के खालको नयाँ अभ्यास वा प्रयास? कति? आदि)

२. : प्रधानाध्यापक तथा बहुकक्षा शिक्षकको हैसियतले कुनै पुरस्कार लिनु भएको छ ? (कदर पत्र, सम्मान पत्र आदि)
 छ छैन

यदि छ भने कृपया खुलाउनु होस

३. तपाईंले अनुभव गर्नु भएको MGML विद्यालयको प्रशासनीक चुनौतिहरु के के हुन?

४. MGML प्रशिक्षणलाई प्रभावकारी बनाउनका लागि तपाईंको सुभावहरु के के छन्?

सत्र: १०: : प्रशिक्षणका प्रभावकारीता

तलका वाक्यहरुमा तपाईं सहमत वा असहमत के हुनुहुन्छ अंक १ देखि ५ सम्म तह निर्धारण गर्नुहोस ।

१=पूर्णरुमा असहमत २=असहमत

३=अनिर्णित/तटस्थ ४=सहमतम

५=पूर्णरुपमा सहमत

	पक्ष	१	२	३	४	५
१	विद्यार्थीले एकल कक्षा भन्दा बहु कक्षा प्रशिक्षण विधिबाट राम्रोसंग सिक्न सक्ने रहेछन् ।					
२	बहु कक्षा प्रशिक्षण एकदमै सरल प्रक्रिया रहेछ ।					
३	एकल कक्षा प्रणाली भन्दा बहु कक्षा प्रणालि धेरै कृयाकलामा आधारित रहेछ ।					
४	बहु कक्षा प्रणालिमा शिक्षकले प्रत्येक विद्यार्थीहरुलाई ध्यान दिन सक्ने रहेछन् ।					
५	बहु कक्षा प्रणालिमा शिक्षक विद्यार्थी अनुपात कम हुने रहेछ ।					

६	बहु कक्षा प्रणालिमा मूल्याङ्कन सहज हुने रहेछ ।					
७	बहु कक्षा प्रणालिका विद्यार्थीहरु सिकाईको लागि बढी उत्प्रेरित हुने रहेछन्					
८	बहु कक्षा प्रणालिमा सिकने र सिकाउने सामाग्रीहरु पर्याप्त उपलब्ध छन्					
९	बहु कक्षा प्रणालिमा समयमा नै पाठ्यक्रमहरु सिकने रहेछन ।					
१०	बहु कक्षा प्रणालिमा काम गर्ने वातावरण सन्तोषजनक हुने रहेछ ।					
११	अभिभावकहरुले बहु कक्षा प्रणालि मन पराउनु हुन्छ ।					
१२	आमा समुहका सदस्यहरु विद्यालय गतिविधिमा संलग्न हुनुहुन्छ ।					
१३	बहु कक्षा प्रशिक्षण समुदाय र संगठनकोलागि कम खर्चिलो हुन्छ ।					

तपाईंलाई आफ्नो विद्यालयमा भएको बहु कक्षा प्रणालि पढ्तीमा कुन कुराले गौरवान्वीत बनाउदछ ?

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MGML का फाईदाहरु के के हुन ? यसका कठिनाईहरु के के हुन?

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MGML प्रशिक्षणबाट के के सिकाई भयो ?

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MGML कार्यक्रमलाई दिगो बनाउन तपाईं योजनाहरु के के छन् त ?

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अन्तमा तपाईंलाई केही भन्न मन छ कि ?

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यो प्रश्नपत्र पूर्ण गर्नका निमित्त महत्वपूर्ण समय दिन भएकोमा धेरै धेरै धन्यवाद ।

MGML शिक्षकको लागि प्रश्नावलीहरु

यो प्रश्नावलीको ढाँचा बहुकक्षा बहुतह कार्यक्रम सञ्चालन भएको विद्यालयको शिक्षकको हैसियतले तपाईंको आफ्नो विचार र दृष्टिकोण सम्बन्धि सुचना संकलनगर्ने कुरासंग सम्बन्धित छ । तपाईंले दिनु भएका यस प्रश्नसूचीका उत्तरहरु अनुशन्धान प्रयोजनको लागिप्रयोग हुनेछन् । तपाईंको नाम तथा आवद्धता अनुशन्धान प्रतिवेदनमा कतै उल्लेख गरिने छैन ।

सत्र: १: शिक्षकको पृष्ठभूमि

जिल्ला :..... नगरपालिकावडा:.....

१. विद्यालयको नाम :

२. शिक्षकको नाम :.....

३. लिंग: म पु

४. कार्य अवधि/अनुभव (शिक्षकको रुपमा जम्मा) :.....वर्षमहिना

कार्य अवधि (यस विद्यालयमा) :.....वर्षमहिना

कार्य अवधि (MGML शिक्षकको रुपमा) :.....वर्षमहिना

५. प्राप्त उच्च शैक्षिक तह :.....

६. शिक्षक लाइसेन्स: छ छैन लागु नहुने

७. कृपया गत तिन वर्षमा तपाईं कुन कुन तालिम लिनु भयो जानकारी दिनुहोस । (जस्तो: सामान्य खाले, बहुकक्षा प्रशिक्षण, बहुभाषीक शिक्षा, बहुकक्षा बहुतह, सघन तालिम, क्षमता विकास आदि)

शिर्षक	अवधि	तालिमको मुख्य लक्ष्य

८. के तपाईं विद्यालय वरपर नै बस्नुहुन्छ ? हो होइन

९. यस विद्यालयका विद्यार्थीहरूको भाषागत पृष्ठभूमी के हो ? (तपाईंको विद्यार्थीहरूको मातृभाषा के हो ?

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१०. तपाईं विद्यार्थीहरूको स्थानीय भाषा(हरु) बोल्नुहुन्छ ? बोल्छु बोल्दिन

११. प्रशिक्षण समय:.....घण्टी/हप्ता

१२. के बहुकक्षा शिक्षककोलागि तपाईंलाई छानिएको थियो ? थियो थिएन

बहु कक्षा शिक्षकको रुपमा छनौट गरिनुका कारणहरु के थिए?

