An Assessment of Early Learning and Development in Nepal

2017

(A Report on the Assessment of ECD Centres and

Early Learning and Development of Children at ECD Centres in Nepal)

Government of Nepal

Ministry of Education, Science and Technology

Education Review Office

Sanothimi, Bhaktapur

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in the field of early childhood development and education. Particularly, I hope it will be helpful in designing and developing early childhood development and learning assessment from which some evidences will be generated to improving ECD program.

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Abbreviations

DoE	:	Department of Education
ECD	:	Early Childhood Development
ECED	:	Early Childhood Education and Development
ELDS	:	Early Learning and Development Standards
ERO	:	Education Review Office
EFA	:	Education For All
IDELA	:	International Development and Learning Assessment
MoE	:	Ministry of Education
MDG	:	Millennium Development Goal
PPC	:	Pre Primary Class
RC	:	Resource Center
SDG	:	Sustainable Development Goal
UNICEF	:	United Nations Children's Fund

Executive summary

Introduction

Early Childhood Development (ECD) programs in various forms have long been institutionalized worldwide as an organized form of learning and development under the public education system. The main purpose of such program is to develop children's full cognitive, emotional, social and physical potential (UNICEF, 2014). Nepal is one to institutionalize ECD for keeping in track the early learning and development skills.

The learning and development at early years has shown to have lasting implications in learning, health, wellbeing, socio emotional and intellectual development at later life of a person.There is an increasing interest for measuring early learning and development skills of children to understand whether they are developmentally on track, whether school readiness skills have been developed with them and what further interventions will be required. Guided with an interest in learning and development of children, practice of assessing early learning and development standards has developed world wide in the front of ECD sector. Guided with the same interest, Education Review Office (ERO) in Nepal has also initiated to adopt the assessment of management standards of ECD centre and early learning and development skills of ECD children in the year of 2017.

Context of ECD and its assessment

Realizing the importance of ECD program on children's development and learning, Nepal officially started expanding ECD program throughout country since 2000 as a part of education for all movement within EFA framework. As a result, the number of ECD centres (Community based and community school based) has reached to 30448 with gross enrollment rate 81 percent of the target group of children in the academic year 072/73(DOE, 2015).

While there have been several efforts in expanding access to ECD, improving its quality in service delivery and maintaining standard in its operation and management; systematic effort has not been made for measuring early learning and development skills acquired by children after the ECD intervention and assessing management standard maintained by them. Amidst the context, an assessment of management standards met by the ECD

and early learning and development standard reached by the ECD children against the expected standard has been initiated for the first time in the year 2017 by Education Review Office (ERO).

Objective of the assessment

This assessment has been designed to generate objective, evidence based and comparable data on management standard met by the ECD against standard set, and on early learning and development standards reached by ECD children. More specifically, this assessment intends to:

- Assess the level of early learning and development standards among children after the ECD intervention.
- Assess the management standard met by the ECD Centre.
- Generate evidence based information on performance of ECD for monitoring the trends over the period.

Methodology

For the purpose of ECD assessment, tool for assessing ELDS consisting 28 tasks (items) to be performed by children and another tool consisting 74 indicators for the assessment of management standard against set standards were developed. This assessment on ELDS was conducted using the same tool among 1835 children who completed their ECD from purposively selected 10 districts and have been attending Grade 1 currently. At same time, assessment of management standard met by ECDs was also done using another tool in 150 ECDs of the same 10 districts.

Information on the performance on each ELDS were collected at the centre from each ECD and scored as suggested in the guidelines. Scores obtained in each assessment task more tabulated. Similarly, information on management standard met by each ECD were collected during the survey which also tabulated and described. Based on the information analysed on ELDS and management standards, this report has been prepared.

Assessment Results

Assessment results on management standard and ELDS has been summarized as follow:

Result on management standard

The data set shows that 58 and 64 percent ECD Centre, meet ideal standards in building and in regularity respectively, whereas very few of them about 8, 12 and 15 percent are found to be able to reach this standard in the indicators of health checkup, management of compound area and management of learning and playing materials respectively. Similarly, the high percent of ECD Centres meeting basic standard is 63 percent in record management, 62 percent in management of compound area, 50.66 percent in management of learning materials. From the data set it also evident that the ECD Centres meeting ideal and basic standards in some indicators are below the minimum standards in other indicators implying that only few ECD Centres reach ideal and basic standards in all indicators.

The same data shows that there are also significant number of ECD ranging from 2 percent minimum to maximum 31 percent which are running without meeting minimum standards in some indicators. Similarly, minimum 7 percent to maximum 31 percent ECD Centres are running with meeting minimum standards in many indicators. Both of them, whether they meet minimum standards or are below the minimum standards, require support for improving their standards.

While looking at the trend of enrollment of children in ECD Centres, as many as 57.97 percent population is from the exact target age group. Among the remaining 42.3 percent, 23.18 percent are under 4 years and 18.84 percent are from 5 years and above age group, both of which is beyond the target group.

Results on early learning and development standard of children

Data shows that children performing the given tasks correctly range from 25.60 percent the lowest (Recognizing number and numeracy) to 88.60 percent (Telling own name) the highest. Similarly, the children performing the given tasks partially also vary from 16.70 percent (Recognizing number/numeracy) the lowest to 35.40 percent (Telling festivals they like) the highest. In comparison to other, it is seen that very few number of children are able to perform the tasks related to number and numeracy.

Likewise, the children skipping or refusing to perform the given tasks are also significant which ranges from 1.5 percent, the lowest (Recognizing/telling names of objects/pictures)

to 16.10 percent, the highest (Telling own age and address).

The study shows that the learning and development of the ECD children has been affected by various factors which can be explained in the following paragraphs.

Education qualification of facilitators is seen one of the affecting factors for achieving expected learning and development standards for children. It is found that the learning and development standards of children are high where facilitators in ECD have higher education qualification.

Training of the facilitator of ECD affect the learning of the children as well. The study shows basic training up to 10 days is seen positive to children's achievement in comparison with the facilitator receiving no training.

Physical infrastructures available in ECD is considered one of the enabling factor for organizing learning and development activities for children. While looking at the results based on the classification, it is found that children are performing best in the ECDs having good infrastructures in comparison to poor infrastructures.

Availability of learning materials in ECD is another factor associated to children's development and learning. From the study, it is evident that the performance level of children is better in the ECD having adequate learning materials than ECD with inadequate learning materials.

The study shows that children in school based ECD demonstrate slightly better performance in comparison to their counterpart in community based. In addition to this, the study shows that urban ECD favors much in better performance than in rural.

Health and nutrition facilities available in ECD is found critical factor affecting the learning and development standards of children in ECD. The data depicts that the development and learning standards are better in the ECD having health and nutrition service to children in comparison the ECD lacking it.

 Girls' performance is better than the boys in ECD. Regarding the comparison of districts with domains of development like cultural, social, emotional, physical, intellectual and language, Lalitpur is ahead in all domains whereas Baglung lag behind in all domains.

Implications

Having analyzed the results, following will be the main implications for the management standards and ELDS:

Implication on management standard

➢ Implement support programs to ensure basic standards in all ECD Centres.

➢ Centres develop some ECD Centres as model, at least one at each RC or ward level in each municipality.

➢ Institutionalize a system for assessment of management standards of ECD Centres at each level of municipality and RC to monitor their status and to provide feedback to program planning.

➢ Develop a system at each level for keeping an updated portfolio on management standard of each ECD.

➢ Orient to parents and members of management committee on the basic requirements to be available in ECD Centres and basic standards to meet by them to seek their support and mobilize community in ensuring basic requirements.

Implications regarding results on ELDs

➢ Institutionalize a system of regular assessment on ELDS from local to the center level.

➢ Orient to the facilitators and members of management committee on the ELDS, performance level to demonstrate by children on them, possible activities needed to develop those performances, aspects of assessment, assessment tools to prepare them well for organizing proper the learning and development activities.

➢ Make available the assessment framework and multiple assessment tools to each of the ECD Centres and their facilitators so that they are well familiar with what, how and why to assess which ultimately helps in institutionalizing the continuous assessment process.

➢ Build institutional capacity in assessment design, item development and results analysis for the assessment of ELDS of children and management standard of ECD.

➢ Improve the assessment tools, assessment process and result analysis on ELDS to

meet the level of international standards.

➢ Disseminate the assessment results widely to the policy makers, program planners, practitioners, school teachers and ECD facilitators to concentrate on support for program quality and continuous improvement.

Concluding up

This assessment, carried out in small sample of ECD Centres and children from ten districts, has presented the current status of management standards met by ECD Centres. At the same time it has revealed the level of children on ELDS against the expected standards. Having presented the current status on both, it has also been able to identify the gaps and area requiring further interventions.

This assessment has also generated micro level data of sample ECD and children completing ECD program, specific support and interventions can easily be identified and targeted to the ECDs needing support program. The data set can also be used as a basis for generating knowledge on additional aspects such as performance level by gender, ethnicity/caste and educative process of having poor and best performance level.

Chapter 1: Background of ECD Assessment

1.1 Introduction

It is well evident that early learning results in later learning and early success fosters later success. So, success or failure at the early stage of person lays the foundation for success or failure in school, which in turn leads to success or failure in post-school learning (Heckman, 2007). Early childhood interventions made properly has been shown to have a lasting effects on learning and motivation in later life.

It is also evident that early childhood development is the key to a full and productive life for a child and to the progress for a nation. Early childhood is a critical stage of development that forms a solid foundation for children's future wellbeing and learning. Integrated programs that target children in their very early years are, therefore, critical for their mental and psychosocial development. Failures to invest in early childhood development (ECD) can result in development delay and disability as well as inhibits optimal development and performance throughout their lives (UNICEF, 2014).

Being cognizant of these far reaching implications of early childhood development in human development; individual parents and nation states around the world, through their public policy, accord a high priority for children's development program at the start of school. Since, investment in early child development does not only provide greater returns as improved cognitive and social-emotional development, school readiness, health and nutritional status; it is also instrumental in achieving MDG 2 and 3 and EFA goals regarding increased enrollment, retention, high achievement and completion of primary school. Understanding these wider benefits, early childhood development program as a part of Sustainable Development Goals (SDGs), has been identified a critical element of reaching proposed education goals, with the language of the proposed target placing emphasis on children's development at the start of school (Raikes,2016).

In order for enhancing learning and development for children, Early Childhood Development (ECD) programs in various forms have long been institutionalized worldwide as an organized form of learning and development under the public education system. The

main purpose of such program is to develop children's full cognitive, emotional, social and physical potential (UNICEF, 2014) augmenting in them school readiness skill.

As countries make investments in early childhood programs and policies, there is increasing interest in assessing the ECDs to understand whether the investment has yielded desired results in terms of skills and knowledge among children needed for success in further learning and maintaining management standards as commended. Additionally, assessment also generates evidence based information to support policy formulation and identify the further interventions needed.

Being cognizant of the need of ECD program for holistic development of children, Nepal also has institutionalized Early Childhood Development Centers for early learning and development as part of public education system. Efforts have been concerted to improve access to ECD for all target children, its management efficiency and ensuring learning and development standards. With these efforts made so far, significant achievements have been made within this sector over the last decade. However, assessment of ECD management against the standards set and learning and development standards reached by the participating children based on standard framework have not been carried out to inform policy level. Realizing need of assessing ECD programs based on standard framework, ERO, for the first time has initiated an assessment of early learning and development standards of children at ECD, management and operation standards of ECD centers to inform the system. This assessment could also serve the baseline information to monitor the progress over the period of time.

1.2 ECD context in Nepal

Though pre schooling program in the form of preprimary classes with more emphasis on academic aspects existed in Nepal since the early 1980s, early childhood development program with focus on holistic development of children rather than mere academic achievement began formerly since the 2000 within the EFA framework. Realizing the need of ECD programs for its various benefits, ECD Centres in later years expanded rapidly throughout the country to ensure its access for the children aged 3-4 years old. As a result their number, excluding preprimary classes run by institutional schools, has reached to 30448 with 81 percent gross enrolment rate of target age population in the academic year

2073(2016/17). Of the total enrolment in Grade 1, about 64 percent children enter in this grade with the experiences of ECD and PPC (DOE, 2016).

With a view to promote a comprehensive approach to ECED programs for safeguarding the rights of children, National Policy on Early Childhood Development in 2004 emphasizes the full development of children's physical, socio-emotional, cognitive, spiritual and moral potentials. The National Strategic Plan for Early Childhood Development in Nepal (2004) developed to speed up implementation of the National Policy on ECED, aims to ensure its alignment with Education for All (EFA) program. Aiming at maintaining standard in service and facilities to be provided in ECDs, there is also an operation and management guideline developed by the MoE/ DoE. To ensure minimum learning and development standards in all ECD centers; ECED curriculum, Early Learning Development Standards (ELDS), ECED minimum standards, and the SSRP (2009-15) also are in place to provide guidelines on quality aspects.

In terms of management and operation, ECD in Nepal are categorized as school based and community based. The ECD run and governed under the management of school in its premise is called school based whereas another type is managed and governed by community outside the school system. Both of them receive fund and support from government.

1.3 Context of ECD assessment in Nepal

Despite above mentioned several initiatives regarding the development of ECD Centres program, effort for the assessment of early learning and development of children in ECD against the standards expected, and management of ECD centers against the set standards in the aforesaid documents have yet to make. To facilitate the process, a national framework for assessment and tools for carrying it out has been developed. Assessment of early learning and development standards by globally accepted domains based on standard framework also was essential to measure, track and monitor the progress against indicator 1 under SDG target 4.2[1] (Rebello Britto & Hancioglu, 2016) as each member country

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1   **Indicator 1:** Percentage of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being. **SDG Target 4.2:** By 2030 ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.

has to report where one stands against them. Given the context, ERO made an effort for assessing ECD management and early learning and development of children. Management of ECD was assessed using performance audit tools, and the assessment of chidren's learning and development was carried out using questionnaire and items representing the main domains of learning and development. Both the tools were developed based on standard assessment framework by ERO.

1.4 Objectives of ECD assessment

Considering the importance of ECD in fostering the school readiness skills among children along with keeping them developmentally on track, state and parents both have been making a significant investment for learning and development of children in ECD. In this regard, understanding what and to what extent children are learning at ECD is one of the important concerns for all parents, policy makers and general public. So, this assessment is guided with an inherent interest in generating reliable and objective evidence on how the interventions made for ECD has been working in meeting the desired goals. More specifically, this assessment intends to:

- Assess the level of early learning and development standards among children after the ECD intervention.
- Assess the management standard met by the ECD Centres.
- Generate evidence based information on performance of ECD for monitoring the trends over the period.

1.5 ECD assessment framework

To guide the assessment of early learning and development and foreground it with certain conceptual base, an assessment framework has been developed spelling out main domains to assess, methods and tools for assessment (See Annex 1). To make ECD assessment comparable to international standards, International Development and Learning Assessment (IDELA) framework developed by Save the Children and used widely to assess ELDS in different country (Pisani et al, 2015), has been reviewed and adopted some of the aspects in the assessment framework developed by ERO. To identify the main management aspects to assess and devise tools for the assessment, an

additional framework also has been developed by spelling out the main aspects to assess and management performance indicators on the basis of National Minimum Standard for ECD Centers developed by Department of Education (DoE, 2067). This framework clarifies the purposes for measurement; spur the creation, adaptation, and adoption of measurement tools that can be used to improve services for children; and finally, encourage regular collection of indicators to track the progress. It also guides devising standards, indicators, measurement tools, and assessment guidance. Based on the framework, more complete data are obtained, and innovations are shared more rapidly (Raikes et al, 2014). Assessment framework will also serve a basis to make the data comparable generated from one to another assessment.

1.6 Structure of report

This report has been organized in five chapters. The first chapter presents the background and sets the context of ECD assessment in Nepal. The second chapter deals with the methodology- assessment design, development of tools, sample, and process involved in it and procedures followed while accomplishing the assessment. The third chapter shows the results on management standards of ECD Centres. The fourth chapter presents and analyzes data on early learning and development standards met by the children after the intervention in ECD. The last chapter presents conclusions, findings and draws some implications.

Chapter 2: Study Method

2.1 Introduction

This chapter deals with the methodological approaches adopted in the study. Beginning with the assessment design, this chapter describes the selection of sample population-districts, ECD centres and the sources of information; development of tools; pilot testing of the study tools; and data collection and analysis procedures.

2.2 Assessment design

This study was designed to be carried out in three different phases. In the first phase, an assessment framework was devised by identifying out major early learning and development standards to be assessed covering main domains of learning and development along with developing indicators for assessing the management standards as set in National Minimum Standards for ECD 2067 and ELDS 2069 (DOE, 2067, 2069) to form a basis for developing assessment tools, test items and assessment procedures. Particularly, this phase was designed to deciding learning and development tasks by each domain and the main aspects of management of ECD Centres, devising assessment items and tools, and setting a standard procedures for assessment (See Annex 1). During the phase, early learning and development standards (ELDS) for ECD children appeared to date at national and international level and minimum standards to meet in ECD centers (DOE, 2067) were consulted and reviewed extensively. The table below presents the learning and development tasks by each domain identified in assessment framework to assess and included in test items.

Table 1 : Assessment framework for ELDS

Domains	Skills	Assessment Tasks
Physical development	Gross motor skills	• Hoping on foot • Throwing and catching objects
	Fine motor skills	• Folding and tearing paper of equal size • Draw line or circle joining given dots to form a shape

Domains	Skills	Assessment Tasks
	Sensory motor skills	• Recognizing and producing sounds • Identifying distance (far/near using eyes)
	Health and hygiene	• Knowing hygienic habits
Language development	Listening comprehension	• Following instructions (Sing a listened song, comprehend short story listened).
	Communication with others	• Telling name, age and location of home
	Pre reading	• Identifying and naming the given objects • Identify the first letter/sounds in words • Read out the Nepali and English alphabets as shown
	Pre writing	• Copy straight line, half circle, write Nepali and English alphabets • Writing first name
Cognitive Development	Recognizing colors Forming shapes, objects	• Identifying and naming the colors shown • Form a shape by arranging puzzles
	Differentiate times/day	• Knowing days of week
	Identifying objects/goods and means	• Identifying and naming pictures of means of transportation and communication • Identifying and naming objects/goods of daily use
	Understanding direction	• Identifying left/right direction
	Early mathematics and numeracy	• Recognizing basic number shown
	Demonstrate an understanding of shape/quantity and length	• Differentiate big/small; long /short
	Creativity	• Give a shape from given incomplete pictures/shape
Social development	Life skills	• Identifying likes and dislikes
	Emotional expressions	• Express emotions according to situations • Show empathy to others
Cultural development	Norms and value	• Know about specific festivals celebrated in homes/location

Source: Adopted from Assessment framework for EDC (ERO 2016).

For the assessment of management and operation status of ECD Centres tools were designed to know to what extent the ECD Centre meet the standards as set in National Minimum Standard for ECD Centers (DOE, 2067), an additional tool consisting altogether 74 indicators from eighteen aspects (See Annex 2) was also prepared based on the framework presented in Table 2.

Table 2 : Assessment framework for management standard

Management Domains	Specific Aspects	Measurement criteria
Physical infrastructure/ Facilities	Building, Room of center, Management of Room, Sitting Arrangement, Library and Learning Corners, Management/ decoration of Room, Availability of Learning Materials, Instructional Materials, Learning Play Materials	Each of these aspect will be measured on 3 points rating scales: 3 for meeting ideal standards, 2 for meeting minimum standards, 1 for below than minimum standards, 0 for meeting none of the standards
Health, Sanitation, nutrition and Security	Health facilities, Sanitation, Management of Day Meal, Safety and Security of Children	
Operation	Regularity, Qualification and Training of Facilitators, Record management	

Source: Adopted from Assessment framework for EDC (ERO 2016).