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सत्र: २ : प्रशिक्षणको परिवेश र अभ्यासहरु

१. तपाईंको विद्यालयले प्रशिक्षणविधिअपनाउनुको कारणहरु के हो?

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२. तपाईं विद्यार्थीहरूको कक्षासमुह कसरी गठन गर्नुहुन्छ ?

- उमेरको आधारमा कक्षा क्षमता विभिन्न पृष्ठभूमी
 अन्य (कृपया खुलाउनुहोस)

३. प्रति पाठ/घण्टी कति मिनेटको हुन्छ ? (कृपया तालिका संयोजन खुलाउनु होस)

४. तपाईंलाई बहुकक्षा सञ्चालनको लागि के के सहयोगहरू उपलब्ध छ ?,

छ भन्ने को बाट र कसरी

५. सिक्न र सिकाउनको लागि कुन भाषा प्रयोग हुन्छ ? राष्ट्रिय लोकल मिश्रित

६. सिक्न र सिकाउनको लागि तलका निर्देशनात्मक रणनीतिहरू मध्ये प्रभावकारीताको आधारमा अंक तह दिनुहोस ।

१ = एकदमै प्रभावकारी २ = ठिकै प्रभावकारी

३ = केही प्रभावकारी ४ = कुनै प्रभाव नभएको N/A ÷= लागु नहुने

निर्देशनात्मक रणनीतिहरू					
	विद्यार्थीको क्षमताको आधारमा समुह निर्धारण				
	विद्यार्थीलाई सहभागीताको लागि हौसल्ला				
	प्रशिक्षणको लागि स्थानिय स्तरमा प्राप्त सामग्रीहरूको प्रयोग				
	समुह कार्य र सहकार्यकालागि विद्यार्थीहरूलाई प्रत्साहन				
	तल्लो कक्षाका विद्यार्थीहरूको सहयोगको लागि माथिल्लो कक्षासंग मिलाउने				
	ठीला सिक्ने विद्यार्थीलाई चाडो सिक्ने विद्यार्थीसंग मिलाउने				
	सिकाईका भन्दाको अनुशरण गर्ने				
	समयमा नै विद्यार्थीहरूलाई पृष्ठपोषण दिने				
	विद्यार्थीलाई कार्यपुस्तिका प्रयोग गर्न लगाउने ।				
१०	अन्य (थप).....				

७. तपाईंको विद्यालयको अभ्यास पाठ्यक्रम कुन हो ?

राष्ट्रिय पाठ्यक्रम कुनै स्थानिय परिवर्तन विना नै प्रयोग गरिएको ।

राष्ट्रिय पाठ्यक्रमलाई स्थानिय परिवेश अनुशार परिवर्तन गरेर प्रयोग गरिएको ।

पाठ्यक्रम र पाठ्यपुस्तक विद्यालयले आफ्नै स्वयत्त रूपमा निर्णय गरेको छ ।

सिकाई भन्दा विकास गरी अनुशण गरेका छौ ।

अन्य (कृपाय खुलाउनु होस)

८. मुख्य पाठ्यक्रमको सहयोगको लागि सह-पाठ्यक्रमहरु प्रयोग गर्नु भएको छ ? ति क्रियाकलापहरु कहिले कहिले आयोजना गर्नुहुन्छ ? ति के के हुन ?

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९. त्यसैगरी अतिरिक्त पाठ्यक्रम क्रियाकलापहरु कहिले कहिले आयोजना गर्नुहुन्छ ? ति के के हुन ?

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सत्र: ३: MGML प्रशिक्षणको लागि शिक्षकहरुको तयारी ।

१. के तपाईंले शिक्षण सेवापूर्व दिईने तालिममा ःसम्बन्धि तालिम लिनु भएको थियो ?

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२. : तालिमले तपाईंको शिक्षणकार्य मूल्याडकनको प्रभावकारीता कसरी पहिचान गर्नुहुन्छ ?

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३. बृहकक्षा शिक्षकको लागि तपाईंको विद्यालयमा कुन कुन सामग्रीहरु (जस्तो हाते पुतक, पाठ योजना, शिक्षक निर्देशिका आदि) उपलब्ध छन्?

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४. तपाईं आफुलाई बहुकक्षा शिक्षणकोलागि कसरी तयारी गर्नु हुन्छ ?

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सत्र: ४: अनुगमन प्रणालि

१. के तपाईंको विद्यालयमा शिक्षको विकासमा सहयोग पुग्ने खालको रचनात्मक मूल्याङकन गर्ने अभ्यास छ ?

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२. के अनुगमन प्रणालिमा स्व-मूल्याङकन तथा दौतरी मूल्याङकन विधि समावेश गरिएको छ ?

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३. विद्यार्थीको अनुगमन/मूल्याङकन कसरी गरिन्छ ?

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४. विद्यालयमा कति प्रकारका अनुगमन/मूल्याङकन विधिहरू छन्?

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५. विद्यार्थीहरूको मूल्याङकन कति कति समयमा गरिन्छ ?

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६. विद्यार्थीहरूको दैनिक तथा वार्षिक मूल्याङकनको सन्तुलन विन्दु कस्तो प्रकारको हुन्छ ?

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७. विद्यार्थीहरूको दैनिक तथा वार्षिक मूल्याङकनका विधिबारे तपाईंलाई पर्याप्त प्रशिक्षण गरिएको छ ?

सत्र: ५ सिक्ने र सिकाउने सामग्रीहरूको उपलब्धता र प्रयोग

१. विविध विषय तथा कक्षाको लागि कस्ता कस्ता प्रकारका निर्देशनात्मक सामग्रीहरू (विद्यालय/ कक्षाकोठा) मा उपलब्ध छन् ?

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२. के ति सामग्रीहरू पर्याप्त र सहयोगी छन् ?

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३. के ति सामग्रीहरू स्थानिय भाषामा उपलब्ध छन् ?

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सत्र: ६ शिक्षकको पारितोष वा नयाँ प्रयोग

१. बहुकक्षा शिक्षकको हैसियतले तपाईंले अतिरिक्त पारिश्रमिक पाउनु हुन्छ ?

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२. बहुकक्षा शिक्षकको हैसियतले तपाईंले कुनै पुरस्कार पाउनु भएको छ ?

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३. बहुकक्षा प्रशिक्षण विधिमा तपाईंले कस्ता खालका चुनौतिहरू अनुभव गर्नु भएको छ ?

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४. बहुकक्षा प्रशिक्षणलाई प्रभावकारी बनाउनको लागि तपाईंको सल्लाह के कस्ता छन् ?

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सत्र:७: अनुगमन र सहयोग

१. गत एक वर्षमा तपाईंको कामको कसैले अनुगमन गरेको थियो ?

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२. तपाईंको कक्षाकोठाको कसले अनुगमन गर्दछ ?

- सुपरभाइजर
- हेड मास्टर
- जिल्ला अफिस
- अन्य (कृपया खुलाउनु होस)

३. तपाईंले उहाँहरुबाट कस्तो सहयोग पाउनु भयो ?

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४. सुझावहरु कतिको उपयोगी थियो ?

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५. बहुकक्षा प्रशिक्षण सम्बन्धि कुनै समस्या आइपरेमा तपाईंकोसंग सर्म्पर्क गर्नुहुन्छ ?

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६. के तपाईं अभिभावक वा स्थानिय स्वयंम सेवकलाई बहुकक्षा प्रशिक्षणका लागि सहायोग मागनु हुन्छ ? सहयोग लिनु हुन्छ ?

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सत्र: ८: प्रशिक्षणका प्रभावकारीता

तलका वाक्यहरुमा तपाईं सहमत वा असहमत के हुनुहुन्छ अंक १ देखि ५ सम्म तह निर्धारण गर्नुहोस ।

१ = पूर्णरुमा असहमत २ = असहमत

३ = अनिर्णित/तटस्थ ४ = सहमत

५ = पूर्णरुपमा सहमत

	पक्ष	१	२	३	४	५
१	विद्यार्थीले एकल कक्षा भन्दा बहु कक्षा प्रशिक्षण विधिबाट राम्रोसंग सिक्न सक्ने रहेछन् ।					
२	बहु कक्षा प्रशिक्षण एकदमै सरल प्रक्रिया रहेछ ।					
३	एकल कक्षा प्रणाली भन्दा बहु कक्षा प्रणालि धेरै गतिविधि पूर्ण रहेछ ।					
४	बहु कक्षा प्रणालिमा शिक्षकले प्रत्येक विद्यार्थीहरुलाई ध्यान दिन सक्ने रहेछन् ।					
५	बहु कक्षा प्रणालिमा शिक्षक विद्यार्थी अनुपात कम हुने रहेछ ।					
६	बहु कक्षा प्रणालिमा मूल्याङ्कन सहज हुनेरहेछ ।					
७	बहु कक्षा प्रणालिका विद्यार्थीहरु सिकाईको लागि बढी उत्प्रेरित हुने रहेछन्					
८	बहु कक्षा प्रणालिमा सिक्ने र सिकाउने सामाग्रीहरु पर्याप्त उपलब्ध छन					
९	बहु कक्षा प्रणालिमा समयमा नै पाठ्यक्रमहरु सकिने रहेछन ।					
१०	बहु कक्षा प्रणालिमा काम गर्ने वातावरण सन्तोषजनक हुने रहेछ ।					
११	अभिभावकहरुले बहु कक्षा प्रणालि मन पराउनु हुन्छ ।					
१२	आमा समुहका सदस्यहरु विद्यालय गतिविधिमा संलग्न हुनुहुन्छ ।					
१३	बहु कक्षा प्रशिक्षण विधि समुदाय र संगठनकोलागि कम खर्चिलो हुन्छ ।					

तपाईंको विचारमा कुन चाहि क्रियाकलाप गर्नु आवश्यक छ जसले गर्दा अझ बढी प्रभावकारी हुन सकोस ?

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तपाईंलाई आफ्नो विद्यालयमाभएको बहु कक्षा प्रणालि पढ्तीमा कुन कुराले गौरवान्चीत बनाउदछ ?

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लागु गर्ने सम्बन्धमा के कस्ता चुनौतिहरु महशुस गर्नु भयो?

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अन्तमा तपाईंलाई केही भन्न मन छ कि ?

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यो प्रश्नपत्र पूर्ण गर्नका निमित्त महत्त्वपूर्ण समय दिन भएकोमा धेरै धेरै धन्यवाद ।

5.2.2 Focused Group Checklists for Mother Group Members/Students/School Management Committee/Teachers

Evaluation Study of Multi Grade Multi Level (MGML) Education Program in Nepal Focus Group Discussion Guideline for Mother Groups

विद्यालयको नाम:

जिल्ला:

नगरपालिका:

वडा:

सहजकर्ताको नाम:

टिपोट गर्ने:

मिति:

समय:

स्थान:

क. पढाई र सिकाई सम्बन्धि धारणा

१. यस विद्यालयमा तपाईंको बच्चाको सिकाइ बारे तपाईंको धारणा के छ ?
२. तपाईंको विचारमा, यस विद्यालयको समग्र शैक्षिक वातावरण कस्तो छ ?
३. यस विद्यालयका शिक्षकहरूको गुणस्तर बारे तपाईंको विचार कस्तो छ ?
४. यस विद्यालयको शैक्षिक वातावरणका बारेमा तपाईंको धारणा कस्तो छ ?
५. यस विद्यालयका राम्रा पक्षहरू के के छन् ?
६. यस विद्यालयले सुधार गर्नुपर्ने कुराहरू के के हुन् ?

ख. अभिभावकको संलग्नता

१. तपाईंहरूले विद्यालयलाई कसरी सहयोग गर्नुभएको छ ?
२. विद्यालयका गतिविधिहरूमा अभिभावकको संलग्नता किन जरुरी छ ?