During the second phase, standards for assessment procedures were set, guidelines for administering the test and conducting management assessment were prepared and assessors were oriented on assessment tools and procedures to administer uniformly. The assessment tools and items were piloted in some ECD centers to test their objectivity, feasibility, practically and relevancy in different geographic and cultural context. Based on the result of the piloting, altogether 28 assessment tasks covering the main domains were selected for final test (See, Annex 3).

In the third phase, assessment of ELDS was conducted among children in ECD centers from 10 districts selected purposively to represent different locations and context of the ECD centers. Management performance was also assessed in certain ECDs among those in which ELDS was assessed. For carrying out assessment in each ECD, personnel like Resource Persons (RPs), School Supervisors (SSs) from respective District Education Offices (DEOs) and respective facilitators were mobilized after orientation on tools and procedures of assessment.

Information on the performance on each ELDS were collected at the centre from each ECD Centre and scored as suggested in the guidelines. Scores on each assessment task were tabulated, based on which this report has been prepared.

2.3 Selection of the sample districts and ECD Centres.

Altogether 10 districts were selected considering their ecological belts - Mountain, Hill and Tarai. Within the selected districts, ECD Centres were selected by the respective DEOs further considering their setting- urban and rural. ECD Centres from each setting were covered both the school based and community based.

For assessing ELDS of children altogether 150 ECD Centres, 15 from each of the sample 10 districts, were selected. The table below presents the number of ECD Centres along with the children participating in the assessment by their type and setting from each selected districts.

Table 3 : Sample population of ECD for the Aasessment of ELDS

Districts	Eco Belt	Type of ECD		Total	Setting		Participating Children		
		School Based	Community Based		Urban	Rural	Girls	Boys	Total
Baglung	Hill	11	4	15	12	3	72	92	164
Bara	Tarai	14	1	15	10	5	112	110	222
Chitawan	Tarai	15	0	15	13	2	93	85	178
Dhanusha	Tarai	13	2	15	11	4	122	102	224
Dolakha	Hill	15	0	15	9	6	76	58	134
Lalitpur	Valley	15	0	15	15	0	98	92	190
Nuwakot	Hill	15	0	15	9	6	101	92	193

Districts	Eco Belt	Type of ECD		Total	Setting		Participating Children		
		School Based	Community Based		Urban	Rural	Girls	Boys	Total
Sindhupalchok	Mountain	15	0	15	11	4	73	105	178
Surkhet	Hill	15	0	15	11	4	116	82	198
Syangja	Hill	15	0	15	13	2	77	77	154
Total		143	7	15	114	36	940	895	1835

For the assessment of management performance against the minimum standards, the same 150 ECD Centres in which ELDS of children was assessed were selected.

2.4 Assessment tools and data collection

Based on the assessment framework presented above in Table 1, a team of expert developed tools making it comparable with International Development and Early Learning Assessment (IDELA) in consultation with the personnel of DOE and ECD practitioners. The tools for the assessment of ELDS consisted altogether 28 assessment tasks (items) (See Annex 3) covering main domains of development and learning. The table below presents the number of assessment tasks consisted in the tool by each domain.

Table 4 : Number of assessment tasks by domain included in assessment tool

Domains	Skills	No of Assessment tasks
Physical Development	Gross motor	2
	Fine motor	2
	Sensory motor	2
	Health and hygiene	1
Language Development	Pre reading	3
	Pre writing	2
	Communication	2
	Listening comprehension	2
Cognitive Development	Recognition, identification and description	4
	Arranging and forming shape	1
	Telling time	1
	Number and numeracy	1
	Drawing	1

Domains	Skills	No of Assessment tasks
Social Development	Life skills	1
Emotional Development	Expressing emotion	1
	Empathy	1
Cultural Development	Norms and value	1

For the assessment of management standard, a separate tool was developed consisting altogether 74 indicators, four indicators from each of the 18 aspects of management (See Annex 2).

2.5 Conducting assessment on management and ELD standards

Assessment of ELDS was conducted in the mid of June 2017 (first and second week of Asar 2074) in the selected ECD Centres among 1835 children from the 10 districts (See Table 3 for district wise number of ECD and children covered). The children included in the ELDS assessment were those who have been currently attending Grade 1 having had ECD experiences of one or two years prior to enrolling in the grade. Performance of children in each of the task was assessed individually on site in each ECD center by the respective facilitators only in the presence and guidance of RPs or SS of DEOs and in close monitoring of ERO personnel. The children who were present in the respective grade on the particular day participated in ELDS assessment.

Assessment of management standard in selected ECD Centres was done either by ERO personnel or by SS of respective DEO making on site visit of respective ECD Centres. This process was accomplished in the participation of facilitators and members management committee of respective ECD Centres.

2.6 Data analysis and interpretation

Quantitative data from assessment tools were entered into the data analysis software SPSS16. The data were then cleaned and analyzed to develop tables. These data were analyzed by each item. During the process of writing the report, quantitative data were described and interpreted and further verified based on which this report has been prepared.

Chapter 3: Results on the Management Standard of ECD

3.1 Introduction

For the purpose of maintaining uniformity in management and operation of ECD Centres, standard and ensuring quality in them; national standards for management and operation to meet by each ECD Centres have been set in National Minimum Standards for ECD 2067 (DOE, 2067).These standards are also minimum enabling conditions for ensuring learning and development activities at ECD Centres. As this is the guiding document for the management and operation of all ECD Centres in Nepal, this study is guided with an interest to assess to what extent the ECD Centres meet the standards set in the document.

Based on the management and operation standard set in the document, an assessment tool was prepared which consisted altogether 74 assessment indicators, four from each, covering each of the 18 management aspects as stated. Each indicator of management aspect was rated in four point scale -3 points for reaching to ideal standards, 2 points for meeting basic standards, 1 for meeting very minimum standards and 0 for meeting none of standards. The criteria for rating each indicator of standard, their state along with rating points has been presented in Annex 4.

3.2 Presentation of assessment results

Based on the criteria, each indicator of management standard met by the respective ECD Centres was assessed rating them in 0 to 3 points scale. The result based on rating of each management aspect has been analyzed and presented in the table below.

Table 5 : Result of management standard met by ECDs

Aspects of Management	State of Standard reached	No of ECDs by Indicators of Standards met										Total (N)
		Baglung	Bara	Chitawan	Dhanusa	Dolakha	Lalitpur	Nuwakot	Sindhupalchok	Surkhet	Syngja	
Room/ Hall/Building	Reaching to Ideal standard (3)	7	10	12	14	5	11	6	3	10	9	15
	Meeting basic standards (2)	7	3	3	1	9	3	6	10	5	6	15
	Meeting minimum standards (1)	1	2	0	0	1	o	2	1	0	0	15
	Meeting none of the standards (0)	0	0	0	0	1	1	1	1	0	0	15
Management of compound area	Reaching to ideal standard	2	1	1	2	3	4	3	0	2	2	15
	Meeting basic standards	11	10	12	11	6	6	9	4	13	11	15
	Meeting minimum standards	2	4	2	1	5	3	2	10	0	2	15
	Meeting none of the standards	0	0	0	1	1	2	1	1	0	0	15
Management of activity room/hall	Reaching to ideal standard	11	3	7	10	3	6	10	6	6	10	15
	Meeting basic standards	1	7	7	4	9	5	3	1	9	3	15
	Meeting minimum standards	3	4	1	1	3	3	2	7	0	2	15
	Meeting none of the standards	0	0	0	0	0	1	0	1	0	0	15
Management of learning material	Reaching to ideal standard	10	2	2	6	5	4	3	5	4	1	15
	Meeting basic standards	4	9	10	2	7	9	9	6	10	10	15
	Meeting minimum standards	1	4	3	7	3	1	3	3	1	4	15
	Meeting none of the standards	0	0	0	0	0	1	0	1	0	0	15
Seating arrangement	Reaching to ideal standard	9	1	8	6	9	11	7	8	8	5	15
	Meeting basic standards	6	9	6	5	3	3	7	4	7	8	15
	Meeting minimum standards	0	5	1	3	3	0	1	2	0	2	15
	Meeting none of the standards	0	0	0	1	0	1	0	1	0	0	15
Management of learning corner and library	Reaching to Ideal standard (3)	5	0	2	1	2	4	2	4	3	3	15
	Meeting basic standards(2)	8	7	5	6	7	6	6	8	7	6	15
	Meeting minimum standards(1)	2	5	7	5	6	4	7	2	5	6	15
	Meeting none of the standards(0)	0	3	1	3	0	1	0	1	0	0	15

Aspects of Management	State of Standard reached	No of ECDs by Indicators of Standards met										Total (N)
		Baglung	Bara	Chitawan	Dhanusa	Dolakha	Lalitpur	Nuwakot	Sindhupalchok	Surkhet	Syngja	
Availability learning and instructional materials	Reaching to ideal standard	6	4	2	4	6	5	5	7	5	4	15
	Meeting basic standards	7	6	8	6	7	8	8	4	8	10	15
	Meeting minimum standards	2	4	4	3	2	1	2	4	2	1	15
	Meeting none of the standards	0	1	1	2	0	1	0	0	0	0	15
Decoration of learning and activity room	Reaching to ideal standard	3	5	5	2	6	10	9	3	10	5	15
	Meeting basic standards	8	6	6	8	5	3	4	9	4	8	15
	Meeting minimum standards	4	1	2	1	4	0	2	3	1	2	15
	Meeting none of the standards	0	3	2	4	0	2	0	0	0	0	15
Availability of learning play materials	Reaching to ideal standard	5	1	1	3	2	2	3	2	4	0	15
	Meeting basic standards	7	3	2	3	6	8	5	5	9	8	15
	Meeting minimum standards	3	11	12	5	7	4	6	8	2	7	15
	Meeting none of the standards	0	0	0	4	0	1	1	0	0	0	15
Health check up	Reaching to ideal standard	1	1	0	4	3	1	0	1	0	1	15
	Meeting basic standards	5	2	3	7	4	10	5	4	7	8	15
	Meeting minimum standards	8	8	9	3	7	3	9	10	8	6	15
	Meeting none of the standards	1	4	3	1	1	1	1	0	0	0	15
Drinking water and sanitation	Reaching to ideal standard	7	3	6	7	6	11	5	3	6	3	15
	Meeting basic standards	6	5	7	7	6	3	6	4	9	10	15
	Meeting minimum standards	2	7	2	1	3	0	1	8	0	2	15
	Meeting none of the standards	0	0	0	0	0	1	3	0	0	0	15
Day meal/tiffin	Reaching to ideal standard	2	0	5	2	7	6	7	2	0	2	15
	Meeting basic standards	13	7	4	6	6	6	3	3	9	5	15
	Meeting minimum standards	0	3	5	4	2	2	3	9	5	7	15
	Meeting none of the standards	0	5	1	3	0	1	2	1	1	1	15
Regularity	Reaching to ideal standard	8	6	4	12	12	10	11	12	12	10	15
	Meeting basic standards	6	8	9	1	3	4	2	1	1	3	15
	Meeting minimum standards	1	0	2	1	0	0	0	2	1	1	15
	Meeting none of the standards	0	1	0	1	0	1	2	0	1	1	15

Aspects of Management	State of Standard reached	No of ECDs by Indicators of Standards met										Total (N)
		Baglung	Bara	Chitawan	Dhanusa	Dolakha	Lalitpur	Nuwakot	Sindhupalchok	Surkhet	Syngja	
Qualification and Training of facilitators	Reaching to ideal standard	5	8	4	8	1	10	7	0	9	2	15
	Meeting basic standards	9	5	9	5	13	3	7	12	6	8	15
	Meeting minimum standards	1	2	1	2	1	1	0	3	0	5	15
	Meeting none of the standards	0	0	1	0	0	1	1	0	0	0	15
Record management	Reaching to ideal standard	7	2	2	2	6	5	3	3	1	2	15
	Meeting basic standards	7	9	8	10	7	9	10	12	13	10	15
	Meeting minimum standards	1	4	5	3	2	0	1	0	1	3	15
	Meeting none of the standards	0	0	0	0	0	1	1	0	0	0	15
Formation of committee and its functioning	Reaching to ideal standard	10	4	1	3	4	2	9	10	14	5	15
	Meeting basic standards	3	1	1	5	7	6	4	1	1	4	15
	Meeting minimum standards	1	2	4	2	4	4	1	2	0	4	15
	Meeting none of the standards	1	8	9	5	0	3	1	2	0	2	15
Facilitator's satisfaction	Reaching to ideal standard	6	6	1	5	7	4	3	4	4	4	15
	Meeting basic standards	9	8	7	9	5	10	10	10	8	3	15
	Meeting minimum standards	0	1	7	1	2	0	1	0	1	8	15
	Meeting none of the standards	0	0	0	0	1	1	1	1	2	0	15
Parents' Satisfaction	Reaching to ideal standard	5	4	O	4	5	4	5	1	5	4	15
	Meeting basic standards	9	10	8	7	9	10	9	12	8	8	15
	Meeting minimum standards	0	1	5	3	1	0	0	1	0	3	15
	Meeting none of the standards	1	0	2	1	0	1	1	1	2	0	15

3.3 Distribution of ECD children by their age group

The target group of ECD program is the children of three and four years age for preparing them with school readiness skills (DOE, 2062). Information regarding the enrollment of

children by age group was also collected during the field survey to understand whether the children of target age group are enrolled. The table below presents the data of children enrolled in sample ECD Centres by their age group.

Table 6 : District wise data of ECD children by age group

Districts	ECD children by their age group				Total	Under/ Over age
	Below 4 years age	4 years age	5 years age	5 and above years age		
Baglung	47 (4.0%)	66(37.5%)	57 (32.39%)	6 (3.40)	176	7.38%
Bara	73(13.1%)	152(27.2%)	168(30.1%)	166 (29.7%)	559	42.7%
Chitawan	84(26.8%)	115(36.6%)	92(29.3%)	23 (7.3%)	314	34.1%
Dhanusha	111 (23.4%)	200 (42.1%)	143(30.1%)	21(4.4%)	475	27.8%
Dolakha	59 (26.7%)	82 (37.1%)	43 (19.5%)	37 (16.7%)	221	43.4%
Lalitpur	108 (17.5%)	135(21.8%)	180(29.1%)	195(31.6%)	618	49.0%
Nuwakot	114(37.4%)	94(30.8%)	74(24.3%)	23 (7.5%)	305	44.9%
Sindhupalchok	83(31.3%)	78(29.4%)	33(12.5%)	71(26.8%)	265	58.1%
Surkhet	81(24.3%)	103(30.9%)	76(22.8%)	73(21.9%)	333	46.2%
Syngja	36(21.6%)	54(32.3%)	45(27.0%)	32(19.2%)	167	40.7%
Total	796(23.2)	1079(31.4%)	911(26.5%)	647(18.8%)	3433	42.0%

The above table shows that as many as 23.18 (ranging from 3.98 lowest to 37. 37% highest) and 18.84 percent (ranging from 3.40 lowest to 31.55 highest) altogether 42.03 percent of the total enrolment is under and over age population respectively. Remaining 57.97 percent population is from the exact target age group. From the given data, it is seen that significant proportion of population served by ECD Centres is out of the target group implying that further efforts need to put to enroll the children from the target group.

3.4 Summary of results

Having analyzed the data, results on management standards has been summarized in the table below.

Table 7 : Summary of results by management standard

Management aspects	ECDs reaching particular standard			
	Reaching to ideal standard (3 points)	Meeting basic standards (2 points)	Meeting minimum standards (1 point)	Meeting no minimum standards (0 point)
Building/Hall/Room	87 (58%)	53 (35.3)	7 (4.7%)	3 (2%)
Management of compound area	20 (13.3%)	93 (62%)	31 (20.7%)	6 (4%)
Management of activity room/hall	72 (47.3%)	49 (32.7%)	26 (17.3%)	3 (2%)
Management of learning materials	42 (28%)	76 (50.7%)	30 (20%)	2 (1.3%)
Seating arrangement	72 (47.3%)	58 (38.7%)	17 (11.33%)	3 (2%)
Management of learning corner and library	26 (17.33%)	66 (44%)	49 (32.66%)	9 (6%)
Availability of educational/instructional materials	48 (32%)	72 (48%)	25 (16.7%)	5 (3.3%)
Decoration of activity room	58 (38.7%)	61 (40.7%)	20 (13.3%)	11 (7.3%)
Availability of learning play materials	23 (15.3%)	56 (37.3%)	65 (43.3%)	6 (4%)
Health check up	12 (8%)	55 (36.7%)	71 (47.3%)	12 (8%)
State of drinking water and sanitation	57 (38%)	63 (42%)	26 (17.3%)	4 (2.7%)
Day meal/tiffin	33 (22%)	62 (14.7%)	40 (26.7%)	15 (10%)
Regularity	97 (64%)	38 (25%)	8 (5.3)	7 (4.7%)
Education qualification and training of facilitator	54 (36%)	77 (51%)	16 (10.7%)	3 (3%)
Record management	33 (22%)	95 (63%)	20 (13.3%)	2 (1.3%)
Formation of committee and its functioning	62 (41.3%)	33 (22%)	24 (16%)	31 (20.7%)
Facilitator's satisfaction	44 (29.3%)	79 (52.7)	21 (14%)	6 (4%)
Parents' satisfaction	37 (24.7%)	90 (60%)	14 (9.3%)	9 (6%)

The data set presented above shows that 58 and 64 percent ECD Centres, which is highest proportion, meet ideal standards in building and in regularity respectively, whereas very few of them about 8, 12 and 15 percent are found to be able to reach this standard in the indicators of health checkup, management of compound area and management of learning play materials respectively. Similarly, the high percent of ECD Centres meeting basic standard is 63 percent in record management, 62 percent in management of compound area, 50.66 percent in management of learning materials. From the data set it also evident

that the ECD Centres meeting ideal and basic standards in some indicators are below the minimum standards in other indicators implying that no ECD Centres reach ideal and basic standards in all indicators.

The same data shows that there is also significant number of ECD Centres ranging from 2 percent minimum to maximum 31 percent which are running without meeting minimum standards in some indicators. Similarly, minimum 7 percent to maximum 31 percent ECD Centres are running with meeting minimum standards in many indicators. Both of them, whether they meet minimum standards or are below the minimum standards, require support for improving their standards.

While looking at the trend of enrollment of children in ECD Centres, as many as 57.97 percent population is from the exact target age group. Among the remaining 42.3 percent, 23.18 percent are under 4 years and 18.84 are from 5 years and above age group both of which is beyond the target group.

Chapter 4: Results on the Assessment of Early Learning and Development Standard of Children

4.1 Introduction

Parents, policy makers and planners have expectations of certain developmental and learning tasks from children to perform as result of intervention of ECD program which are broadly termed as Early Learning and Development Standards (ELDS). They are also well defined expectations for children outcomes after ECD interventions (National Research Council, 2008). They describe specific expectations for the learning and development of children of 4 to 5 age group concerning what they should know and be able to do across domains of health and physical wellbeing, social and emotional wellbeing, approaches to learning, language and communication, general knowledge about world and culture around them (Council of Chief State School Officers and Early Childhood Education Assessment Consortium, 2007).