ग. MGMLको धारणा र यसको प्रभाव

१. तपाईंको विचारमा, यस विद्यालयले बहुकक्षा शिक्षण विधि अपनाउन किन जरुरी छ ?
२. बहुकक्षा शिक्षणको अवधारणा भन्नाले के बुझ्नुहुन्छ ?
३. तपाईंको विचारमा विद्यार्थीहरूका लागि बहुकक्षा शिक्षणको फाइदा र बेफाइदाहरू के के हुन् ?
४. के बहुकक्षा शिक्षणले तपाईंको बच्चाको पढाईमा विशेष वृद्धि गरेको छ ? कसरी ?

५. के बहुकक्षा शिक्षणले विद्यालयमा सिकाईको गुणस्तर बढाउन मद्दत गरेको छ ? कसरी ?
६. विद्यालयमा बहुकक्षा गुणस्तर सुधार्नका निमित्त तपाईंका सुभाबहरु के के छन् ?

ग. आमा समूह गठन र परिचालन

१. आमा समूहमा कति जना सदस्यहरु छन् ?
२. समूहको बैठक कहिले कहिले बस्ने गरेकोछ ?
३. बैठकमा के के विषयमा छलफल हुन्छ ?
४. विद्यालयले तपाइको समूहको लागि कस्तो खालको सहयोग गरेको छ ?
५. के तपाइको समूहमा बचतको कार्यक्रम पनि हुन्छ ? हुन्छ भने कति ?

Evaluation Study of Multi Grade Multi Level (MGML) Program in Nepal, 2019

FGD GUIDELINE FOR SMC/PTA

This guideline is designed to guide the researchers in conducting a focus group discussion (FGD) of SMC/PTA members regarding in school. The objectives of the FGD is to obtain their views on teaching and learning in multi grade schools, their perceptions on multi grade teaching, management of MGML and measures to improve e quality of the multi grade teaching and learning.

Name of school: _____ District: _____ Municipality: _____
 Ward: _____
 Name of Facilitator: _____ Name of Note taker: _____
 Date: _____ Time: _____ Location: _____

Socio-demographic characteristics of the participants:

क्र.स.	नम	उमेर	लिङ्ग	पेशा	विद्यालय व्यवस्थापन समितिमा रहेर काम गरेको अनुभव (वर्ष)	विद्यालय व्यवस्थापन समितिमापद	कैफियत
ज							

क.सिकने सिकाउने सम्बन्धमा अवधारणा

१. यस विद्यालयका बालबालिकाहरुको सिकाई सम्बन्धमा तपाईंको अवधारणा कस्तो छ ?
२. तपाईंको विचारमा यस विद्यालयको सिकने सिकाउने समष्टिगत गुणस्तर कस्तो रहेको पाउनु भएको छ ?
३. तपाईंको विचारमा यस विद्यालयको गुणस्तर कस्तो छ ?
४. तपाईंको विचारमा यस विद्यालयको सिकने वातावरण कस्तो रहेको पाउनुहुन्छ ?
५. यस विद्यालयका कुन कुन कुराहरु राम्रा रहेका छन ?
६. यस विद्यालयका कुन कुन कुराहरु सुधार गर्नु पर्ने देख्नुहुन्छ ?

ख. विद्यालय व्यवस्थापन समिति/अभिभावक शिक्षक संगठनको संलग्नता

१. तपाईंले विद्यालयलाई कसरी सहयोग गरिरहनु भएको छ ?
२. विद्यालयको गतिविधिहरुमा विद्यालय व्यवस्थापन समितिका सदस्यहरु किन संलग्न हुनु पर्छ जस्तो लाग्दछ

ग. MGML सम्बन्धि अवधारण र यसको असर

१. तपाईंको विचारमा किन यस विद्यालयले बहुकक्षा प्रणालि अपनाउनु पर्दछ ?
२. बहुकक्षा शिक्षण विधि भन्नाले तपाईं के बुझ्नु हुन्छ ?
३. तपाईंको विचारमा विद्यार्थीहरुलाई बहुकक्षा शिक्षण विधिद्वारा पढाउदा कस्ता कस्ता फाइदा बेफाइदाहरु रहेको पाउनु हुन्छ ?

४. बहुकक्षा शिक्षण विधिले बालबालिकाको सिकाईमा कुनै निश्चित खालको क्षमता विकासमा सहयोग पुगेको पाउनुहुन्छ ? र कसरी ?

५. साधारणतया के बहुकक्षा शिक्षण विधि विद्यालयमा सिकाईको लागि सहयोग पर्याउने खालको छ ?

६. बहुकक्षा शिक्षणको गुणस्तर विकास गर्नका निमित्त तपाईंको के कस्ता सुझावहरू रहेका छन् ?

**नेपालमा बहु कक्षा बहु तहको मुल्याङ्कन कार्यक्रम लक्षित समुह छलफल निर्देशिका
(कक्षा ५ भन्दा माथिका माध्यमिक तहका विद्यार्थीहरूको लागि)**

समुहको प्रकारहरू: केटाहरू/केटीहरू सहभागीहरूको संख्या जिल्ला:
नगरपालिका: वडा नं.
सहजकर्ताको नाम: नोट लेख्नेको नाम:
मिति: समय: स्थान:

छलफल प्रश्नहरू

१. तपाईंलाई स्कूलको सबै भन्दा बढी मन पर्ने कुराहरू के के हुन ? एउटा राम्रो स्कूलको लागि तपाईं के के उपायहरू दिनुहुन्छ? (खोतल्ने: कक्षा कोठाको वातावरण, बहु-कक्षा शिक्षणविधि, शिक्षक तथा उहाँहरूको व्यवहार, साथीभाईहरू, कक्षामा समुह कार्य तथा छलफल, पुस्तकालयको पढने स्थान, विद्यार्थीहरूको प्रदर्शनी, अन्य थप गतिविधिहरू)
२. तपाईंलाई कक्षा कोठामा सबै भन्दा मन नपर्ने के हो ? किन ?
३. तपाईंलाई यो स्कूलमा अध्ययन जारी राख्न मन छ ? छ भने किन छैन भने किन ?
४. विद्यार्थीहरू कतिको नियमित स्कूल आउने गर्दछन् ? यदि विद्यार्थी अनुपस्थित हुन्छन् भने के कारण अनुपस्थित हुन्छन् ?
५. तपाईंको कुनै साथीले स्कूल छोड्नु भएको छ ? यदि छ भने किन ?
६. तपाईंको अभिभावकले तपाईंको अध्ययनमा कसरी सहयोग गर्नु हुन्छ ? आमा समुहले तपाईंको पढाईमा कसरी सहयोग गर्नुहुन्छ ? (घरमा/विद्यालयमा)
७. पढाईको लागि शिक्षकको कतिको सहयोग पाउनु हुन्छ ?
८. तपाईं शिक्षक र अभिभावकलाई यो भन्दा राम्रो पढाई हुन सक्दथ्यो कि भनेर केहि भन्न चाहानु हुन्छ कि ?
९. हामीलाई भन्नु पर्ने तपाईंको केही छ कि ?

FOCUSED GROUP DISCUSSION GUIDELINE FOR TEACHERS

(MGML)

१. तपाईंहरूको विद्यालयमा :नी को सुरुवात कहिले देखि भएको थियो, कृपया बताउनुहोस् । तपाईंको विद्यालयमा :नी प्रक्रिया अन्तर्गत कुन कुन गतिविधिहरू संचालन गरिन्छ ?
२. के तपाईं मलाई भन्न सक्नुहुन्छ, :नी र परम्परागत शिक्षणमा के कस्ता भिन्नताहरू छन् ?
३. तपाईंको विद्यालय सुधारका लागि :नी कार्यक्रम कतिको उचित थियो ?
४. तपाईंले एक शिक्षक तथा व्यक्तिगत रूपमा के कस्ता परिवर्तनहरू महसुस गर्नुभएको छ ?
५. तपाईंहरूले विद्यार्थीहरूमा कस्ता परिवर्तन देख्नुभएको छ ?
६. तपाईंले अभिभावक, शिक्षक, आमा समूह र समुदायका सदस्यहरूमा देख्नुभएको स्थायी परिवर्तनहरू के के हुन् ?
७. पछिल्लो ३ वर्षमा MGML सम्बन्धि कस्ता प्रकारको तालिम प्राप्त गर्नुभयो ? (जाँच्नुहोस् :MGMLसम्बन्धि अभिमुखीकरण, गहन प्रशिक्षण, सुदृढिकरण तालिम तथा कार्यशाला)
८. यदि तपाईंले कुनै तालिम प्राप्त गर्नुभएको छ भने, परियोजना र सरकारी क्षेत्रबाट प्रदान गरिने तालिम तथा प्रशिक्षणमा के भिन्नता पाउनुभएको छ ? (जाँच्नुहोस् : सामाग्री, वितरण विधि, फलोअप संयन्त्र, आदि)
९. उक्त तालिममा तपाईंको सहभागीता पश्चात शिक्षण र सिकाइमा देख्नुभएको परिवर्तनहरू के के हुन् ?
१०. के तालिममा सहभागी नहुनुभएका शिक्षकहरूले पनि आफ्नो कक्षागत शिक्षण र सिकाइ अभ्यासहरू सुधार गर्नुभएको छ ? भने कसरी ?
११. GNHA ले सहयोग गरेको :नी परियोजना बारे तपाईंलाई सबैभन्दा धेरै सम्झना रहेको कुरा के हो ?
१२. भविष्यमा असल शिक्षण र सिकाइका अभ्यासहरूलाई कसरी निरन्तरता दिनुहुनेछ ?
१३. तपाईंको विद्यालय सुधारका निमित्त MGML को सहयोग कति उपयुक्त थियो ?
१४. तपाईंको विचारमा अरु कस्ता खालका गतिविधिहरू प्रयोग गरेको भए अझ प्रभावकारी हुने थियो ?
१५. तपाईंका विद्यालयको योजना, नीति र प्राथमिकतासँग यस कार्यक्रमका गतिविधिहरू कुन हदसम्म मिलेका थिए ?
१६. यस कार्यक्रमका सिकाइहरू के के हुन् ?
१७. GNHA, विद्यालय र सम्बन्धित सरकारी निकायहरू विचको सहकार्य कस्तो थियो ?

१८. MGML को कार्यन्वयनमा आमा समूहको भूमिका के हो/थियो ?
१९. MGML को कार्यन्वयनका क्रममा सामना गर्नु परेका चुनौतीहरु के के हुन् ?
२०. परियोजनाका उत्तम अभ्यासहरु के के हुन् ? तपाईंलाई गर्व लाग्ने कुरा के हो ?
२१. के तपाईं अन्त्यमा केही भन्न चाहनुहुन्छ ?
- तपाईंको अमूल्य सहभागीताका लागि धन्यवाद ।

Key Informant Interview with Stakeholders (Education Focal Persons and Local Representatives of R/Municipalities

Evaluation Study of Multi Grade Multi Level (MGML) Program in Nepal, 2019

Key Informant Interview for Gaunpalika/Municipality Representative

District:

Municipality:

Ward:

Name of Facilitator:

Name of Gaunpalika/Municipality:

Name of Respondent:

Designation:

Date:

A: Knowledge and Perceptions of MGML teaching and it's impact

1. Could you please tell us about basic /primary education in your Palika?(Probe in terms of no. of schools, no. of teachers, students)? What is your main concern on basic education?
2. Have you ever heard about Multi grade Multi Level (MGML) teaching method? What do you understand by the concept of multi-grade teaching?
3. In your view, why does the school need to adopt multi grade teaching method?
4. Has any school within your Palika used multi grade teaching? If yes, who is supporting it ?
5. What are difference in teaching at MGML and other schools?
6. In your opinion, what are advantages and disadvantages of multi grade teaching to students?
7. Have you ever visited the MGML Gradees? If yes, what did you like the most and why?
8. In your view, what is the overall quality of teaching and learning in MGML school of your Palika?
9. Has multi-grade teaching helped to enhance children's quality of learning ? And how?
10. What is your opinion about quality of teachers in the school?
11. What are your suggestions for improving the quality of multi-grade teaching in the school of your palika?