Considering the importance of early learning and development for the holistic development of child, the ECD curriculum of Nepal has set standards on what ECD children should know and be able to do. These standards cover domains of physical, social, emotional, cognitive, language and cultural development (DOE, 2062). Guided by an interest to know to what extent the early learning and development competencies or ELDS as set in the curriculum have been developed among the ECD children, an assessment has been carried out among 1835 children using the tools comprising altogether 28 items (tasks to perform).

This chapter presents the results of this assessment organizing them in three succeeding sections. Section 4.2 presents the basic result which is the distribution of children by performance on each task. Section 4.3 analyses the results based on the affecting factors such as educational qualification of facilitators; training they have received; number

of facilitators available at the ECD Centre; availability of physical facilities, learning materials, health facilities and nutrition condition. The next section 4.4 describes results considering diversity factors such as type of ECD - school based or community based; their setting- urban or rural; sex of children and so on.

4.2 Presentation of basic results

The assessment of the learning and development tasks performed by children was done through direct observation of children performance and interview, where a trained assessor sits with a child, asks the child the given tasks to perform, observes the child's performance and rates and scores each performance following the instructions given in tools. Based on the rating by the assessors, the results of performance on each task by domains have been presented in the table below.

Table 8 : Children's performance level on each task (ELDS)

Skill	Tasks to perform	Children by performance on the Tasks			
		Performing correctly	Performing partially	Performing incorrectly	Skipped/ refused
Gross motor	Hoping on right foot five times	1150 (62.7)	460 (25.1)	167 (9.1)	58 (3.3)
	Hoping on left foot five times	1040 (56.7)	479 (26.1)	245 (13.4)	71 (3.9)
	Catching ball thrown	906 (49.4)	659 (35.9)	248 (13.5)	22 (1.2)
	Throwing ball to other	1063 (57.9)	576 (31.4)	171 (9.3)	25 (1.4)
Sensory motor	Identifying sound of hand clapping	1484 (80.9)	Not applicable	297 (16.2)	54(2.9)
	Tongue twisting	1376 (75.0)		392 (21.4)	67 (3.7)
	Clapping hand	1474 (80.3)		290 (15.8)	71 (3.9)
	Producing sound twisting tongue	1227 (66.9)		497 (27.1)	111 (6.0)
	Distinguish distance-far/near using eyes	1236 (67.4)	405 (22.1)	161 (8.8)	32 (1.7)
Fine motor	Folding paper in equal size	899 (49.0)	714 (38.9)	175(9.5)	45(2.5)
	Tearing paper in equal size	584 (31.8)	815 (44.4)	381(20.8)	55(3.0)
	Making flag by joining points/dots	860 (46.9)	706 (38.5)	227(12.4)	42(2.3)
Communication	Telling own name	1625 (88.6)	Not Applicable	149 (8.1)	51 (3.4)
	Telling own age	1148 (62.6)		391 (21.3)	296 (16.1)
	Telling address	1177 (64.1)		380 (20.7)	278 (15.1)
Listening	Comprehending short story listened to	1065 (58.0)	Not applicable	527 (28.7)	98 (5.3)

Skill	Tasks to perform	Children by performance on the Tasks			
		Performing correctly	Performing partially	Performing incorrectly	Skipped/ refused
Pre reading	Recognizing and telling names of objects/picture seen(Mango, Banana, Pen)	Mango - 1463 (79.70) Banana - 1435 (78.2) Pen - 1445 (78.7)	Not applicable	Mango - 261 (14.2), Banana - 15.9), Pen - 264 (14.4)	Mango - 25 (1.4), Banana - 17(0.9), Pen - 22 (1.2); Not recognized - Mango - 92 (5.0), Banana - 291 (15.9), Pen - 104 (5.7)
	Identifying first initial sound/letter in words Identifying ग in गमला त in तराजु प in परेवा	1196 (61.5) 1129 (61.5) 1096 (59.7)	Not applicable	371 (20.2) 415 (22.6) 389 (21.2)	84(4.6), Not knew - 184 (10.7) 107 (5.8) Not knew 184 (10.0) 114 (6.2) Not Knew 236 (12.9)
Reading	Letter recognition/reading Recognizing 1 letter of Nepali Recognizing 2 letters of Nepali Recognizing 1 letter in English Recognizing 2 letters in English Recognizing all 4 letters	1284 (70.0) 1191(64.9) 1192(65.9) 1138(62.1) 855(46.6)	Not applicable	446 (24.3) 525 (28.6) 505 (27.5) 527(28.7)	105 (5.7) 119 (6.5) 138 (7.5) 169 (9.2)
Pre writing	Drawing a straight lines as shown Drawing half circle as shown Copying P Copying q Copying च Copying ध	1379(75.1) 1324(72.2) 1368(74.6) 1250(68.1) 1247(68.0) 1128(61.5)	Not applicable	365(19.9) 412 (22.5) 380 (20.7) 464 (25.3) 455 (24.8) 517 (28.2)	91 (5.0) 99 (5.4) 87 (4.7) 121 (6.6) 132 (7.2) 190 (10.4)
Following instruction	Follow given rhythm	1116(60.8)	464 (25.3)	209 (11.4)	46 (2.5)
Writing	Writing own first name	736(40.0)	405 (22.1)	540 (29.4)	154 (8.4)
Identification and differentiation	Identifying and differentiating colors- red, yellow and blue	852(46.4)	512 (27.9) two colors 348 (19.9) one color	Not applicable	123 (6.7)

Skill	Tasks to perform	Children by performance on the Tasks			
		Performing correctly	Performing partially	Performing incorrectly	Skipped/ refused
Health and hygiene	Identifying appropriate place for managing waste	1426 (77.7)	Not applicable	351 (19.1)	58 (3.2)
Cognitive	Arranging puzzles to form shape of dog	953(51.9)	535(29.2)	289 (15.7)	58 (3.2)
	Telling time-days of week	690(37.6) 3 days	613 (33.4) two days	371 (20.2) one day	161 (8.8)
	Follow and use direction Right	1059(57.7)	494 (26.9)	241(13.1)	40(2.2)
		1021(55.6)	526 (28.7)	245(13.4)	43(2.3)
	Left	1159(63.2)	442 (24.1)	202(11.0)	31(1.7)
	Forward	1125(59.3)	464 (25.3)	208(11.3)	38(2.1)
	Backward				
Classification	Identifying aero plane and bus as means of transportation	1157(63.1)	488(26.6)	166(9.0)	24(1.3)
	Identifying television and mobile as means of communication	1089(59.3)	506(27.6)	210(11.4)	30(1.6)
Identification/ description	Identifying utensils of daily uses- spoon	1515(82.6)	Not applicable	227(12.4)	21(1.1)
	glass	1478(80.5)		262(14.3)	25(1.4)
	scissor	1407(76.7)		314(17.1)	29(1.6)
Number and numeracy	Recognizing numbers-1,3,4,6,8,9. Recognized all	469(25.6)	306(16.7) any two and 270 (14.7) any one	Not applicable	75(4.1)
	Recognized any five	151(8.2)			
	Recognized any four	128(7.0)			
	Recognized any three	436(23.8)			
Size and length	Telling length and size shape big/small	1345(73.3)	370(20.2)	96(5.2)	24(1.3)
	long /short	1295(70.6)	382(20.8)	141(7.7)	17(0.9)
Creativity	Completing picture of cat adding legs, eyes and tail Add all 3 properly	765(41.7)	345 (18.8) less than 2	Not applicable	60(3.3)
	Add 2 properly	664(36.2)			
Life skills	Telling likes/dislikes of foods(Tell 3 foods s/he likes)	1299(70.8)	381(20.8)	127(6.9)	28(1.5)
Expression of emotions	Express context for pleasure	1198(65.3)	406(22.1)	171(9.3)	60(3.3)
	Express context for sorrow	1102(60.1)	508(27.7)	174(9.5)	51(2.8)
Empathy	Expressing empathy to a weeping person	935(51.1)	Not applicable	717(39.0)	183(10.0)
Valuing culture	Telling 3 festivals s/he likes	676(36.8)	649(35.4)	367(20.0)	143(7.8)

4.3 Analysis of results based on affecting factors

There are various factors affecting to achieve the development and learning standards of children such as home environment, socio-economic status of the family, child rearing practice and so on. However, here the results on learning and development of ECD children have been analyzed based on the education qualification of facilitators, training days the facilitators have received, number of facilitators available in each ECD Centre, physical facilities and learning materials available in ECD Centre. The result has been analyzed to know to what extent these factors affect the achievement on development and development standards.

Effect of availability of two facilitators in development and learning standards

Ideally it is expected that each ECD Centre has at least two facilitators working daily to ensure regularity in operation, better care and guidance for children and managed organized support in learning development activities. An attempt has been made to look at the effects of number of facilitators in learning and development of children. As expected, the children in ECD Centre served by two facilitators are seen performing better than those the children served by single facilitator. The table below presents the results comparatively based on the number of facilitators available in ECD Centre.

Table 9 : Number of facilitators and result on development and learning standards

Number of facilitator	Number	Mean Achievement (%)	Std. Deviation
One	1170	79.0	14.7
Two	665	82.6	13.5
Total	1835	80.3	14.4

Figure 1 : Mean score on the basis of number of facilitator
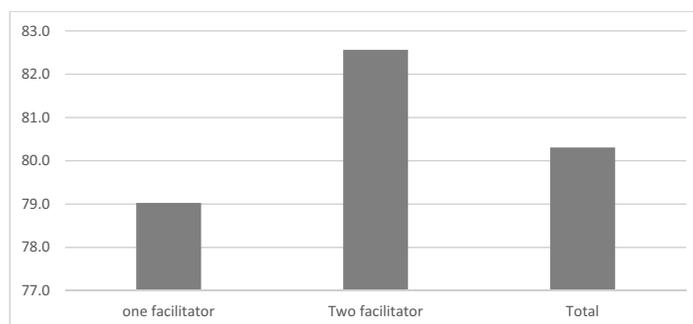
Effect of education qualification of facilitators in development and learning standards

Education qualification of facilitators is seen one of the affecting factors for achieving expected learning and development standards for children. It is found that the learning and development standards of children are high where facilitators in ECD have higher education qualification which means that higher the education qualification of facilitators, better the performance standards of children in development and learning standards of children. The table below is evident that mean achievement on development and learning standards is high for children in the ECD Centre where there are facilitators with higher education qualification.

Table 10 : Achievement on learning and development standards and education qualification of facilitator

Education qualification of facilitators	No of children	Mean Achievement (%)	Standard Deviation
Below SLC	63	70.2	14.1
SLC Passed	589	75.4	14.7
Intermidiate or +12	838	82.7	13.0
Bachelor and above	345	84.6	13.9
Total	**1835**	**80.3**	**14.4**

In all the instances, the effect size of higher qualification of facilitators on learning and development standards is found statistically significant at $α=0.05$.

Figure 2 : Mean score basis on Facilitator Qualification
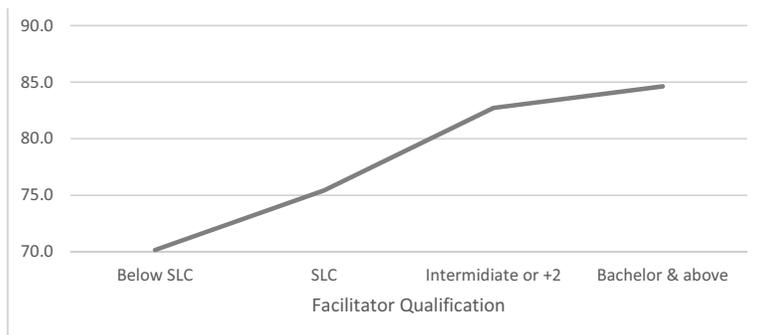
Effect of training status of facilitators in learning and development standards

Though effect of basic training up to 10 days is seen positive to children's achievement in comparison with the facilitator receiving no training, the training longer than 10 days

is not found affecting positively. The table below shows the descriptive statistics on the effect of training on learning and development standards for children.

Table 11 : Training status of facilitators and achievement on learning and development standards

Training Status	No of children	Mean Achievement (%)	Std. Deviation
No training	570	78.1	15.0
Training < 10 days	151	84.5	11.7
Training 11-15 days	495	79.3	14.6
Training > 15	619	82.2	13.7
Total	**1835**	**70.3**	**14.4**

Base on the table, it is seen that the difference between different training group is found statistically significant at $\alpha = 0.05$.

Figure 3 : Mean score basis on Facilitator Training
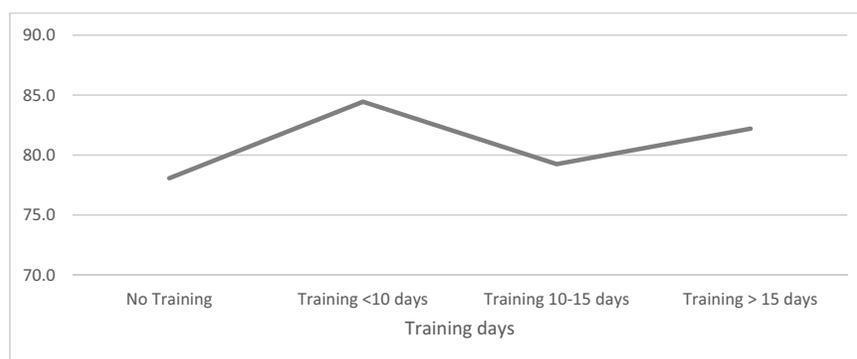
Effect of physical infrastructures of ECD in development and learning standards

Physical infrastructures available in ECD are considered one of the enabling conditions for organizing learning and development activities for children. Availability of it creates conducive environment for taking place learning and development of children. For the purpose of analyzing the results on development and learning standards, sample ECD Centres have been grouped into two categories: ECD Centres having poor physical infrastructure or below than minimum standards have been categorized a low physical status and those having infrastructures at ideal level are considered as high physical status (See chapter 3, table 5).While looking at the results based on the classification, it is found

that children are performing best in the ECD Centres having infrastructures with high status in comparison to the low status. The table below presents the comparative results based on the physical infrastructures of ECD Centres.

Table 12 : Status of physical infrastructure and result on development and learning and standards

Status of Physical Infrastructure	Number	Mean Achievement (%)	Std. Deviation
Low	574	76.7	16.0
High	1261	82.0	13.2
Total	1835	80.3	14.4

From the data it is evident that performance level reaches to 82.0 percent in ECD with good status from 76.7 against those with low status. The difference between on status to another is seen significant at $\alpha = 0.05$.

Figure 4 : Mean score basis on physical facilities of ECD
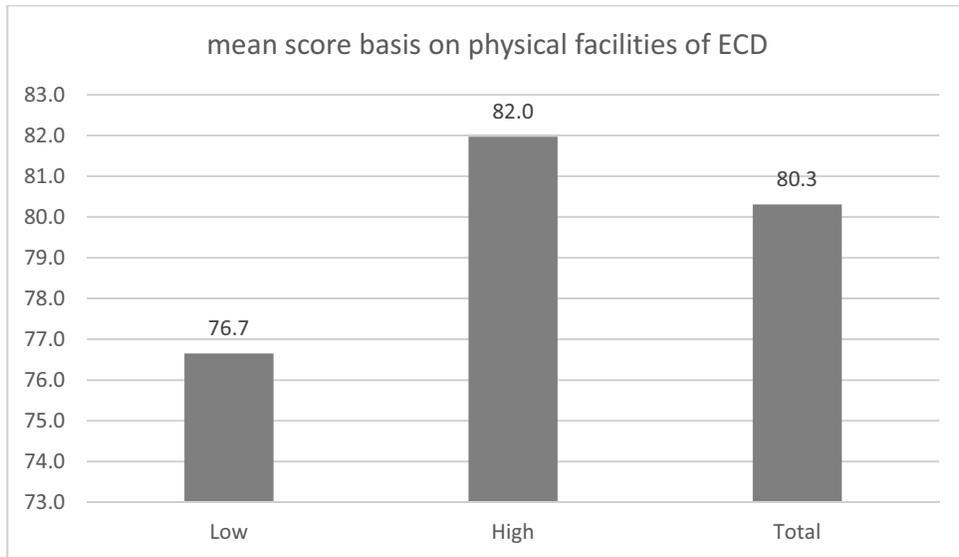
Availability of learning materials and achievement on development and learning standards

Availability of learning materials in ECD Centre is another factor associated to children's development and learning. From the data below, it is evident that the performance level is

77.77 percent among children in ECD Centre with few learning materials which goes up to 79.4 in ECD Centre having minimum level of materials and goes further up to 81. 31 per cent in ECD Centre having adequate learning materials.

Table 13 : Availability of learning materials and result on learning and development standards

Availability of Learning Materials	Number	Mean Achievement (%)	Std. Deviation
Few	189	77.8	13.5
Minimum	886	79.4	14.4
Adequate	760	82.0	14.4
Total	**1835**	**80.3**	**14.4**

The level of difference in the case is significant at $\alpha = 0.05$ which is the effect size of learning materials in improving the learning and development standards for ECD children.

Figure 5 : Mean score basis on learning material
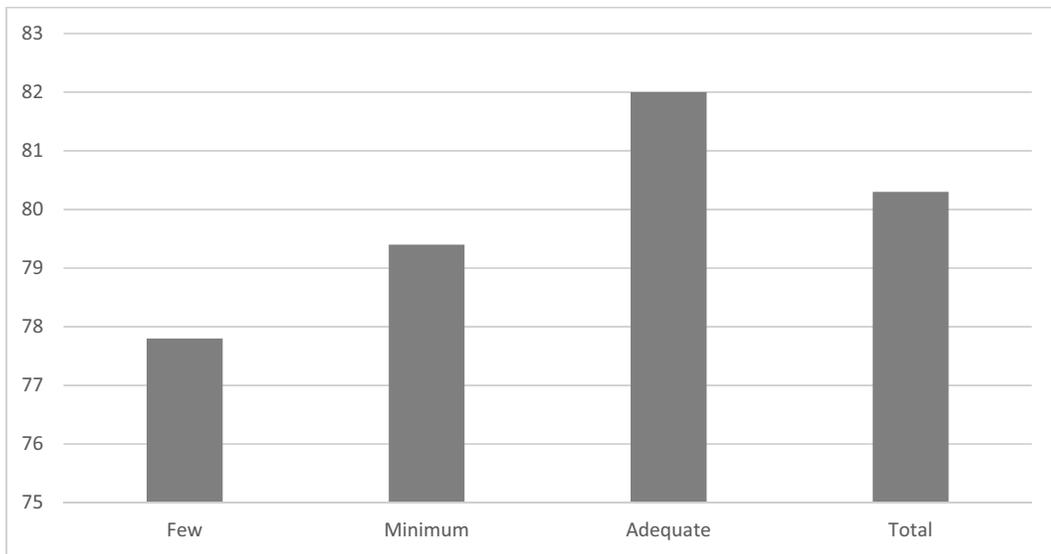
Effect of availability of health and nutrition facilities in development and learning

Health and nutrition facilities available in ECD Centre is found critical factor affecting the learning and development standards of children in ECD. From the data, it is evident that the development and learning standards are better in the ECD Centresproviding health and nutrition service to children in comparison the ECD Centre lacking it. In this case too, the effect size is seen significant at $\alpha = 0.05$.