B: Involvement of Local Government

12. In what ways the local government/Palika is supporting the MGML school?
13. Do you have any plan for supporting MGML schools? What about to supporting other schools?
14. Do you recommend adopting MGML teaching method in the schools of your Palika and other Palikas elsewhere?

Thank you.

Evaluation Study of Multi Grade Multi Level (MGML) Program in Nepal, 2019

Key Informant Interview for Focal Person of Education

District:

Municipality:

Ward:

Name of Facilitator:

Name of Gaunpalika/Municipality:

Name of Respondent:

Designation:

Date:

A: Knowledge and Perceptions of MGML teaching and it's impact

1. Could you please tell us about basic /primary education in your Palika?(Probe in terms of no. of schools, no. of teachers, students)? What is your main concern on basic education?
2. Have you ever heard about Multi grade Multi Level (MGML) teaching method? What do you understand by the concept of multi-grade teaching?
3. In your view, why does the school need to adopt multi grade teaching method?
4. Has any school within your palika used multi-grade teaching? If yes, who is supporting it?
5. What are difference in teaching at MGML and other schools?
6. In your opinion, what are advantages and disadvantages of multi grade teaching to students?
7. Have you ever visited the MGML Gradees? If yes, what did you like the most and why?
8. In your view, what is the overall quality of teaching and learning in MGML school of your Palika?
9. Has multi-grade teaching helped to enhance children's quality of learning ? And how?
10. What is your opinion about quality of teachers in the school?
11. What are your suggestions for improving the quality of multi-grade teaching in the school of your palika?

B: Involvement of Local Government/Education Sectors

12. In what ways the local government/Palika is supporting the MGML School?
13. Do you have any plan for supporting MGML schools? What about to supporting other schools?
14. Do you recommend adopting MGML teaching method in the schools of your Palika and other Palikas elsewhere?

5.2.4 Grade Observation and other data sheets

Grade Observation Form, 2019

कक्षा कोठा अवलोकन फारम, २०१९

विद्यालयको कम्तिमा २ वटा (बहुकक्षा बहुतह अध्ययन) सञ्चालन कक्षाको अवलोकन गर्ने

स्रोतकेन्द्र: _____

Cluster

क्लस्टर: _____ School

विद्यालय: _____

Name of Teacher शिक्षकको नाम: _____ Grade कक्षा: _____ Period 306LM _____

No. of students registered विद्यार्थी सङ्ख्या: _____ Boys छात्रहरू: _____ Girls छात्राहरू: _____ Total: _____

No. of student present in the Grade: _____ Boys छात्रहरू: _____ Girls छात्राहरू: _____ Total: _____

Subject taught विषय: _____ Date of observation लवलोकन गरिएको मिति: _____

Students' details (can be checked from attendance register) विद्यार्थीको विस्तृत: (हाजिरबाट चेक गर्न सकिने)

क्र.स.	Name of student विद्यार्थीको नाम	Age उमेर	Sex (boy/girl) लिंग (केटा/केटी)	Grade (तह)
१				
२				
३				
४				
५				
६				
७				
८				
९				
१०				
११				
१२				
१३				
१४				
१५				

2. Graderoom environment and teaching learning activities (तलको तालिकामा आवश्यक कुराहरु लेख्नुहोस)

Sr.	Questions प्रश्नहरू	Observation note अवलोकन		Remarks
		Yes	No	
1	Grade room set-up कक्षाकोठाको अवलोकन			
a.	Flooring (clean and safe) भूईं (सरसफाई तथा सुरक्षा)			
b.	Furniture (age appropriate, comfortable) फर्निचर (उमेर उपयुक्त, सहजता)			
c.	Book corner available किताब कर्नरको व्यवस्था			
d.	Bookshelves available in the Graderoom (कक्षाकोठामा किताब राख्ने तख्ता/प्याकको व्यवस्था)			
e.	Musical instruments available (सांगितिक बाजागाजाको उपलब्धता)			
f.	Any book of stories prepared by children in the Grade available (कक्षाकोठामा विद्यार्थीले तयार पारेको कथाको किताब)			
g.	Boxes with learning materials available (सिकाईसमाग्रीसहितको बक्सहरुको व्यवस्था)			
2.	Seating arrangement (बसाई संयोजन)			
a.	Small groups (स-साना समुहहरु)			
b.	Face 2 face seating arrangement/roundtable (गोलो टेबल वा आमने सामने हुने खालको बसाई संयोजन)			
c.	Individual desks and chairs (छुट्टा छुट्टै डेस्क तथा कुर्सीको व्यवस्था)			
d.	Only floor (भई मात्र)			
e.	Grade room has enough space for children to move around during Grade (वरिपरि घुमेर पढाउन सकिने पर्याप्त ठाँउ भएको कक्षाकोठा)			
3.	Student grouping (विद्यार्थी समुहकरण)			
a	Grade-wise separation in separate rooms and teacher visit one Grade room at a time (एक पटकमा एकजना शिक्षक जाँने छुट्टै कक्षाको लागि छुट्टै कक्षाकोठा)			
b	Students put together in one Grade room, but students of one grade separated from another			