Table 14 : Availability health and nutrition service and result on development and learning standards

Availability Status	Number	Mean Achievement (%)	Std. Deviation
Absence	318	78.4	17.7
Minimum level	1046	79.8	13.5
Good level	471	82.8	13.5
Total	**1835**	**80.3**	**14.4**

Figure 6 : Mean score basis on availability health and nutrition
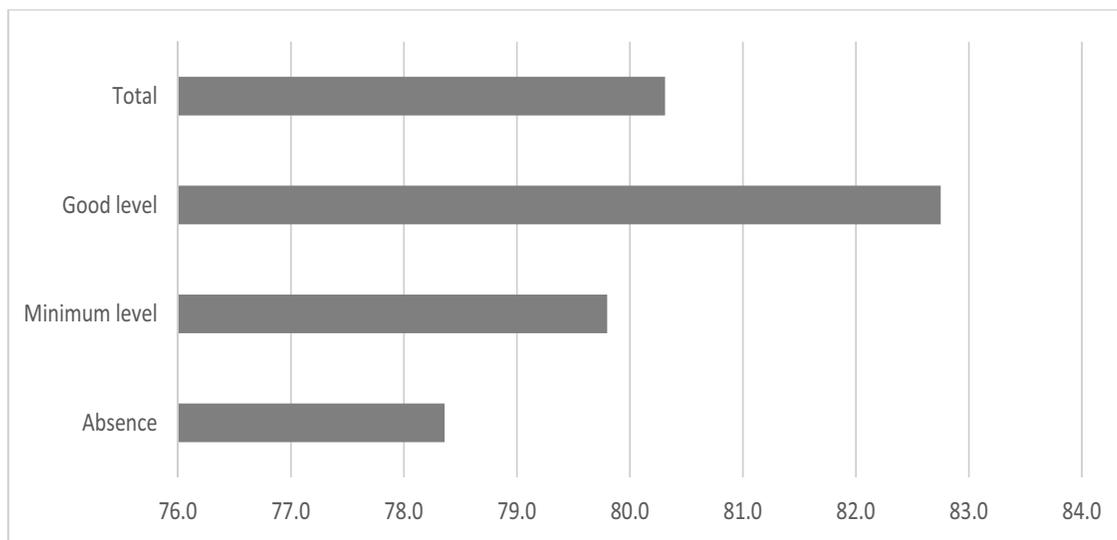
Effect of management in development and learning standards

An attempt has also been made to look at effect of management aspect of ECD Centre on results on development and learning standards of ECD children. Available data shows that better the management standard of ECD Centre, higher is the performance level of children. The table below presents a descriptive statistics on the relation of management standards with the development and learning standards.

Table 15 : Relation of management with development and learning standards

Management Standard	Number	Mean Achievement	Std. Deviation
Weak management	141	79.0	13.8
Medium standard	762	80.0	14.9

Management Standard	Number	Mean Achievement	Std. Deviation
Ideal management	932	80.8	14.0
Total	**1835**	**80.3**	**14.4**

The level of difference in the case is significant at $\alpha = 0.05$ which is the effect size of management in improving the learning and development standards for ECD children.

4.4 Analysis of results based on diversity factors

As diversity is relative and contextual concept, there may be many other diversities depending upon the context. However, background information questionnaires included only three diversity factors such as types of ECD-community and school based; location of them-urban and rural; and district. Taking into account as diversity factors, an attempt has been made to analyze the result to see whether there is any variation in it due to those diversities.

Result based on the type of ECD

As stated earlier, in terms of management and operation there are two types of ECD-community based and school based. As both are equally supported by public fund, there should no variation in achievement on development and learning. However, the data set shows that children in school based ECD demonstrate slightly better performance in comparison to their counterpart in community based. The table below presents the performance of both types ECD Centres comparatively.

Table 16 : Result by types of ECD

ECD Type	Number	Mean Achievement (%)	Std. Deviation
Community based	85	71.9	13.45
School Based	1750	80.7	14.28
Total	**1835**	**80.3**	**14.4**

Based on the data set, the mean difference between two group is found at 8.2 point which is statistically significant at $\alpha = 0.05$.

Figure 7 : Mean score basis on ECD type
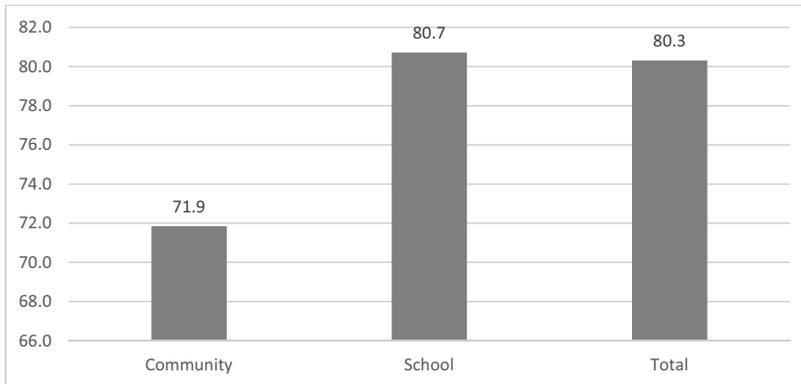
Better performance of school based ECD children is seen in each domain which means that they are smarter than community based in every aspect. The table below shows the domain wise results comparatively.

Table 17 : Domain wise result by types of ECD

Domains of Development	Community Based		School Based		Total	
	Mean (%)	Std. Deviation	Mean(%)	Std. Deviation	Mean (%)	Std. Deviation
Cultural	51.8	38.0	67.8	30.7	67.1	31.3
Social	83.9	24.5	87.1	22.7	86.9	22.8
Emotional	74.4	19.1	79.7	21.8	80.8	15.3
Physical	71.6	15.6	81.3	15.2	80.8	15.3
Intellectual	72.6	14.9	79.1	15.6	78.8	15.6
Language	71.4	15.9	82.3	15.7	81.8	15.9

Figure 8 : Domain wise mean score by types of ECD
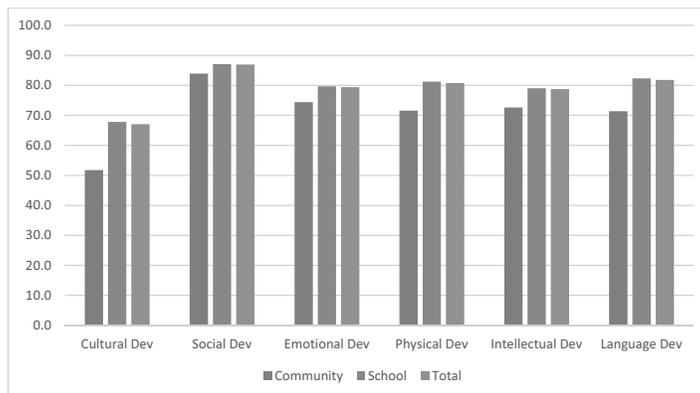
District wise result on development and learning standards

To look at the district wise results, achievement varies ranging from 73.7 for Baglung the lowest to the 93.9 for Lalitpur, the highest. Other districts lie in between them. From the data presented below in table 18, it is evident that children in Lalitpur are seen ahead of all.

Table 18 : Results in aggregate by districts

Districts	Number	Mean Achievement (%)	Std. Deviation
Baglung	164	73.7	15.3
Bara	222	79.6	14.5
Chitawan	178	79.5	12.6
Dhanusha	224	72.8	14.4
Dolakha	134	85.0	11.0
Lalitpur	190	93.9	6.1
Nuwakot	193	75.4	12.4
Sindhupalchok	178	81.5	18.3
Surkhet	198	82.6	9.9
Syngja	154	81.1	12.5
Total	**1835**	**80.3**	**14.4**

The difference due to the district is seen statistically significant at $\alpha = 0.05$ which indicates that the difference between and among the district is remarkably high.

Figure 9 : Mean score on the basis of district
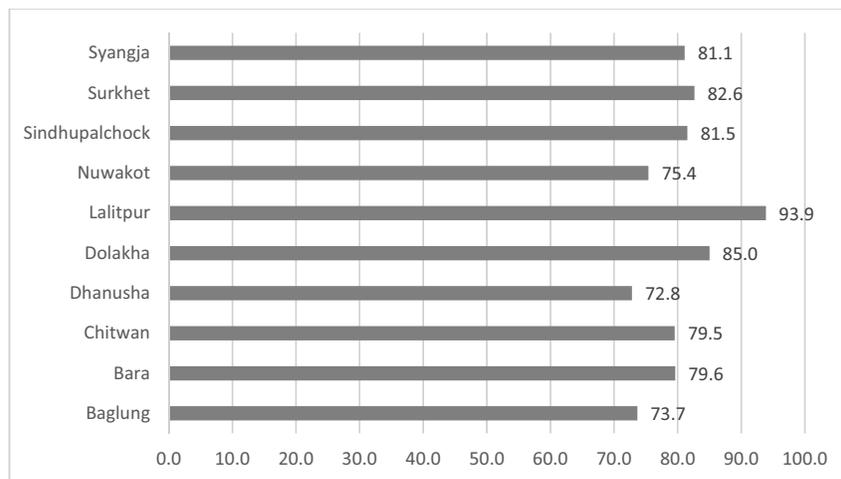
The variation between the districts is seen in all domains which ranges from 46.1 the

lowest in cultural development to 97.2 the highest in social development. The table below presents the results comparatively in each domain of development.

Table 19 : Domain wise results by districts

District	Number	Results by domains of development					
		Cultural	Social	Emotional	Physical	Intellectual	Language
Baglung	164	46.1	82.5	71.6	74.6	71.5	76.3
Bara	222	77.9	84.8	77.4	79.2	79.1	80.4
Chitawan	178	46.6	90.4	79.3	81.1	78.0	81.1
Dhanusha	224	70.4	80.1	74.8	73.2	73.6	71.4
Dolakha	134	66.9	90.8	87.1	82.9	84.1	87.4
Lalitpur	190	88.9	97.2	92.8	94.8	91.9	95.3
Nuwakot	193	70.3	82.2	72.3	74.2	74.1	77.6
Sindhupalchok	178	70.4	86.5	77.9	82.2	80.0	83.2
Surkhet	198	64.1	90.9	86.4	84.3	80.0	83.9
Syngja	154	61.7	85.9	76.1	83.5	76.1	85.5
Total	**1835**	**67.1**	**86.9**	**79.4**	**80.8**	**78.8**	**81.8**

The above table shows that children in Lalitpur are ahead in all domains whereas their counterparts in Baglung lag behind of all in all.

Location of ECD Centre and achievement on learning and development standards

An attempt has also been made to look whether there is any variation in achievement on learning and development standards between the children attending rural and urban ECD Centre. The data set shows that in comparison to rural, urban ECD favors much in better performance. The difference between the two is found statistically significant at at α = 0.05. The table below presents the results comparatively between ECD of the both location. It will be worth to note that the ECD Centre located in rural municipality and metropolitan/submetropolitan/municipality areas are respectively considered rural and urban ECD Centres for the purpose of this analysis.

Table 20 : Location of ECD and results on development and learning standards

Location	Number	Mean Achievement (%)	Std. Deviation
Rural	435	76.8	15.2
Urban	1400	81.4	13.9
Total	**1835**	**80.3**	**14.4**

Figure 10 : Mean score on the basis of Location
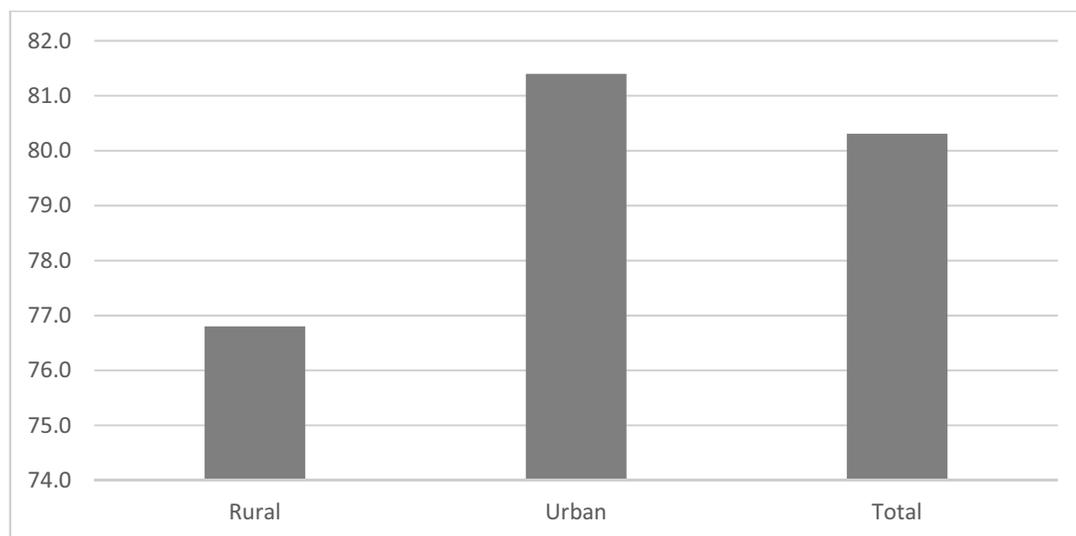
Achievement on Learning and development standards by sex of children

The result on learning and development standards has also analyzed by sex too to know whether there is any variation between boys and girls because of their gender difference. While looking the result from the gender perspective, girl children are seen slightly ahead of boys by 1.8 percent points with 14.4 standard deviation. For instances, the mean achievement of girls children is found to be 80.7 where as it is 79.9 of their boy colleagues. Nevertheless, the difference between the two is found statistically significant at $\alpha = 0.05$. However, the variation in achievement in favour of girls is not due to the gender differences, it is because of the individual difference among of the child, learning and development activities of ECD Centres and management support as in some standards boys are seen ahead of girls where as in some girls are seen ahead of boys.

The comparative results by sex have been presented in the table below.

Table 21 : Achievement in learning and development standard by sex of children

Sex of Children	Mean Achievement (%)	N	Std Dev
Girls	80.7	940	13.4
Boys	79.9	895	15.3
Total	80.3	1835	14.4

Figure 11 : Mean score on the basis of sex
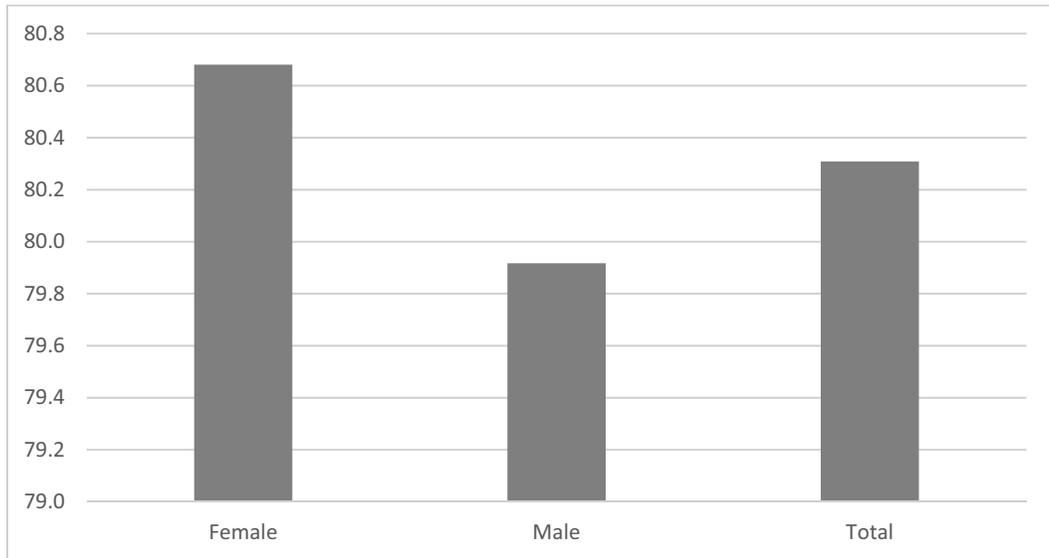
4.5 Summary of results

Data shows that children performing the given tasks correctly range from 25.60 percent the lowest (Recognizing number and numeracy) to 88.60 percent (Telling own name) the highest. Similarly, the children performing the given tasks partially also vary from 16.70 percent (Recognizing number/numeracy) the lowest to 35.40 percent (Telling festivals they like) the highest. In comparison to other, it is seen that very small number of children are able to perform the tasks related to number and numeracy.

Likewise, the number of children skipping or refusing to perform the given tasks is also significant which ranges from 1.5 percent, the lowest (Recognizing/telling names of objects/pictures) to 16.1 percent, the highest (Telling own age and address).

Data set shows that inside ECD Centre related factors such as facilitators with higher education qualification having basic level training, more than one facilitators, and availability of learning materials, good physical facilities, availability health and nutrition, better management have their positive relation in achieving expected development and learning standards. The difference in achievement due to the availability of these factors is found statistically significant at $\alpha = 0.05$.

The diversity factors such as types-community and school based; location-urban and rural and district are also seen other aspects causing variation in achievement on development and learning of children. Data set shows that urban and school based ECD children are found to be performing better than the others. Similarly, significant difference is also found between districts. Baglung lags behind (73.7) of all whereas Lalitpur is seen far ahead of all (93.9).The difference between the two is statistically significant at $\alpha = 0.05$.

Chapter 5: Conclusions and Implications

5.1 Introduction

It is evident that properly organized Early Childhood Development (ECD) programs help children fulfill their right to healthy development and learning, and ultimately assist them in reaching their full potential. There is also mounting evidence from around the world demonstrating that the early years of life are critical in the development of children as they shape cognitive, social and language skills, as well as lifelong approaches to learning (Lonigan, Burgess & Anthony, 2000; Lonigan, Schatschneider & Westberg, 2008; Young Lives, 2010). Furthermore, children's early learning and development is directly related to their future academic success. Children who begin school with sound prior knowledge and skills in relevant emergent literacy domains, most notably general verbal abilities, basic phonological awareness, familiarity with the basic purposes and mechanisms of reading, and letter knowledge are most likely to succeed in further levels of education. Being cognizant of a these far reaching implications of early learning and development program in learning, health, wellbeing and greater returns in further educational career of a person; parents and nation states both, through the public policy, have been making significant investment in ECD programs. Nepal is no exception to concentrate its efforts in expanding access to and improving quality of ECD program for ensuring early learning and development experiences and skills among children for ensuring school readiness skills in them.

Given the importance of early learning and development experiences, there is increasing interest in knowing whether children have the skills and knowledge necessary for success in the early primary grades. Guided with the interest in measuring early learning and development skills in order to know to what extent the skills and competencies among the children have been developed after the ECD interventions, for the first time in Nepal an assessment of early learning and development standards of children along with management standards of ECD has been accomplished in 2017.

5.2 Context of ECD and its assessment in Nepal

Realizing the importance of ECD program on children's development and learning, Nepal officially started expanding ECD program throughout country since 2000 as a part of education for all movement within EFA framework. As a result, the number of ECD (community and school based) has reached to 30448 with gross enrollment rate 81 percent of the target group of children in the academic year 072/73(DOE, 2015).

For the effective implementation of ECD program within policy framework, National Policy on ECD 2004 along with the National Strategic Plan for ECD 2004 have been developed which emphasize a full-fledged development of children's physical, socio-emotional, cognitive, spiritual, cultural and moral potentials. Besides, an Operation and Management Guidelines 2067 for maintaining standard in their management, operation and in service delivery; ECED curriculum, 2062; National Minimum Standards for ECD Centers, 2067; and Early Learning and Development Standard for Children from 48 to 60 Months, 2069 to ensure minimum learning and development skills in children are also in place.

While there have been several efforts in expanding access to ECD, improving its quality in service delivery and maintaining standard in its operation and management; systematic effort has not been made for measuring early learning and development skills developed in children after the ECD intervention and assessing management standard maintained by them. Amidst the context, an assessment of management standards met by the ECD Centre and early learning and development standard achieved by the ECD children against the expected standard has been initiated for the first time in the year 2017 by ERO.

5.3 Summary of objectives and method

Objectives of the assessment

This assessment has been designed to generate objective, evidence based and comparable data on management standard met by the ECD Centre against the standard set and on early learning and development standards achieved by ECD children. More specifically, this assessment intends to:

- Assess the level of early learning and development standards among children after the

ECD intervention.

- Assess the management standard met by the ECD Centres.

- Generate evidence based information on performance of ECD for monitoring the trends over the period.

Methodology

This assessment has been accomplished in three phases. In the first phase, an assessment framework was developed identifying main aspects to assessment, developed assessment indicators on each aspects, developed assessment tools guidelines for the assessment of management and operation standard of ECD Centres. Part of it also consist a comprehensive framework for the assessment of ELDS describing various tasks to perform by each learning and development domain. During this phase, assessment tools consisting 28 tasks (ELDS) to perform by children from major five domains i.e. physical, language, cognitive, socio-emotional and cultural development.

During the second phase, standard for assessment procedures were set, guidelines for administering the test and conducting management assessment were prepared and assessors were oriented on assessment tools and procedures to administer the assessment uniformly. The assessment tools and items were piloted in some ECD centers to test their objectivity, feasibility, practically and relevancy in different geographic and cultural context. Based on the result of the piloting, altogether 28 assessment tasks covering main domains were selected for final test.

In the third phase, assessment of ELDS was conducted using the assessment tool among 1835 children who passed out their two years ECD from purposively selected 10 districts and have been attending Grade 1 currently. At same time, assessment of management standard met by ECD Centres was also done.

Information on the performance on each ELDS were collected at the centre from each ECD and scored as suggested in the guidelines. Scores on each assessment task were tabulated. Similarly, information on management standard met by each ECD collected during the survey was also tabulated and described. Based on the information analysed on ELDS and management standards, this report has been prepared.

5.4 Summary of assessment results

Assessment results on management standard and ELDS has been presented separately in the following two headings.

Main result on management standard

The data set shows that 58 and 64 percent ECD Centres, meet ideal standards in building and in regularity respectively, whereas very few of them about 8, 12 and 15 percent are found to be able to reach this standard in the indicators of health checkup, management of compound area and management of learning and playing materials respectively. Similarly, the high percent of ECD Centres meeting basic standard is 63 percent in record management, 62 percent in management of compound area, 50.66 percent in management of learning materials. From the data set it also evident that the ECD Centres meeting ideal and basic standards in some indicators are below the minimum standards in other indicators implying that no ECD Centre reach ideal and basic standards in all indicators.

The same data shows that there are also significant number of ECD Centres ranging from 2 percent minimum to maximum 31 percent which are running without meeting minimum standards in some indicators. Similarly, minimum 7 percent to maximum 31 percent ECD Centres are functioning with meeting minimum standards in many indicators. Both of them, whether they meet minimum standards or are below the minimum standards, require support for improving their standards. The management standard reached by the ECD Centres on each of the indicators has been presented as follow.

Table 22 : ECDs meeting management standard on each indicator

Management aspects	**ECDs reaching particular standard**			
	Reaching to ideal standard (3 points)	**Meeting basic standards (2 points)**	**Meeting minimum standards(1 point)**	**Meeting no minimum standards (0 point)**
Building/Hall/Room	87 (58%)	53 (35.3)	7 (4.7%)	3 (2%)
Management of compound area	20 (13.3%)	93 (62%)	31 (20.7%)	6 (4%)
Management of activity room/hall	72 (47.3%)	49 (32.7%)	26 (17.3%)	3 (2%)
Management of learning materials	42 (28%)	76 (50.7%)	30 (20%)	2 (1.3%)
Seating arrangement	72 (47.3%)	58 (38.7%)	17 (11.3%)	3 (2%)

Management aspects	ECDs reaching particular standard			
	Reaching to ideal standard (3 points)	Meeting basic standards (2 points)	Meeting minimum standards(1 point)	Meeting no minimum standards (0 point)
Management of learning corner and library	26 (17.3%)	66 (44%)	49 (32.7%)	9 (6%)
Availability of educational/instructional materials	48 (32%)	72 (48%)	25 (16.7%)	5 (3.3%)
Decoration of activity room	58 (38.7%)	61 (40.7%)	20 (13.3%)	11 (7.3%)
Availability of learning play materials	23 (15.3%)	56 (37.3%)	65 (43.3%)	6 (4%)
Health check up	12 (8%)	55 (36.7%)	71 (47.3%)	12 (8%)
State of drinking water and sanitation	57 (38%)	63 (42%)	26 (17.3%)	4 (2.7%)
Day meal/tiffin	33 (22%)	62 (14.7%)	40 (26.7%)	15 (10%)
Regularity	97 (64%)	38 (25%)	8 (5.3)	7 (4.7%)
Education qualification and training of facilitator	54 (36%)	77 (51%)	16 (10.7%)	3 (3%)
Record management	33 (22%)	95 (63%)	20 (13.3%)	2 (1.3%)
Formation of committee and its functioning	62 (41.3%)	33 (22%)	24 (16%)	31 (20.7%)
Facilitator's satisfaction	44 (29.3%)	79 (52.7)	21 (14%)	6 (4%)
Parents' satisfaction	37 (24.7%)	90 (60%)	14 (9.3%)	9 (6%)

While looking at the trend of enrollment of children in ECD Centres, as many as 57.97 percent population is from the exact target age group. Among the remaining 42.3 percent, 23 .18 percent are under 4 years and 18.84 are from 5 years and above age group both of which is beyond the target group.

Main results on early learning and development standard of children

Data shows that children performing the given tasks correctly range from 25.60 percent the lowest (Recognizing number and numeracy) to 88.60 percent (Telling own name) the highest. Similarly, the children performing the given tasks partially also vary from 16.70 percent (Recognizing number/numeracy) the lowest to 35.40 percent (Telling festivals they like) the highest. In comparison to other, it is seen that very small number of children are able to perform the tasks related to number and numeracy.

Likewise, the children skipping or refusing to perform the given tasks are also significant which ranges from 1.5 percent, the lowest (Recognizing/telling names of objects/pictures) to 16.10 percent, the highest (Telling own age and address).The detail results on each task is found as follow:

Table 23 : Children's performance by task

Tasks to perform	Children's performance by task			
	Performing correctly (%)	Performing partially (%)	Performing incorrectly (%)	Skipping/ refusing (%)
Hopping on right foot five times	1150(62.7)	460(25.1)	167(9.1)	58(3.3)
Hopping left foot five times	1040(56.7)	479(26.1)	245(13.4)	71(3.9)
Identifying sound of hand clipping	14.84(80.9)	Not applicable	297(16.2)	54(2.9)
Identifying sound of tong twisting	1376(75.0)	Not applicable	392(21.4)	67(3.7)
Clapping hand to produce sound as directed	1474(80.3)	Not applicable	290(15.8)	71(3.9)
Producing sound by twisting tongue	1227(66.9)	Not applicable	497(27.1)	111(6.0)
Distinguishing distance far	1236(67.4)	405(22.1)	161(8.8)	32(1.7)
Folding paper in equal size	899(49.0)	714(38.9)	175(9.5)	45(2.5)
Tearing paper in equal size	584(31.8)	815(44.4)	381(20.8)	55(3.0)
Drawing flags by joining given dots	860(46.9)	706(38.5)	227(12.4)	42(2.3)
Telling own names	1625(88.6)	Not applicable	149(8.1)	51(3.4)
Telling own age	1148(62.6)	Not applicable	391(21.3)	286(16.1)
Telling own address	1177(64.1)	Not applicable	380(20.7)	278(15.1)
Comprehending short story listened to	1065(58.0)	Not applicable	527(28.7)	98(5.3)
Recognizing and telling names of objects/pictures seen	Mango 1463(79.7) Banana 1435(78.2) Pen 1445(78.8)	Not applicable	Mango 261(14.2) Banana 291(15.9) Pen 264(14.4)	Mango 25(1.4) Banana 17(0.9) Pen 22 (1.2)

Tasks to perform	Children's performance by task			
	Performing correctly (%)	Performing partially (%)	Performing incorrectly (%)	Skipping/ refusing (%)
Identifying first/initial sound/letter in words	ग in गमला 1196 (61.5) त in तराजु 1129 (61.5) प in परेवा 1096 (59.7)	Not applicable	371 (20.2) 415(22.6) 389(21.2)	84(4.6) 107(5.8) 114(6.2)
Recognizing Nepali letter	One 1284 (70.0) Two 1191(64.9)	Not applicable	446(24.3) 525(28.6)	105(5.7) 119(6.5)
Recognizing English letter	One 1192(65.9) Two 1138(62.1)	Not applicable	505(27.5) 527(28.7)	138(7.5) 169(9.2)
Recognizing four letters	855(46.6)	Not applicable	Not applicable	Not applicable
Drawing straight line as shown	1379(75.1)	Not applicable	365(19.9)	91(5.0)
Drawing half circle	1324(72.2)	Not applicable	412(22.5)	99(5.4)
Copying P q	1368(74.6) 1250(68.1)	Not applicable	380(20.7) 464(25.3)	87(4.7) 121(6.6)
Copying च ध	1247 (68.0) 1128 (61.5)	Not applicable	455(24.8) 517(28.2)	132(7.2) 190(10.4)
Follow given rhythm of song	1116(60(8)	464(25.30)	209(11.4)	46(2.5)
Writing own first name	736(40.0)	405(22.1)	540(29.4)	154(8.4)
Identifying and differentiating color red, yellow and blue	852(46.4)	Any two 512 (27.90 Any one 348 (19.9)	Not applicable	123(6.7)
Identifying proper place for managing waste	1426(77.7)	Not applicable	351(19.1)	58(3.2)
Arranging puzzles to form shape of dog	953(51.9)	535(29.2)	289(15.7)	58(3.2)
Telling time (days of week)	690(37.6)	613(33.4)	371(20.2)	161(8.8)
Follow and use direction	Right 1059 (57.7) Left 1021 (55.6) Forward 1159 (63.20) Backward 1125 (59.30)	494(26.9) 526(28.7) 442(24.1) 464(25.3)	241(13.1) 245(13.4) 202(11.0) 208(11.3)	40(2.2) 43(2.3) 31(1.7) 38(2.1)

Tasks to perform	Children's performance by task			
	Performing correctly (%)	Performing partially (%)	Performing incorrectly (%)	Skipping/ refusing (%)
Recognizing numbers 1,3,4,6,8,9	All 469(25.60) Any five 151(8.20) Any four 128(7.00) Any three 436(23.8)	Any two 306(16.70) Any one 270(14.70)	Not applicable	75(4.10)
Telling length and size **Big/small** **Long/short**	1345(73.3)	370(20.2) 382(20.2)	96(5.2) 141(7.7)	24(1.3) 17(0.9)
Completing picture of cat adding legs, eyes and tail	All three properly 76(41.7) Any two properly 664(36.2)	Less than two 345(18.8)	Not applicable	60(3.3)
Telling 3 foods s/he likes	1299(70.8)	381(20.8)	127(6.9)	28(1.5)
Expressing context of pleasure	1198(65.3)	406(22.1)	171(9.3)	60(3.3)
Expressing context of sorrow	1102(60.1)	508(27.7)	174(9.5)	51(2.8)
Expressing empathy to a weeping person	935(51.1)	Not applicable	717(39.0)	183(10.0)
Telling 3 festivals s/he likes	676(36.8)	649(35.4)	367(20.0)	143(7.8)

Data set shows that inside the factors within ECD Centre factors such as facilitators with higher education qualification having basic level training, more than one facilitators, and availability of learning materials, good physical facilities, availability health and nutrition, better management have their positive relation in achieving expected development and learning standards. The difference in achievement due to the availability of these factors is found statistically significant at $a = 0.05$.

The diversity factors types such as of ECD Centres-community and school based; location-urban and rural and district are also seen other aspects causing variation in achievement on development and learning of children. Data set shows that urban and school based ECD children are found to be performing better than the others. Similarly, significant difference is also found between districts.

Baglung lags behind (73.7) of all whereas Lalitpur is seen far ahead of all (93.9). The difference between the two is statistically significant at $α = 0.05$.

Implications

Having analyzed the results on both management standards of ECDs and the level of ELDS reached by ECD children, the following implications can be drawn on each for its further improvement.

Implications regarding the results on management standard

From the data set presented earlier, it is evident that none of ECD Centre meet ideal standards in all indicators which implies that there is no single ECD in the sample districts that can be considered model. The ECD Centres meeting below basic and minimum standards exceed far to those meeting basic standards in number of indicators indicating that majority of ECD Centres have been running with very minimum facilities and infrastructures and are not appropriate for organizing minimum development and learning activities. Given the context, following will be the main implications for improving the management standards:

- Implement support programs to ensure basic standards in all ECD Centres.
- Develop some ECD Centres as model at least one at each RC or ward level in each municipality.
- Institutionalize a system for assessment of management standards of ECDs at each level of municipality and RC to monitor their status and to provide feedback to program planning.
- Develop a system at each level for keeping an updated portfolio on management standard of each ECD Centres.
- Orient to parents and members of management committee on the basic requirements to be available in ECD Centres and basic standards to meet by them to seek their support and mobilize community in ensuring basic requirements.

5.5 Implications regarding results on ELDs

Looking at the results on the performance in ELDS, it is found that a high portion of

children are concentrated in performing each given task correctly. However, there is also significant portion of children performing either incorrectly or skipping/refusing to perform the tasks. It is noteworthy that each of the tasks is skipped by a significant number of children that ranges from minimum 1 percent to maximum 16.10 percent. Besides the skipping or refusing, portion of children performing the given tasks incorrectly is also higher which ranges from 9 percent the lowest to 39 percent the highest. Given the context, following would be the further measures of interventions:

- Institutionalize a system of regular assessment on ELDS from local to the center level.

- Orient to the facilitators and members of management committee on the ELDS, performance level to demonstrate by children on them, possible activities needed to develop those performances, aspects of assessment, assessment tools to well prepare them for organizing proper the learning and development activities.

- Make available the assessment framework and multiple assessment tools to each of the ECD Centres and their facilitators so that they are well familiar with what, how and why to assess which ultimately helps in institutionalizing the continuous assessment process.

- Build institutional capacity in assessment design, item development and result analysis for the assessment of ELDS of children and management standard of ECD.

- Improve the assessment tools, assessment process and and result analysis on ELDS to meet the level of international standards.

- Disseminate the assessment results widely to the policy makers, program planners, practitioners, school teachers and ECD facilitators to concentrate support for program quality and continuous program improvement and familiarize them on program strengths and areas that require further support.

5.6 Summing up

This assessment carried out in small sample of ECD Centres and children from ten districts has not only presented the current status of management standards met by ECD Centres, but also has revealed the level of children on ELDS against the expected standards. Though the sample covered by this assessment is not nationally representative and the

results may not be extended equally to all the ECD Centres across the country, it has been able to identify the gaps and area requiring further interventions.

It has also generated micro level data of sample ECD Centre and children completing ECD specific support and interventions can easily be identified and targeted to the ECD Centres needing support program. The data set can also be used as a basis for generating knowledge on additional aspects such as performance level by gender, ethnicity/caste and educative process of having poor and best performance level.

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Annex 1

Assessment framework of ELDS

Domains	Sub domains	Aspects	Standards	Tasks to perform	Tasks of Assessment for children
Physical Development, Health and Well being	Physical Development	Gross motor skills	Demonstrate coordination of body parts	• Walk along straight line balancing the whole body • Stretch, bend and touch their feet. • Move some steps backward • Jump some steps using both feet • Hop, turn by turn on one foot • Crawl on the ground • Climb up/down ladder, slopes, steps • Carry/lift a small chair of her/his size • Throw/catch toys, ball ,purse, small bags to and from short distance • Swing • Climb up/ down from branch/rope/bar	• Walking along 10 steps straight line balancing body • Touching feet with hands by standing • Moving some steps back • Hopping on right and left foot. • Lifting a plastic chair • Throwing the ball towards wall or instructed direction. • Running, and stopping when instructed

Domains	Sub domains	Aspects	Standards	Tasks to perform	Tasks of Assessment for children
		Fine motor skills	• Coordinate and use fine motor body-parts • Demonstrate hand /eye co-ordination • Use tool/instruments objects with control	• Tear paper, leaves in to pieces as instructed • Thread various objects such as beads, corncobs • Do up buttons • Click fingers • Produce a sound by whistling • Color within a boundary using crayons • Do simple weaving • Draw lines, circles, patterns using pencils • Fold paper, cut and paste small objects • Mould and manipulate wet sand, dough or clay	• Tearing the given piece of paper into pieces of equal sizes. • Threading the pieces of flower to make a garland. • Clicking finger as instructed • Coloring the given rectangular/ /circular shape in paper • Drawing a straight line and circle on the paper with pencil • Making the paper some folds of equal sizes • Pasting the given pictures in the piece of paper
		Sensory motor skills	• Show reactions/respond to something using senses	• Imitate/identify/differentiate sounds • Follow given rhythm • Show a reaction on object/ things to feeling something (smooth/ rough/ hard/ soft/ hot/ cold/ sharp/ blunt) • See and distinguish objects far and near using each eye in turn • Respond to tasting something (sweet/sour, bitter/ hot)	• Identifying what the given sound is. • Producing the same sound as heard. • Distinguishing blunt and sharp by touching ends/points of two pencils. • Identifying the distance of given objects which is far and which one is near.

Domains	Sub domains	Aspects	Standards	Tasks to perform	Tasks of Assessment for children
	Health and Hygiene	Personal Hygiene	• Demonstrate healthy and hygienic behavior/practices	• Maintain neat and clean(nose/ hand/nail/feet/teeth) • Comb up hair • Aware of dirt/clean objects/dress/foods • Follows proper toilet habits/practices	• Identifying clean/ dirty things/clothes/objects • Knowing the place to put dirty objects/wastage/garbage.
		Safe practice	• Have understanding of safe practices • Avoid harmful/ dangerous objects	• Shows awareness of danger of fire/electricity/sharp objects/broken glasses/poisons • Familiar with signs of danger/poison and avoid them	• Recognizing the sign of danger/poison when shown
		Food habit	• Have some understanding of healthy/hygienic food habits/practices	• Follow healthy and hygienic food habits in practice • Avoid bad food habits	• Knowing/ identifying names of foods good for health
Language Development	Communication	Listening	• Listen to and respond properly	• Listen to and distinguish common sounds(human, animals, birds) • Listen to and follow instructions in familiar language • Listen to and respond in familiar language • Listen to story for short time	• Carrying out activities following short simple instructions. • Repeating/copying heard words/short sentence/line of songs • Identifying names of characters from the story/events heard

Domains	Sub domains	Aspects	Standards	Tasks to perform	Tasks of Assessment for children
		Communi-cating with others	• Speak simple short sentences • Communicate with each other (familiar peers and adults)	• Speak fluently in familiar language using appropriate word with respect to geography, caste/ethnicity, culture, community • Participate in conversation in small groups • Ask and respond the questions • Express views and opinions • Address and speak with elders and younger children according to local norms and values • Wait for their turn, listen to others and respond properly	• Answering the questions asked about child's name/age/home/parents etc
	Literacy	Pre reading	• Demonstrate pre reading skills	• Interpret the picture and pictorial story • Match letters and words with pictures. • Recognise alphabets in Nepali and mother tongue	• Recognizing and naming the pictures/objects shown • Matching the pictures with their names given. • Making the words from the first letters/ alphabets given. • Recognize and reading out the alphabets/letter shown.