	grade(छुटाछुटै तहका विद्यार्थीलाई एउटै कक्षा कोठामा भिन्नाभिन्नै समुह बनाएर राख्ने)			
c	Students of several grades mixed together in a planned way(योजनागत रूपमा सबै तहका विद्यार्थीलाई एउटै कक्षा कोठामा मिसाएर राख्ने)			
d	Students of several grades sit as they like(विभिन्न तहका विद्यार्थीहरू आफ्नो खुसि अनुशार बस्दछन्)			
e	Other (please specify)(अन्य कृपया खुलाउनुहोस)			
4.	What was the lesson being taught? के पाठ पढाइँदै थियो ?	Group 1:		
		Group 2:		
		Group 3:		
		Group 4:		
		Group 5:		
5.	Teacher/student activities(शिक्षक विद्यार्थी क्रियकलापहरु)			
a.	Teacher forms working groups of students (शिक्षकले विद्यार्थीको कार्यसमुह बनाउनु हुन्छ)			
b.	Teacher hangs cards on clothes/wall शिक्षकले लुगा वा पर्खालमा कार्डहरू झुडाउने गर्नुभएकोछ			
c.	Teacher narrates stories from the logo(bull) cards शिक्षकले लोगोको आधारमा कथालाई संक्षिप्तकरण गर्नु हुन्छ			
d.	Teacher uses/prepares local materials शिक्षकले स्थानिय सामग्रीहरु प्रयोग गर्नुहुन्छ ।			
e.	Students play games and have joyful learning विद्यार्थीले उत्साहपूर्वक खेलै सिक्दछन् ।			
f.	Students use musical instruments, puppet			

	विद्यार्थीले सांगितक बाजागाजाहरु प्रयोग गर्दछन् ।			
g.	Teacher uses task cards for activities (शिक्षकहरुले कामका कार्डहरु प्रयोग गर्नुहुन्छ ।			
h.	Teacher prepares activity for children शिक्षकले बालबालिकाहरुको लागि क्रियाकलापहरु बनाउनु हुन्छ ।			
i.	Teacher moves around the Grade to help children शिक्षक विद्यार्थीहरुको सहयोगको लागि कक्षा वरिपरि घुम्नेगर्नुहुन्छ			
j.	Teacher illicit children's' questions शिक्षकले बालबालिकाका प्रश्नहरुको बेवास्ता गर्नुहुन्छ			
k.	Teacher assesses children's pre-existing knowledge शिक्षकले बालबालिकामा भएको पूर्व ज्ञानको जाँच गर्नुहुन्छ ।			
l	Students fill up exercise book/workbook विद्यार्थीहरुले अभ्यास पुस्तिका भर्ने गर्दछन्			
m	There is exhibition of materials/works done by children in the Grade(charts, drawing, poems, etc) विद्यार्थीहरुले बनाएका विभिन्न चार्ट, चित्रकला कथा, कविताहरु कक्षा कोठामा प्रदर्शन गरिन्छ			
n	Availability of materials in Grade co-created by parents, children and teachers अभिभावक, बालबालिका तथा शिक्षकले सहकार्यगरि बनाएको सामग्रीहरु कक्षाकोठामा उपलब्ध छ ।			
o	Faster learned children help slower ones छिटो सिक्ने बालबालिकाले ढिला सिक्नेलाई सहयोग गर्दछन्			
p	Teacher handles multiple tasks. शिक्षकले विभिन्न कार्यहरु सम्पादन गर्नु हुन्छ ।			
q	Teacher assesses student's progress and keeps individual records. शिक्षकले विद्यार्थीहरुको प्रगति रिपोर्टहरु अनुगमन तथा छुटाछुटे राख्नुहुन्छ ।			
r	Students use writing board.			

	विद्यार्थीहरूले लेखद बोर्ड प्रयोग गर्दछन् ।			
s	Teach involves all students in Graderoom activity			
t	Teacher gives Graderoom to students शिक्षकले विद्यार्थीलाई कक्षाकार्य दिनु हुन्छ			
u	Teacher checks students' Graderoom in Grade शिक्षकले विद्यार्थीको कक्षाकार्य कक्षामा जाँच्नुहुन्छ ।			
v	Teacher gave homework to students. शिक्षकले विद्यार्थीलाई होमवर्क दिनुहुन्छ ।			
6.	Lesson delivery(पाठ पढाउने विधि)			
		Grade-wise separationकक्षा अनुशार छुटाछुटै ।		
		Thematic and all grades engagedविषयगत र सबै कक्षा संलग्न ।		
		Other (please specify)अन्य कृपाय खुलाउनुहोस ।		
7.	How did the students participate in the Grade? विद्यार्थी कक्षाकोठामा कसरी सहभागी हुन्छन्	Do individual workआफूआफू काम गर्ने		
		Participate in group workसमुहकार्य मा सहभागी हुने		
		Collect/share information; चुनाहरू संकलन गर्ने र शेयर गर्ने		
		Express viewsतर्क प्रस्तुत गर्ने		
		Participate in discussionछलफलमा भाग लिने		
		Give presentationsप्रस्तुति दिने		
		Other (please specify)अन्य (कृपाय खुलाउनुहोस)		
8.	Did the students understand what was being taught? How do you know this? पढाएको पाठ विद्यार्थीहरूले बुझे ? तपाईंले कसरी जान्नुभयो ?			

9.	<p>Equal opportunity to learn सिक्नको लागि समान अवसर</p>	<p>Was there equitable opportunity for students from different backgrounds (sex, caste, religion, social, and/or economic status, etc.) to learn? के विभिन्न पृष्ठभूमिबाट आएका विद्यार्थीहरूको लागि समताको सिक्ने अवसर थियो । (लिंग, जात, धर्म, सामाजिक वा आर्थिक स्तरमा फरक रहेकाहरू आदि)</p> <p>.....</p>
10	<p>Did the teacher use material to teach? What were they? शिक्षकले शिक्षण सामग्री प्रयोग गरे ? ती केके थिए</p>	
11	<p>Were all the students participating?सबै विद्यार्थी सहभागी भैरहेका थिए?</p>	
12	<p>Were the students following rules made in the Graderoom? के कक्षा कोठामा विद्यार्थीहरूले अनुशासन पालना गरेका थिए ?</p>	
13	<p>Was there a job chart in the Graderoom? के कक्षा कोठामा रोजगार चार्ट थियो ?</p>	
14	<p>Were the students doing their assigned jobs? विद्यार्थीहरू आफूलाई दिइएको काम गर्दै थिए ?</p>	
15	<p>What did you like best about this Grade? तपाईंलाई यस कक्षाको सबैभन्दा राम्रो लागेको कुरा के हो ?</p>	
16	<p>What activities the did the teacher do in this Grade? What did you like the most? Give example.</p>	