Domains	Sub domains	Aspects	Standards	Tasks to perform	Tasks of Assessment for children
		Pre writing	• Demonstrate pre writing skills	• Draw pictures • Draw and copy patterns • Draw, make a line, half circle, full circle, pattern • Begin to form alphabets	• Copy the alphabets/letter shown • Draw horizontal/vertical line and make points/dots, half/full circle with pencil in paper. • Write owns first name in paper
Cognitive Development	Intellectual development	Cognitive skills and learning processes	• Explore and investigate. • Reflect on their learning use it to support	• Use puzzles for exploration and investigation • Use previous knowledge and skills for different day to day situations	• Fix puzzle pieces at appropriate places • Tell names of the days
		Classification and Ordering	• Recognise and describe geometrical and other shapes	• Describe familiar geometric shapes squares, triangle, circle	• Match the geometric shapes and tell their names
	Cognitive Knowledge	Scientific exploration Sky /weather	• Describe sun/moon/sky	• Name and draw picture of sun, moon ,star and sky	• Name of given pictures Sun, moon, star, sky
		Living and non living beings	• Know the parts of body and their functions	• Name the parts of body • Differentiate the living and nonliving beings	• Name the shown/drawn parts of body • Classify the pictures by living and nonliving being
		Scientific Knowledge-Materials	• Identify and describe Everyday materials	• Identify utensils of everyday use • Identify the materials by their quality/property	• Name given utensils of everyday use • Spoon, plate, glass, scissors,

Domains	Sub domains	Aspects	Standards	Tasks to perform	Tasks of Assessment for children
					frying pan. cookers by looking at the pictures • Classify the materials that float and sink
		Scientific exploration-Technology	• Differentiate some materials and tools	• Name technological devices available in the context	• Tell the name of 3 means of communication(Telephone, Radio, TV, Computer)
		Scientific exploration-Transporta-tion	• Describe types of transportation	• Name types of transportation available in the context	• Name the picture and tell what they are used for • Tell the name of three means of transportation
		Distance and direction	• Follow and use direction	• Follow and give directions	• Give instructions to follow the directions such as: Raise your right/left hand,Take one step backward/forward
		Concept of time	• Talk about different activities at time	• Name the days of week/months of year	• Tell the name of days in week • Tell the name of first months of year
	Mathematics	Numeracy	• Recognize and write numbers1-9	• Recognise and write numbers 1-9	• Recognize the numbers shown/given in sheet • Write the numbers 1-9
		Measurement	• Differentiate shorter/taller/ longer	• Perform comparing and measuring tasks	• Identify the tall/short men/longer/shorter stick

Domains	Sub domains	Aspects	Standards	Tasks to perform	Tasks of Assessment for children
	Creativity	Creative arts	• Create/draw shapes/sketches of objects/things	• Draw and name the pictures	• Draw picture of things of own's interest • Name the pictures • Colour the shape/picture
		Imagination, Drama/role play	• Use imagination in drama/role play • Create music using instrument/objects	• Make/ create voice/rhythm	• Make given voice/rhythm
Social Emotional Development	Social Development	Relationship with peers and unfamiliar adults	• Demonstrate relationships with peers and unfamiliar adults	• Greeting and interacting with peers and adults	• Greeting/addressing to peers and adults
		Life skills	• Expressing likes/ dislikes • Seek and provide support from/to others in performing tasks	• Express own likes/dislikes with reason in choosing things • Perform task working collaboratively	• Give reason in choosing/selecting thing • Build/form shape from building blocks
		Cooperation and coordination	• Take responsibility for own belongings	• Involve in ECD centres' chores and activities • Put things/belongings properly	• Follow the routine activities of ECD center • Put things where they were or are to be
		Social behaviour	• Demonstrate appropriate behaviour with peers and adults	• Mix up well while performing tasks	• Perform given tasks in group
		Self concept	• Demonstrate sense of self	• Express own likes and dislikes	• Tell own likes and dislikes on books, food, dress etc.

Domains	Sub domains	Aspects	Standards	Tasks to perform	Tasks of Assessment for children
			• Show pride of own existence		
	Emotional Development	Emotional expressions	• Express emotions as per the situations • Show appreciation to others	• Clap to show appreciation to others	
		Emotional security and confidence	• Demonstrate confidence in new experience	• Demonstrate independence in individual and group work	• Perform the task individually and show/tell others how you performed it
		Self control balance	• Demonstrate balance over the emotions	• Modify the behaviour and expressions of emotions for different situations	
Cultural Development	Values	Family and community	• Follow and value routines/norms of own class/family	• Demonstrate an understanding on basic dos and dons of own family/class	• Tell the dos and donts of: a) your class b) your family
		Natural and cultural heritage	• Show an appreciation to local rules and cultures • Demonstrate respect for natural/cultural heritage	• Know particular festival celebrated in his/her family/local community • Know dress/costumes of Nepali people of their locality • Know some donts in temple/mosques/monastery of the locality	• Tell main festival of their family/community • Tell the dress of Nepali women of their community • Tell the name temple/mosques/monasteries of their locality
		Nation and Nationality	• Show respect to Nepali emblems-Flag and Anthem	• Identify national flag • Knows Nepal's national song/anthem	• Sing one two lines of Nepali national song • Recognize Nepal's national flag

Annex 2: Tools for the assessment of management standards of ECD

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शैक्षिक गुणस्तर परीक्षण केन्द्र

बालविकास केन्द्र व्यवस्थापन परीक्षण साधन

खण्ड क. पृष्ठभूमि सूचना

</div>

१) बालविकास केन्द्रको नाम :

२) मातृ विद्यालयको नाम :   विद्यालयको कोड नं.:

३) बालविकास केन्द्रको ठेगाना :

   गाउँपालिका/नगरपालिका :   वडा नं. :   टोल/वस्ती :

४) कक्षा सञ्चालनको माध्यम भाषा :

५) केन्द्र सञ्चालन प्रारम्भ मिति (साल र महिना) :....................केन्द्र

६) सञ्चालन स्वीकृति/अनुमति मिति (साल र महिना) :.....

७) सञ्चालन व्यवस्थापन अनुदान उपलब्ध गराउने निकाय/संस्था :क)

                                                 ख)

८) सहयोगी कार्यकर्ता सम्बन्धी विवरण :

क.सं.	नाम थर	शैक्षिक योग्यता	तालिम (बालविकास सम्बन्धी)		कार्यरत अवधि (वर्ष)
			आधारभूत (दिन)	पुनर्ताजगी (दिन)	
१					
२					

९) केन्द्रमा भर्ना उमेर समूहगत बालबालिका विवरण (शैक्षिक वर्ष..............) :

उमेर समूह	बालक	बालिका	जम्मा
४ वर्ष भन्दा कम			
४ वर्ष			
५ वर्ष			
५ वर्ष भन्दा माथि			

केन्द्र सञ्चालन अवधि : विहान : ....बजेदेखि अपरान्ह .... सम्म

केन्द्र प्रकार : समुदायमा आधारित विद्यालयमा आधारित

शैक्षिक गुणस्तर परीक्षण केन्द्र
बालविकास केन्द्र व्यवस्थापन परीक्षण साधन
खण्ड ख. सञ्चालन व्यवस्थापन

क.सं.	व्यवस्थापन क्षेत्र	विद्यमान स्थिति	अङ्क	व्यवस्थापन सूचकका अङ्कन आधार
१	भवन/घर			• घेराबारा सहितको हाता, भ्याल ढोका भएको उज्यालो र सफा कोठा भई आफ्नो भवनमा सञ्चालित भए ३ अङ्क । • भ्याल ढोका भएको, सफा कोठा भएको / आफ्नो भवनमा सञ्चालित भए २ अङ्क । • भ्याल ढोका भएको सफा कोठा भएको र सार्वजनिक वा भाडाको भवनमा सञ्चालित भए १ अङ्क । • उल्लिखितभन्दा न्यून स्तरका लागि ० अङ्क ।
२	हाता परिसर व्यवस्थापन			• सबै बालबालिका एकै पटकमा बल खेल्न पुग्ने खुला स्थान र फूलवारी, चिप्लेटी ,पिङ सहितको सफा र सुरक्षित हाता/परिसर भएमा ३ अङ्क । • सबै बालबालिका एकै पटका बल खेल्न पुग्ने खुला स्थान सहितको सफा र सुरक्षित हाता/परिसर भएमा २ अङ्क । • सबै बालबालिका एकै पटक लाइन लागेर उभिन पुग्ने खुला स्थान सहितको सफा र सुरक्षित हाता/परिसर भएमा १अङ्क । • उल्लिखितभन्दा न्यून स्तरका लागि ० अङ्क ।
३	कोठा व्यवस्थापन			• प्रति बालबालिका २ बर्ग मिटर क्षेत्रफल उपलब्ध भई कम्तिमा ८ फिट उचाइको कोठा भएमा ३ अङ्क । • प्रति बालबालिका १.५ बर्गमिटर क्षेत्रफल उपलब्ध भई कम्तिमा ८ फिट उचाइको कोठा भएमा २ अङ्क । • उल्लिखित दुई अवस्थाभन्दा कम क्षेत्रफल र उचाइको २० जना बालबालिका बस्न पुग्ने कोठा भएमा १ अङ्क । • उल्लिखितभन्दा न्यून स्तरका लागि ० अङ्क ।

क.सं.	व्यवस्थापन क्षेत्र	विद्यमान स्थिति	अङ्क	व्यवस्थापन सूचकका अङ्कन आधार
४	कक्षाकोठामा सामग्री व्यवस्थापन			• बालबालिकाको सहज पहुँचमा राखिएका खेल सामग्री, प्रत्येक बालबालिकाका सामान राख्ने अलग अलग स्थानको व्यवस्था सहित बालबालिकाका सृजना सामग्री प्रदर्शित गरिएको सजावटयुक्त कोठा । बालबालिका खेल्नका लागि बालुवा,माटो र पानी समेत व्यवस्था भएको भएमा ३ अङ्क । • भएका खेल सामग्री व्यवस्थित नराखिएका, बालबालिकाको सहज पहुँचमा पनि नभएको, बालबालिकाका सामान व्यवस्थितरूपमा राख्ने नभएको, बालबालिकाका सृजना सामग्री थोरै मात्र प्रदर्शित भएको र बालबालिका खेल्नका लागि बालुवा, माटो र पानी कोठा भित्र व्यवस्था नभएको भए २ अङ्क । • खेल सामग्री नभएको वा नराखिएको, बालबालिकाका सामान राख्ने ठाँउ नभएको र बालबालिकाका सृजना सामग्री पनि प्रदर्शित नभएको भए १ अङ्क । • उल्लिखितभन्दा न्यून स्तरका लागि ० अङ्क ।
५	बसाइँ व्यवस्थापन			• भुइँमा कार्पेट सहित प्रत्येकका लागि अलग अलग कुसन⁺चकटी, उपयुक्त उचाइका टेबुल/डेक्स भई समूह क्रियाकलाप गर्न मिल्ने लचिलो बसाइ ब्वस्था भएमा ३ अङ्क । • जमिनको चिसो नआउने भुइँमा गुन्द्री⁺चकटी⁺फलेकमा बस्ने, उपयुक्त उचाइका डेक्स सहित समूह क्रियाकलाप गर्न मिल्ने बसाइ व्यवस्था भएमा २ अङ्क । • न्युनस्तरको बस्ने सामग्री, समूह क्रियाकलाप गर्न कठिन निश्चित बसाइ ब्यवस्था भएमा १ अङ्क । • उल्लिखितभन्दा न्यून स्तरका लागि ० अङ्क ।
६	पुस्तकालय र सिकाइ कुना व्यवस्थापन			• बाल सन्दर्भ सामग्री सहित कथा, गणित, अभिनय, निर्माणात्मक विज्ञान र Block गरी ६ सिकाइ कुना, रंग र आकार मिलाउने र छुट्ट्याउने, पजल सामग्री, भित्तामा बालबालिकाको उचाइसम्म लेख्न मिल्ने भित्ते पाटी र कम्तीमा ३ × १.५ वर्ग फिटको लेखन पाटी समेत भएको भए ३ अङ्क ।

क.सं.	व्यवस्थापन क्षेत्र	विद्यमान स्थिति	अङ्क	व्यवस्थापन सूचकका अङ्कन आधार
				• माथिका मध्ये केही कुना, पजल सामग्री, दिवालमा बालबालिकाको उचाइसम्म लेख्न मिल्ने भित्ते पाटी र कम्तीमा ३ × १.५ वर्ग फिटको लेखन पाटी समेत भएको भए २ अङ्क ।
				• सिकाइ कुनाको व्यवस्था नभएको, पजल र एउटा लेखन पाटीको व्यवस्था भएको १ अङ्क ।
				• उल्लिखितभन्दा न्यून स्तरका लागि ० अङ्क ।
७	शिक्षण ∕ शैक्षिक सामग्रीको उपलब्धता			• बालगीत, राष्ट्रिय गान, कथा चित्र, दैनिक कार्य तालिका, पोष्टर ∕ तस्वीर, बाल सिकाइ सहयोगी पुस्तिकाहरुको उपलब्धता ३ अङ्क ।
				• सीमित पोष्टर र तस्वीर, दैनिक कार्य तालिका, बाल सिकाइ सहयोगी पुस्तिकाहरुको मात्र उपलब्धता भएमा २ अङ्क ।
				• बाल सिकाइ सहयोगी सामग्रीको सामान्य उपलब्धता १ अङ्क ।
				• उल्लिखितभन्दा न्यून स्तरका लागि ० अङ्क ।
८	कक्षा कोठा सजावट			• भित्ताको केही भागमा विभिन्न आकारका वर्ण ∕अक्षरका पोष्टर वा भित्ते लेखन, अङ्क ∕संख्या पोष्टर, शब्द चित्र, अङ्क चित्र, शैक्षिक चार्ट र तालिकायुक्त सजावट भएमा ३ अङ्क ।
				• भित्ताको केही भागमा वर्ण ∕ अक्षर र अङ्क तालिका भित्ते लेखन शैक्षिक चार्ट मात्र भएमा २ अङ्क ।
				• भित्ताको केही भागमा मात्र वर्ण/अक्ष/ अङ्क तालिका पोष्टर र भित्ते तालिकायुक्त सामान्य सजावट भएमा १ अङ्क ।
				• उल्लिखितभन्दा न्यून स्तरका लागि ० अङ्क ।
९	सिकाइ खेल सामग्री			• राष्ट्रिय न्यूनतम मापदण्ड मार्गदर्शक पुस्तिका २०६७ मा उल्लिखित सबै सामग्री उपलब्ध भइप्रति ५ जनाको समूहमा १ सेट सबै सामग्री पुग्ने भएमा ३ अङ्क ।
				• उक्त पुस्तिकामा उल्लिखित सबै सामग्री १/१ सेट मात्र उपलब्ध भएमा २ अङ्क ।

क.सं.	व्यवस्थापन क्षेत्र	विद्यमान स्थिति	अङ्क	व्यवस्थापन सूचकका अङ्कन आधार
				• उक्त पुस्तिकामा उल्लिखितमध्ये केही सीमित मात्रामा उपलब्ध भएमा १ अङ्क । • उल्लिखितभन्दा न्यून स्तरका लागि ० अङ्क ।
१०	स्वास्थ्य परीक्षणको व्यवस्था			• प्राथमिक उपचार सामग्री सहितको बाकसको उपलब्धता, मासिक स्वास्थ्य परीक्षणको व्यवस्था र सो को अभिलेख भएमा ३ अङ्क । • प्राथमिक उपचार सामग्री सहितको बाकस र बर्षको २ पटकसम्म स्वास्थ्य परीक्षणको व्यवस्था भएमा २ अङ्क । • प्राथमिक उपचार सामग्री सहितको बाकस र विरामी हुँदा मात्र परीक्षण गराउने व्यवस्था भएमा १ अङ्क । • उल्लिखितभन्दा न्यून स्तरका लागि ० अङ्क ।
११	खानेपानी र सरसफाइ			• सफा शुद्ध खानेपानी (बोतल/गिलास सहित), साबुन र पानीसहित सफा शौचालय, सरसफाइका लागि पर्याप्त पानी धारा भएमा ३ अङ्क । • पर्याप्त पानी सहितको धारा र पानी सहितको सफा शौचालय भएमा २ अङ्क । • खानेपानीको सीमित व्यवस्था र शौचालय मात्र भएमा १ अङ्क । • उल्लिखितभन्दा न्यून स्तरका लागि ० अङ्क ।
१२	दिवा खाजा			• सबै बालबालिकाका लागि अभिभावकको सहभागितामा केन्द्रका तर्फबाट दिवा खाजा उपलब्धताको व्यवस्था भएमा ३ अङ्क । • सबै बालबालिकाका लागि अभिभावक / बालबालिका आफैले ल्याउने भएमा २ अङ्क । • केही बालबालिकाले मात्र खाजा ल्याउने र खाने भएमा १ अङ्क । • उल्लिखितभन्दा न्यून स्तरका लागि ० अङ्क ।
१३	नियमितता			• सार्वजनिक विदा बाहेकका दिनमा दैनिक १० – ३ बजे सम्म नियमित सञ्चालन भई बार्षिक २२० दिन खुलेको भएमा ३ अङ्क । • खुलेको दिन १०–३ बजेसम्म सञ्चालन हुने तर यदाकदा अनियमित भई बार्षिक २०० दिन सञ्चालित भएकोमा २ अङ्क ।

क.सं.	व्यवस्थापन क्षेत्र	विद्यमान स्थिति	अङ्क	व्यवस्थापन सूचकका अङ्कन आधार
				• बार्षिक १८० दिनसम्म सञ्चालन हुने र नियमित १०–३ बजेसम्म सुचारु नहुने १ अङ्क ।
				• उल्लिखितभन्दा न्यून स्तरका लागि ० अङ्क ।
१४	सहयोगी कार्यकर्ता			• कक्षा १० उत्तीर्ण भई आधारभुत तथा पुनर्ताजगी दुवै तालिम प्राप्त २ जना सहयोगी कार्यकर्ता भएमा ३ अङ्क
				• कक्षा १० उत्तीर्ण भई आधारभुत तालिम प्राप्त सहयोगी कार्यकर्ता भएमा २ अङ्क ।
				• १० कक्षा उत्तीर्ण तालिम नलिएको सहयोगी कार्यकर्ता भएमा १ अङ्क ।
				• उल्लिखितभन्दा न्यून स्तरका लागि ० अङ्क ।
१५	अभिलेख व्यवस्थापन			• भर्ना अभिलेख, दैनिक हाजिरी, प्रत्येक बालबालिकाको विकास र सिकाइ प्रगतिको व्यक्तिगत फायल र केन्द्रका गतिविधि सहितको अभिलेख र सो को प्रर्दशन समेत भएमा ३ अङ्क ।
				• भर्ना अभिलेख, दैनिक हाजिरी र केन्द्रका गतिविधिको सामान्य अभिलेख राख्ने गरेको भएमा २ अङ्क ।
				• भर्ना अभिलेख, दैनिक हाजिरी मात्र भएमा १ अङ्क ।
				• उल्लिखितभन्दा न्यून स्तरका लागि ० अङ्क ।
१६	समिति गठन र क्रियाशीलता			• केन्द्र व्यवस्थापन समिति पूर्ण गठन भई नियमित बैठक बस्ने गरेको ३ अङ्क ।
				• केन्द्र व्यवस्थापन समिति गठन भएको तर पूर्णता नपाएको नियमित बैठक हुने नगरेको २ अङ्क ।
				• केन्द्र व्यवस्थापन समिति भए पनि क्रियाशील नरहेको १ अङ्क ।
				• केन्द्र व्यवस्थापन समिति गठन नभएको ० अङ्क ।
१७	सहयोगी कार्यकर्ताको सन्तुष्टी			• अत्युत्तम भएमा ३ अङ्क
				• उत्तम भएमा २ अङ्क
				• सामान्य वा न्यून भएमा १ अङ्क

क.सं.	व्यवस्थापन क्षेत्र	विद्यमान स्थिति	अङ्क	व्यवस्थापन सूचकका अङ्कन आधार
१८	अभिभावकको सन्तुष्टी (कम्तीमा २ जना अभिभावक सँग गरेको कुराकानीको आधारमा			• अत्युत्तम भएमा ३ अङ्क • उत्तम भएमा २ अङ्क • सामान्य वा न्युन भएमा १ अङ्क
	व्यवस्थापन सूचकगत अङ्क वितरण प्रवृत्ति	३ अङ्क प्राप्त सूचक संख्या... २ अङ्क प्राप्त सूचक संख्या... १ अङ्क प्राप्त सूचक संख्या.... ० अङ्क प्राप्त सूचक संख्या....		उत्कृष्ट क्षेत्र (कं.सं.).. अति कमजोर क्षेत्र (कं.सं.)..
	जम्मा अङ्क : अङ्क प्रतिशत :			

परीक्षकको टिप्पणी

कं.सं.	सबल पक्ष/ राम्रा अभ्यास	सुधारका पक्ष	सुधारका लागि सुझाव
१			
२			
३			
४			
५			

सहजकर्ता   प्रधानाध्यापक   परीक्षक

मिति:

Annex 3: Tool for the assessment of ELDS (Task)

शैक्षिक गुणस्तर परीक्षण केन्द्र

प्रारम्भिक सिकाइ तथा विकासस्तर परीक्षण साधन

परीक्षक निर्देशिका सहित

खण्ड I: पृष्ठभूमि प्रश्न

खण्ड I यो खण्ड सहयोगी कार्यकर्ताको सहयोगमा परीक्षकले भर्ने ।

बालविकास केन्द्रको नाम ठेगाना (गाउँ/नगरपलिका, वडा नं., टोल)		जिल्ला :
मातृ विद्यालयको नाम		कोड नं.
बालक/ बालिकाको नाम:		उमेर:	लिङ्ग : महिला/पुरुष
बालबालिकाको घरमा बोलिने भाषा:		
परीक्षकको नाम:		हस्ताक्षर:

खण्ड II : सिकाइ तथा विकास स्तर

- खण्ड II अन्तरगतका कार्य गर्नु गराउनुभन्दा अगाडि प्रत्येक कार्य गर्ने तरिका र प्रकिया स्पष्ट बताउनुहोस् र गरेर देखाउनुहोस् । यस कार्यमा सम्बधित सहजकर्ताको सहयोग लिनुहोस् ।

- यस खण्डका क्रियाकलापको मूल्याङ्कन सँगसँगै पछाडि दिइएको टेबुलमा अङ्क दिनुहोस् ।

सा.नं. १. भाषिक विकास : अभिव्यक्ति सञ्चार । कार्य : अभिव्यक्त गर्ने । **सामग्री :**

प्रक्रिया र निर्देशन : बच्चाको नाम, उमेर र घरको बारेमा प्रश्न सोधी उत्तरका लागि निम्नानुसारको अङ्क दिने ।

प्रश्न	सही उत्तर भनेमा (३)	उत्तर दिएको तर सही नभएमा (२)	थाहा छैन भनेमा (१)	प्रतिक्रिया नदिएको(०)
क. तपाईंको नाम के हो ?				
ख. तपाईं कति बर्षको हुनु भयो ?				
ग. तपाईंको घर कहाँ हो ?				

सा.नं. २ शारीरिक विकास :स्थुल अङ्ग परिचालन । कार्य : ५ पटक एक खुटा र ५ पटक अर्को खुटा उचालेर उफ्रने । **सामग्री :**

प्रक्रिया र निर्देशन : पहिले सो कार्य गरेर देखाउने । देखाए अनुसार ५ पटक दाहिने खुटा र ५ पटक देब्रे खुटा उचालेर उफ्रन लगाउने । गरेको कार्यको अवलोकन गरी निम्नानुसार अङ्क दिने ।

गरेको कार्य स्तर	अङ्क
क. दाहिने खुटा उचालेर उफ्रेमा	
५ पटक सही ढंगले उफ्रेमा(३)	
५ भन्दा कम पटक मात्र सही ढंगले उफ्रेमा (२)	
उफ्रने प्रयास गरेको तर सही ढंगले नउफ्रेमा (१)	
कुनै कार्य नगरेमा (०)	
ख. देब्रे खुटा उचालेर उफ्रेमा	
५ पटक सही ढंगले उफ्रेमा(३)	
५ भन्दा कम पटक मात्र सही ढंगले उफ्रेमा (२)	
उफ्रने प्रयास गरेको तर सही ढंगले नउफ्रेमा (१)	
कुनै कार्य नगरेमा (०)	

सा.नं. ३. शारीरिक विकास : सुक्ष्म अङ्ग परिचालन सीप । कार्य : कागजलाई बराबर भागमा पट्याउने र च्यात्ने । **सामग्री :** A4 साइजको कागजको पाना ।

प्रक्रिया र निर्देशन : A4 साइजको कागजको पानालाई पहिले ४ बराबर भागमा (पहिले तेर्सो मोड र त्यसपछि ठाडो मोड) पट्याएर बराबर पारी च्यातेको देखाउने । बच्चालाई A4 साइजको कागजको पाना दिने र देखाए अनुसार पहिले तेर्सो र पछि ठाडो मोड पारी ४ बराबर भाग हुने गरी पट्याउन र चार टुक्रामा च्यात्न लगाउने । पट्याउने र च्यात्नेको कार्यको अवलोकन गरी निम्नानुसार अङ्क दिने ।

कार्य	अङ्क
क. पट्याउने कार्य	
सिधा पारी बराबर ४ भागमा पट्याएको (३)	
कम भाग मात्र बराबर र सिधा पार्न सकेको (२)	
सही ढङ्गले बराबर भागमा पट्याउन नसकेको (१)	
कार्य नै नगरेको /संलग्न नभएको (0)	
ख. च्यात्ने कार्य	
सिधा पारी बराबर ४ टुक्रामा च्यात्न सकेको (३)	
कम भागमात्र बराबर र सिधा पारी च्यात्न सकेको (२)	
च्यात्न नसकेको वा बराबर टुक्रा पार्न नसकेको (१)	
च्यात्ने कार्य नगरेको (0)	

सा.नं. ४. शारीरिक विकास : सुक्ष्म अङ्ग परिचालन । कार्य : विन्दु जोडी आकार बनाउने । **सामग्री :** सिसाकलम र झण्डा आकार आउने विन्दु चित्र ।

प्रक्रिया र निर्देशन : झण्डा आकारको विन्दु चित्र भएको कागज र साधारण सिसाकलम दिने । विन्दु जोडेर आकार बनाउन लगाउने ।

कार्य	अङ्क
विन्दु सही ढंगले जोडी झण्डा आकार बनाएमा (३)	
विन्दु जोड्डेको तर आँशिक भागमात्र मात्र झण्डाआकार मिलेमा (२)	
गलत ढंगले विन्दु जोडेमा / झण्डाकार हुन नसकेमा (१)	
कार्य नगरेमा (0)	

सा.नं. ५. भाषिक विकास : पूर्व लेखन । कार्य : सीधा रेखा, अर्ध वृत आकार, अंग्रेजी र नेपाली बर्णमालाका अक्षरको अनुलेखन । **सामग्री :**

प्रक्रिया र निर्देशन :पाटी वा कागजमा सीधा रेखा, अर्धवृताकार, नेपाली र अंग्रेजी बर्णमालाका च, ध, P र q क्रमशः लेखेर देखाउने । उक्त संकेत र बर्णहरु दिएको कागजमा लेख्न लगाउने । लेखाइका लागि निम्नानुसारको अङ्क दिने ।

क.सं	बर्ण/अक्षर	ठिक ढंगले लेखेमा (२)	लेखेको तर सही नभएमा (१)	नलेखेमा (०)
क				
ख	)			
ग	P			
घ	q			
a	च			
च	ध			

सा.नं. ६. भाषिक विकास : पूर्व लेखन । कार्य : नाम लेख्न । **सामग्री :**

प्रक्रिया र निर्देशन : नाम सोध्ने । भनेको नाम (शुरु नाम) दिएको कागजमा लेख्न लगाउने । लेखाइका लागि निम्नानुसारको अङ्क दिने ।

लेखाइ	अङ्क
शुद्ध र सही लेखकोमा (३)	
लेखेको तर शुद्ध र सही नभएमा (२)	
लेख्ने प्रयत्न गरेको तर पुरा लेख्न नसकेमा (१)	
नलेखेको वा लेख्ने प्रयास नगरेमा (०)	

सा.नं. ७ बौद्धिक विकास । कार्य : रङ पहिचान । **सामग्री :** रातो, पहेलो र निलो रङका कागजका टुक्राहरु

कार्य	अङ्क
तीन वटै रङको पहिचान गरेमा (३)	
कुनै दुई वटाको मात्र पहिचान गरेमा (२)	
कुनै एक वटाको वा प्रतिक्रिया दिएमा (१)	
प्रतिक्रिया नदिएमा (०)	

प्रक्रिया र निर्देशन : बालबालिकाहरुलाई पालै पालो रातो, पहेलो र निलो रङका कागजका टुक्राहरु देखाइ यो कुन रङको हो भनी सोध्ने । प्रत्येक सहि उत्तरका लागि एक अङ्कका दरले अङ्क दिने ।

सा.नं.८. बौद्धिक विकास । कार्य : पजल मिलाउने **। सामग्रीहरु :** कुकुरको चित्र र पजलका लागि त्यसका ४ टुक्राहरु ।

प्रकिया र निर्देशन : पहिला कुकुरको चित्र बालबालिकालाई देखाउने । त्यसपछि पजलका टुक्राहरु नमिलाइकन तल माथि पारी बालबालिकालाई दिने । यो चित्रमा देखाएको जस्तैगरी अब यो पजलका टुक्राहरु मिलाएर देखाऊ भन्ने । बालबालिकाले पजल मिलाउदै गरेको अवलोकन गर्ने र सोही आधारमा अङ्क दिने ।

कार्य	अङ्क
पजलका सबै टुका (१,२,३,४) ठीक मिलाएमा (३)	
पजलका केही टुका (कम्तिमा दुई ओटा) मात्र मिलाएमा (२)	
पजलका टुका जोड्ने प्रयास गरेमा (१)	
पजल मिलाउन प्रयास नगरेको वा इन्कार गरेमा (०)	

सा.नं. ९.शारीरिक विकास : स्थुल अङ्ग परिचालन । कार्य : बल अर्को व्यक्ति तर्फ फाल्ने र अर्कोले फालेको समाउने **। सामग्री :** बल ।

गरेको कार्य	अङ्क
क. फाल्ने कार्य	
३ पटक नै सही ढंगले फालेमा (३)	
कम पटक मात्र सही ढंगले फालेमा (२)	
प्रयास गरेको तर गलत ढंगले फालेमा (१)	
कार्य नगरेमा (०)	
ख. समाउने कार्य	
३ पटक नै सही ढंगले समाएमा (३)	
कम पटक मात्र सही ढंगले समाएमा (२)	
प्रयास गरेको तर गलत ढंगले समाएमा (१)	
कार्य नगरेमा (०)	

प्रकिया र निर्देशन : एक जनाले फालेको बल अर्को व्यक्तिले समाएको देखाउने । सहजकर्ता/ मूल्याङ्कनकर्ता र बच्चा एक मिटरको दुरीमा आमने सामने उभिने र एक जना बच्चाले बल तीन पटक सहयोगी कार्यकर्ता तर्फ फाल्ने र सहयोगी कार्यकर्ताले समात्ने । पुनः सहयोगी कार्यकर्ताले फालेको बल बच्चालाई समात्न लगाउने । बच्चाले फालेको र समाएको अवलोकन गरी निम्नानुसार अङ्क दिने । बलको ६देखी ८ सेन्टिमिटर ब्यास भएको ।

सा.नं. १०. शारीरिक विकास : **Sensory motor skills** । **कार्य** : आवाज पहिचान गर्ने र निकाल्ने । **सामग्री** :

प्रक्रिया र निर्देशन : बच्चालाई सहयोगी कार्यकर्ता⁄परीक्षकको विपरीत दिशा तर्फ फर्की बस्न लगाउने । ३⁄३ पटक हातले ताली बजाएको र जिब्रो पड्काएका आवाज सुनाउने । एक पटकमा एउटा आवाज सुनाउदै पहिचान गर्न लगाउने र सोही अनुसारको आवाज निकाल्न लगाउने । सो कार्यका मूल्याङ्कन गरी निम्नानुसार अङ्क दिने ।

आवाज	पहिचान कार्य	अङ्क
क. हातले ताली बजाएको	पहिचान सहि गरेमा (२)	
	पहिचान सहि नगरेमा (१)	
	प्रतिक्रिया नदिएमा (०)	
ख. जिब्रो पड्काएको	पहिचान सहि गरेमा (२)	
	पहिचान सहि नगरेमा (१)	
	प्रतिक्रिया नदिएमा (०)	
ग. तालीको आवाज निकाल्ने वा बजाउने	आवाज आउने गरी ताली बजाएमा (२)	
	तालि बजाएको तर आवाज ननिकालेमा (१)	
	क्रियाकलाप नगरेमा (०)	
घ. जिब्रो पड्काएको आवाज निकाल्ने	आवाज निकालेमा (२)	
	प्रयास गरेको तर आवाज ननिकालेमा (१)	
	क्रियाकलाप नगरेमा (०)	

सा.नं. ११.शारीरिक विकास : **Sensory motor skills** । **कार्य** : टाढा र नजिक दुरी पहिचान गर्ने । **सामग्री** :

प्रक्रिया र निर्देशन :एउटा किताब र कलम⁄सिसाकलम दुई अलग दुरीमा राख्ने । दुवै वस्तुलाई पालै पालो हेर्न लगाउने । कुन वस्तु टाढा र कुन नजिक छ भन्ने प्रश्न सोधेर उत्तरका लागि निम्नानुसार अङ्क दिने ।

कार्य⁄प्रतिक्रिया	अङ्क
दुवै वस्तुको दुरी (टाढा र नजिक) सही बताएमा (३)	
कुनै एकको मात्र दुरी सही बताएमा (२)	
प्रयास गरेको तर दुवैको दुरी गलत बताएमा (१)	
प्रतिक्रिया नदिएमा (०)	

सा.नं. १२. शारीरिक विकास : सरसफाइ । कार्य : फोहर फाल्ने ठाँउको पहिचान गर्ने । **सामग्री : ।**

उत्तर	अङ्क
फोहोर फाल्ने ठाँउ सही भनेमा (२)	
फोहोर फाल्ने ठाँउ सही भन्न नसकेमा (१)	
प्रतिक्रिया नदिएमा ⁄ नभनेमा (०)	

प्रक्रिया र निर्देशन : फोहोर चिज के मा र कहाँ फालिन्छ ? भन्ने प्रश्न गर्ने । फोहोर फाल्ने भाँडो, डस्टबिन, खाल्डो वा बाल्टीमा राखिन्छ भन्ने उत्तरका लागि निम्नानुसार अङ्क दिने ।

सा.नं. १३. भाषिक विकास : सुनाइ । कार्य : निर्देशन अनुसार कार्य गर्ने । **सामग्री :** ताराबाजी गीतको पत्ती ।

प्रक्रिया र निर्देशन : "ताराबाजी लै लै, मामा आए घोडा , माइजु आइन डोली , पापा ल्याइन सोली । " यी चार पङ्ति लय मिलाई गाएर सुनाउने । त्यसपछि क्रमशः बालबालिकालाई व्यक्तिगतरुपमा गाउन लगाउने । भने अनुसार गाएर सुनाएमा निम्नानुसारको अङ्क दिने ।

कार्य	अङ्क
सबै पङ्ती गाएमा (३)	
दुई पङ्ती वा सो भन्दा बढी गाएमा (२)	
एक पङ्ती गाएमा वा गाउने प्रयास गरेमा (१)	
प्रतिक्रिया नदिएमा वा नभनेमा (०)	

सा.नं. १४ .भाषिक विकास : सुनाइ बोध । कार्य : सुनेको बोध गर्ने । **सामग्री :**

प्रक्रिया र निर्देशन : अब एउटा कथा सुन्नुहोस् र त्यो कथामा कति जना र को को हुन्छन् सुनेर पत्ता लगाउनुहोस् भन्ने र तलको कथा बिस्तारै भनिदिने । *'एउटा घरमा दिदी र भाइ बस्थे । दिदीको नाम गीता थियो । भाइको नाम महेश थियो । उनीहरु मिलेर पढ्थे ।'* यो कथा भनिसके पछि उल्लिखित प्रश्न सोधी उत्तरका लागि निम्नानुसारको अङ्क दिने ।

प्रश्न	सही उत्तर दिएमा (३)	उत्तर दिएको तर सही नभएमा (२)	थाहा छैन भनेमा (१)	प्रतिक्रिया नदिएको(०)
क. कथामा कति जना मान्छे छन् ?				
ख. उनीहरुको नाता के हो ?				
ग. गीताको भाइको नाम के हो ?				