	शिक्षकले कक्षाकोठामा कस्ता क्रियाकलापहरु गर्नुहुन्थ्यो ?	
17	Teacher capability towards use of MGT approach शिक्षकको MGT प्रयोग गर्ने क्षमता	Was the teacher capable to teach on MGT approach? के शिक्षक MGT विधिमा पढाउन सक्षम थिए ?
18	How long did the teacher taught? शिक्षकले कति वर्ष पढाउनु भयो ?	_____ minutes
19	Total time spent in teacher activity जम्मा शिक्षण क्रियाकलापमा विताउनु भएको समय) Time distribution across groups(if group is separated)समूहसंग विताएको समय (यदि छुट्टै भए)	_____ minutes Group 1: Group 2: Group 3: Group 4:
20	Total time spent by students for Grade activities जम्मा विद्यार्थीले कक्षामा विताएको समय	_____ minutes

21. Your Impressions of the Grade/any suggestions(Grade कक्षाप्रति तपाईंको धारणा):

विद्यालयको विस्तृत विवरण

सत्र: १: विद्यालयको सामान्य जानकारी

१. विद्यालयको नाम:..... २. ठेगाना:

जिल्ला.....नगरपालिका.....वडा:.....

३. गत तिन वर्षमा विद्यालयमा भर्ना भएका विद्यार्थीहरूको संख्या:

वर्ष	कक्षा १		कक्षा २		कक्षा ३		कक्षा ४		कक्षा ५		कक्षा ६	
	केटा	केटी	केटा	केटी	केटा	केटी	केटा	केटी	केटा	केटी	केटा	केटी
२०७४/७५												
२०७३/७४												
२०७२/७३												

४. गत तिन वर्षमा भर्ना भएका विद्यार्थीहरूको संख्या, जाँचमा उपस्थित भएका र पास भएका :

वर्ष	कक्षा १		कक्षा २		कक्षा ३		कक्षा ४		कक्षा ५		कक्षा ६	
	केटा	केटी	केटा	केटी	केटा	केटी	केटा	केटी	केटा	केटी	केटा	केटी
२०७४/७५												
भर्ना												
अन्तिम जाँचमा उपस्थित												
कक्षापास भएका												
२०७३/७४												
भर्ना												

अन्तिम जाँचमा उपस्थित												
कक्षापास भएका वा पास भएका												
२०७२/७३												
भर्ना												
अन्तिम जाँचमा उपस्थित												
कक्षापास भएका												

५. बहु कक्षाका शिक्षकहरुको सूचना । (कृपया आफ्नो परिवेश अनुशार सूचना भर्नुहोस)

सि.नं	नाम	लिङ्ग(म/पु)	उच्चतम शैक्षिक तह	तल्लिम * लिएको नलिएको.	बहु कक्षा तालिमलिएको नलिएका	शिक्षकको प्रकार**	यस विद्यालयमा काम गरेको अवधि	MGML शिक्षकको रुपमा प्रशिक्षण गरेको वर्ष

नोट: * शिक्षकको लागि पेशागत तालिमको

** शिक्षकको प्रकार (जस्तै स्थाई, अस्थायी, करार, आंशिक, स्वयं सेवक आदि)

६. गत आर्थिक/शैक्षिक वर्षको वजेट (२०७४/२०७५):

किसिम	जम्मा (नेरु)
सरकारी सहयोग	
शैक्षिक शुल्क	
विद्यालयको सम्पतिबाट भएका आय आर्जन	
चन्दा	
अन्य (कृपया उल्लेख गर्नुहोला)	
.....
कुल जम्मा	

७. गत आर्थिक/शैक्षिक वर्षको खर्च :

किसिम	जम्मा (नेरु)
तलब	
पूर्वाधार विकाश	
विद्यार्थीसंग सम्बन्धित खर्चहरू (जस्तै छात्रवृत्ति, विद्यालय भ्रमण, आदि)	
बहु कक्षाका लागि निर्देशिका का सामग्रीहरू	
अन्य (कृपया खुलाउनु होस)	
.....
कुल जम्मा	

८. विद्यालयका भौतिक सुविधाहरू

किसिम	उपलब्धता (छ वा छैन)	पन्याप्त (छ वा छैन)
आफ्नै विद्यालय भवन		
विद्यालयको छुट्टै कार्यालय कोठा		
कक्षाकोठाहरू		
विद्यालय फर्निचर		

विद्यालय बगैचा		
केटा र केटीको लागि छुट्टै शौचालय		
पिउने पानी		
खेल मैदान		
खेल सामाग्रिहरु		
विद्यालय पुस्तकालय		
अन्य (कृपाय उल्लेख गर्नुहोस)		

९. बहु कक्षा शिक्षणमा कुन कुन कक्षाहरुका कति कति विद्यार्थीहरु समावेस भएका छन र तिनिहरुको कक्षागत संख्या बारे सूचना दिनुहोस ।

कक्षागत आधारमा:

	समावेस कक्षाहरु				
MGMLकक्षाकोठा १ मासमलग्न कक्षाहरु तथाविद्यार्थी संख्या
MGMLकक्षाकोठा २ मासमलग्न कक्षाहरु तथाविद्यार्थी संख्या
MGMLकक्षाकोठा ३ मा संलग्न कक्षाहरु तथाविद्यार्थी संख्या

विषयगत आधारमा:

	MGML कक्षाकोठ १	MGML कक्षाकोठ २	MGML कक्षाकोठ ३	MGML कक्षाकोठ ४
विषयवस्तु तथा विषय				
विद्यार्थी संख्या