सा.नं. १५. भाषिक विकास : पूर्व पठन । कार्य : चित्र तथा वस्तु पहिचान गरी नाम भन्ने । **सामग्री :** आँप, केरा, कलम र टेबुलको चित्र ।

प्रक्रिया र निर्देशन : आँप, केरा र कलमको चित्र एक एक गरी देखाउँदै चिन्न र नाम भन्न लगाउने । उत्तरका लागि निम्नानुसारको अङ्क दिने ।

चित्र	सही नाम भनेमा (३)	नाम भनेको तर सही नभएमा (२)	थाहा छैन भनेमा (१)	प्रतिक्रिया नदिएको(०)
क. आँप				
ख. केरा				
ग. कलम				

सा.नं. १६.भाषिक विकास : पूर्व पठन । कार्य : शब्दबाट शुरु अक्षर चिन्ने । **सामग्री :**

प्रक्रिया र निर्देशन : कलम क हुन्छ भने गमला के हुन्छ ? तराजु के हुन्छ ? परेवा के हुन्छ ? भनी एक एक गरी प्रश्न सोध्ने । गमला, तराजु र परेवा शब्द भनी शुरु अक्षर भन्न लगाउने । उत्तरका लागि निम्नानुसारको अङ्क दिने ।

शब्द	शुरु अक्षर सही भनेमा (३)	शुरु अक्षर भनेको तर सही नभएमा (२)	थाहा छैन भनेमा (१)	प्रतिक्रिया नदिएमा (०)
क. गमला				
ख. तराजु				
ग. परेवा				

सा.नं. १७.भाषिक विकास : पूर्व पठन । कार्य : नेपाली र अंग्रेजी बर्णमालाका अक्षर चिनारी । **सामग्री :** अक्षर पत्ती ।

प्रक्रिया र निर्देशन : : नेपाली र अंग्रेजी बर्णमालाका केही अक्षर कार्ड दिने र भने अनुसारका वर्ण/अक्षर चिनेर देखाउन निर्देशन दिने । त्यसपछि वर्ण/अक्षर क्रमशः भन्दै जाने । भने अनुसारका नेपाली अंग्रेजी वर्ण/अक्षर चिने नचिनेको मूल्याङ्कन गरी निम्नानुसार अङ्क दिने ।

देखाएको बर्ण	चिनेको/ सही देखाएमा (२)	देखाएको तर सही नभएमा (१)	कार्य नगरेमा (०)
क. नेपालीको पहिलो उत्तर			
ख. नेपालीको दोस्रो उत्तर			
ग. अंग्रेजीको पहिलो उत्तर			
घ. अंग्रेजीको दोस्रो उत्तर			

सा.नं.१८. बौद्धिक विकास । कार्य : समयको अवधारणा (हप्ताका बार) । **सामग्रीहरु :**

प्रकिया र निर्देशन: परीक्षण भएको दिनको बार सहजकर्ताले भनिदिने त्यस पछिका तीन ओटा बारहरुको नाम क्रमैसँग भन्न लगाउने । भनेका बारको नामका लागि निम्नानुसार अङ्क दिने ।

कार्य	अङ्क
ठिक क्रममा तीन बारको नाम भनेमा (३)	
ठिक क्रम मिलाई दुई बारको नाम भनेमा (२)	
ठिक क्रममा एक बारको मात्र नाम भनेमा (१)	
कुनै प्रतिक्रिया नजनाएमा वा गलत भनेमा(०)	

सा.नं.१९.बौद्धिक विकास । कार्य : यातायात र सञ्चारका साधनहरुको पहिचान । **सामग्री:** टेलिभिजन, मोबाइल, बस र हवाइजहाजको चित्र ।

प्रकिया र निर्देशन : सबै चित्रहरु बालबालिकालाई हेर्न लगाउने र क्रमैसंग यातायात र त्यसपछि सञ्चारका साधन सम्बन्धी प्रश्नहरु सोध्ने । पहिला सबै चित्रहरु हेर्न लगाउने । त्यसपछि, निम्न प्रश्नहरु सोध्ने : हामी एक ठाउँबाट अर्को ठाउँका जान प्रयोग गर्ने साधन कुन कुन हुन् ? चित्रमा देखाउनुहोस् । हामीले गीत, समाचार सुन्न र कुराकानी गर्न प्रयोग गर्ने साधन वा वस्तु कुन कुन हो चित्रमा देखाउनुहोस् । बालबालिकाको प्रतिक्रिया अवलोकन गर्ने र सोही आधारमा निम्नानुसार अङ्क दिने ।

साधन	दुवै सही देखाएमा (३)	कुनै एक मात्र सही देखाएमा (२)	थाहा छैन भनेमा (१)	कुनै प्रतिक्रिया नजनाएमा (०)
क. पहिलो प्रश्नको उत्तर (यातायातका साधन)				
ख. दोस्रो प्रश्नको उत्तर (सञ्चारका साधन)				

सा.नं.२०. बौद्धिक विकास । कार्य : दिशाको ज्ञान । **सामग्रीहरु :**

प्रकिया र निर्देशन : बालबालिकालाई क्रमशः दायाँ हात उठाउनुहोस् । बायाँ हात उठाउनुहोस् । एक पाइला अगाडि बढ्नुहोस् । एक पाइला पछ्छाडि जानुहोस् भनी कार्य गर्न निर्देशन दिने र गरेका कार्यका लागि निम्नानुसार अङ्क दिने ।

दिशा	नअल्मलिई सही कार्य गरेमा (३)	अल्मलिदै सही कार्य गरेमा (२)	कार्य गरेको तर सही नभएमा (१)	प्रतिक्रिया नजनाएमा (०)
क. दायाँ				
ख. बायाँ				

दिशा	नअल्मलिई सही कार्य गरेमा (३)	अल्मलिदै सही कार्य गरेमा (२)	कार्य गरेको तर सही नभएमा (१)	प्रतिकिया नजनाएमा (०)
ग. अगाडि				
घ. पछाडि				

सा.नं.२१.बौद्धिक विकास । कार्य : दैनिक उपभोगका सामानहरुको पहिचान । **सामग्रीहरु** : चित्र पत्तीहरु ।

प्रकिया र निर्देशन : चम्चा, गिलास, कैंची र कचौराका चित्रहरु एक पछि अर्को कमैसँग देखाएर यो के को चित्र हो भनी सोध्ने र नाम भन्न लगाउने । उत्तरका लागि निम्नानुसार अङ्क दिने ।

सामान	ठिक उत्तर दिएमा (३)	उत्तर दिएको तर सही नभएमा (२)	थाहा छैन भनेमा (१)	कुनै प्रतिकिया नजनाएमा (०)
क. चम्चा				
ख. गिलास				
ग. कैंची				
घ. कचौरा				

सा.नं.२२. बौद्धिक विकास । कार्य : संख्याको ज्ञान । **सामग्रीहरु** : अङ्क पत्तीहरु १ देखि ९ सम्म ।

प्रकिया र निर्देशन : १ देखि ९ सम्मका अङ्क पत्तीहरु देखाएर क्रमशः दिइएको तालिकामा अङ्कहरु यो कतिको अङ्क हो भनी सोध्ने । ठिक उत्तर दिएमा अङ्कहरुमा घेरा लगाउने र भनेका प्रत्येक सही संख्याका लागि १ अङ्कका दरले अङ्क दिने ।

सही भनेका अङ्क		१	३	४	६	८	९	प्राप्ताङ्क....

सा.नं.२३. बौद्धिक विकास । कार्य : आकार ⁄परिणाम र लम्बाइका जानकारी । **सामग्री** : तीन साइजका (ठूलो, सानो र मझौला) का ढुङ्गाहरु । तीन साइज (लामो, मझौला र छोटो) का सीसाकलम वा छेस्का ।

प्रकिया र निर्देशन : पहिला ठूलो, सानो र मझौला आकारका ढुङ्गाहरु देखाउने । त्यसपछि, लामो, छोटो र मझौला सिसा कलमहरु वा छेस्का देखाउने । पहिला ठूलो, सानो र मझौला आकारका ढुङ्गाहरु देखाएर निम्न प्रश्नहरु सोध्नेः *"यी ढुङ्गाहरु मध्ये सबैभन्दा ठूलो ढुङ्गा कुन हो देखाउनुहोस् । यी मध्ये सबैभन्दा सानो ढुङ्गा कुन हो देखाउनुहोस् ।"* त्यसपछि, छोटो, मझौला, लामो आकारका सिसाकलम वा छेस्का एकै ठाँउमा राखेर :*"यी मध्ये सबैभन्दा लामो सिसाकलम वा छेस्को कुन हो देखाउनुहोस् । यी मध्ये सबैभन्दा छोटो सिसाकलम वा छेस्को कुन हो देखाउनुहोस् ।"* बालबालिकाले दिएको प्रतिकिया अवलोकन गर्ने र सोही आधारमा निम्नानुसार अङ्क दिने ।

आकार	सही उत्तर भनेमा (३)	कुनै एक मात्र सही उत्तर भनेमा (२)	उत्तर दिएमा तर सही नभएमा (१)	कुनै प्रतिकिया नजनाएमा (०)
क. ठूलो र सानो				
ख. लामो र छोटो				

सा.नं.२४. बौद्धिक विकास । कार्य :सिर्जनात्मक कला । **सामग्री** : खुट्टा, आँखा र पुच्छर नभएको एउटा बिरालोको चित्र ।

प्रकिया र निर्देशन : पहिला खुट्टा, आँखा र पुच्छर नभएको बिरालोको चित्र बालबालिकालाई राम्ररी हेर्न लगाउने । त्यसपछि, चित्रमा के छुटेको छ भनी सोध्ने र छुटेको अङ्ग थप्न लगाउने ।

पूरा गर्नु पर्ने	छुटेका सबै थपेमा (३)	छुटेका मध्ये कुनै दुई थपेमा (२)	कुनै एक थपेमा वा प्रयास गरेमा (१)	प्रयास नगरेमा (०)
खुट्टा, आँखा र पुच्छर				

सा.नं.२५. सामाजिक विकास । कार्य : जीवनोपयोगी सीप (मन पर्ने /नपर्ने छुट्याउने) । **सामग्री** :

प्रकिया र निर्देशन : बालबालिकालाई उनीहरूले घरमा खाने गरेका खानेकुरा के के हुन् भनेर सोध्ने । उनीहरूले खाने गरेका खानेकुरामध्ये सबभन्दा बढी मनपर्ने कुनै तीनओटा खानेकुराको नाम छान्न वा बताउन लगाउने । कुन खानेकुरा सबभन्दा बढी मनपर्छ ? कुन मनपर्दैन ? किन मनपर्दैन ? भन्ने विषयमा कुराकानी गर्न भन्ने र मनपर्ने चिज बारे बताउन लगाउने । गरिएको कुराकानीका आधारमा नाम बताएमा निम्नानुसार अङ्क दिने ।

कुराकानी कार्यको स्तर	अङ्क
स्पष्ट ३ ओटा खानेकुराको नाम बताएमा (३)	
३ ओटा भन्दा कम मात्रको नाम बताएमा (२)	
प्रयास गरेको तर नाम बताएको नमिलेमा (१)	
कुराकानी गर्न चाहदैन/ गर्दैन (०)	

सा.नं.२६. सम्वेगात्मक विकास । कार्य : सम्वेग प्रकट । **सामग्री** : हाँसेको वा खुशी भएको र रोएको अनुहारका मानिसका चित्रह¿ .

प्रकिया र निर्देशन : चित्रहरू एक एक गरी देखाएर निम्नानुसारका प्रश्न सोध्दै प्रतिकिया दिन लगाउने । यो के गरेको वा कस्तो बेलाको चित्र हो ? के भयो भने तपाईं यस्तै खुशी हुनुहुन्छ वा हाँस्नुहुन्छ ? के भयो भने तपाईं रुनुहुन्छ ? तपाईंलाई कस्तो बेलामा यस्तै रुन मन लाग्छ ? प्राप्त प्रतिकियाका लागि निम्नानुसार अङ्क दिने

सम्वेग अवस्था	सही अवस्था भनेमा (३)	आँशिक सही अवस्था भनेमा (२)	भनेको अवस्था सही नभएमा (१)	प्रतिक्रिया नदिएको (०)
क. खुशी हुने				
ख. रुने				

सा.नं.२७. सम्वेगात्मक विकास । कार्य : सह अनुभूति (Empathy) **। सामग्री :** रोइराखेको बेलाको मानिसको चित्र र घटना सन्दर्भ ।

प्रक्रिया र निर्देशन : रोइराखेको बेलाको मानिसको चित्र देखाउने, यस्को सन्दर्भ बताउने र बारेमा बताउने । चित्र देखाएर यिनी के गर्दै छन् ? यिनलाई के भएको होला ? तपाईले तपाईको साथीलाई यस्तो अवस्थामा देख्नुभयो भने तपाईलाई कस्तो लाग्छ ? यस अवस्थामा तपाई साथीलाई के कस्तो र कसरी सहयोग गर्नुहुन्छ ? जस्ता प्रश्न सोधी प्रतिक्रिया लिने । प्राप्त प्रतिक्रियाका लागि निम्नानुसार अङ्क दिने ।

प्रतिक्रिया	अङ्क
सोधेर समस्या बुझी सहयोगको प्रयास गर्छु वा यस्तै आशय व्यक्त गरेमा । (२)	
केही पनि गर्दिन वा कुनै प्रतिक्रिया दिएमा । (१)	
प्रतिक्रया नदिएको । (०)	

सा.नं.२८. साँस्कृतिक विकास । कार्य : मूल्य र मान्यता **। सामग्री :**

प्रक्रिया र निर्देशन : बालबालिकालाई तपाईं घरमा कुन् कुन् चाँडपर्ब मनाइन्छ ? ती मध्ये तपाईलाई बढी मनपर्ने तीनओटा कुनकुन हुन् ? भन्ने प्रश्न सोध्नुहोस् । दिएका उत्तरका लागि निम्नानुसार अङ्क दिने ।

उत्तर	अङ्क
मनपर्ने तीन चाँडपर्वको नाम भनेमा (३)	
तीनओटा भन्दा कम चाँडपर्वको मात्र नाम भन्न सकेमा (२)	
मनपर्ने चाँड छुट्याउन वा भन्न नसकेमा (१)	
उत्तर नदिएमा (०)	

शैक्षिक गुणस्तर परीक्षण केन्द्र

प्रारम्भिक बालविकास केन्द्रका बालबालिको सिकाइ र विकास अवस्थाको परीक्षण फाराम

संक्षिप्त रुप :

शावि = शारीरिक विकास, भावि = भाषिक विकास, बौवि = बौद्धिक विकास, सावि = सामाजिक विकास, संवि = सम्बेगात्मक विकास, साँवि = साँस्कृतिक विकास,

विकासात्मक क्षेत्र र कार्य

१. भावि : अभिव्यक्ति सञ्चार, २. शावि :स्थुल अङ्ग परिचालन, ३.शावि : सुक्ष्म अङ्ग परिचालन सीप, ४. शावि : सुक्ष्म अङ्ग परिचालन, ५. भावि : पूर्व लेखन, ६. भावि : पूर्व लेखन, ७. बौवि : रङ्ग पहिचान, ८. बौवि : पजल मिलाउने, ९.शावि :स्थुल अङ्ग परिचालन, १०.शावि : Sensory motor skills, ११.शावि : Sensory motor skills, १२. शावि : सरसफाइ, १३. भावि : सुनाइ, १४. भावि : सुनाइ बोध, १५. भावि : पूर्व पठन, १६. भावि : पूर्व पठन, १७. भावि : पूर्व पठन, १८. बौवि : समयको अवधारणा, १९. बौवि : यातायात र सञ्चारका साधन, २०. बौवि : दिशाको ज्ञान, २१. बौवि : दैनिक प्रयोगका सामानहरुको पहिचान, २२. बौवि : सङ्ख्याको ज्ञान, २३. बौवि : आकार र लम्बाइको जानकारी, २४. बौवि : सिर्जनात्मक कार्य, २५. सावि : जीवनोपयोगी सीप, २६. संवि : सम्बेग प्रकट, २७. संवि : सहअनुभूति प्रकट र २८. साँवि : मुल्य र मान्यता

क्र.सं.	बालबालिकाको नाम																													
१																														
२																														
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Annex 4 : Criteria for rating, state of indicators and rating points

Management Aspects	Indicators of standard	Rating Points	State of standard
Building/Hall/Room	• Runs in own building/hall/room that is clean, bright, properly ventilated and has its compound with adequate space. • Runs in in own building/hall/room/ that is clean, bright and ventilated. • Runs in a public or rented room that is clean, bright and ventilated. • Runs in a room/hall/building below the minimum standard.	3 2 1 0	• Reaching to Ideal standard • Meeting basic standard • Meeting minimum standards • Meeting none of the standard
Management of compound area	• Has safe and clean open and free space enough for playing ball for all children with swing, Slide, Seesaw and with gardening. • Has safe and clean open and free space enough for playing for children. • Has safe and clean open space enough to line up all children • Has no such space and compound area.	3 2 1 0	• Reaching to Ideal standard • Meeting basic standard • Meeting minimum standards • Meeting none of the standard
Management of Room/ Hall	• Availability of per child 2 square meter space inside room with 8 feet height. • Availability of per child 1.5 square meter space inside room with 8 feet height. • Availability of a room with enough space to sit 20 children at a time. • Availability of room to sit 20 children together.	3 2 1 0	• Reaching to Ideal standard • Meeting basic standard • Meeting minimum standards • Meeting none of the standard

Management Aspects	Indicators of standard	Rating Points	State of standard
Management of learning and play materials	• Availability of learning and play materials properly placed in access of all children along with the well display of materials created by children; a well decorated room with additional materials for play and creation for children. • Availability of play and learning materials but not placed properly, children's works are not displayed properly, limited availability of materials for play and creation. • Limited play and learning materials and not managed them properly; children's work are not displayed, lack space for display. • Lacking play and learning materials of any kind, no space for managing them.	3 2 1 0	• Reaching to Ideal standard • Meeting basic standard • Meeting minimum standards • Meeting none of the standard
Seating arrangement	• Has flexible seating arrangement in well-furnished in chair/table or in bench/ desks of appropriate size or cushions/ mats for individual sitting in well-furnished floor that is appropriate for conducting learning activities in group or individually • Has flexible seating arrangement in mats/cushion/wooden plank along with table, desk for individual sitting in well surfaced floor and that is appropriate for conducting learning activities in group or individually. • Has seating arrangement in mats/wooden planks/ cushions of sub standards in floor that is not suitable for conducting learning activities • Has very poor facility for sitting and is unfavorable for conducting learning activities.	3 2 1 0	• Reaching to Ideal standard • Meeting basic standard • Meeting minimum standards • Meeting none of the standard

Management Aspects	Indicators of standard	Rating Points	State of standard
Availability of learning corner and library	• Manages different learning corners for storytelling, mathematics, role play, creative science, puzzles and building blocks along with space for matching colors and shapes consisting children books, board like wall appropriate for writing and writing board of appropriate size in wall at children height. • Limited learning corners, puzzles, children books having board like wall for writing and writing board of appropriate size in appropriate height. • Lacks learning corner, consist limited puzzles and building blocks and a writing board • Lacks any of the materials and facilities.	3 2 1 1	• Reaching to Ideal standard • Meeting basic standard • Meeting minimum standards • Meeting none of the standard
Availability of educational and instructional materials	• Availability of children songs, national anthem, pictorials, daily activity schedules, posters, pictures, manuals or guides for children learning activity. • Availability of posters and pictures in limited amount and has manuals or guides for children learning activity. • Availability of learning aids in a limited amount. • Lacking no learning materials or aids or are nominal.	3 2 1 0	• Reaching to Ideal standard • Meeting basic standard • Meeting minimum standards • Meeting none of the standard
Decoration of learning activity room/hall	• Parts of wall is printed/painted with alphabets/letters, numbers table, diagrams pictures, charts, tables and the like. • Parts of wall is painted/printed with alphabets/letters and number table and other limited learning contents. • Parts of wall is printed/painted with a very nominal learning contents • No learning content is printed on wall	3 2 1 0	• Reaching to Ideal standard • Meeting basic standard • Meeting minimum standards • Meeting none of the standard

Management Aspects	Indicators of standard	Rating Points	State of standard
Play learning materials	• Availability of all play learning materials in sets as mentioned in National Minimum Standards for ECD Centers 2067 in amount and quantity sufficient to play for each of group of five children. • Availability of a set of all materials. • Availability of some types of materials in limited amount and quantity. • Lacks any of the materials or is nominal.	3 2 1 0	• Reaching to Ideal standard • Meeting basic standard • Meeting minimum standards • Meeting none of the standard
Health service	• Availability of first aid box and provides monthly health checkup service. • Availability of first aid box and provides health checkup twice a year. • Availability of first aid box and health checkup service when one falls sick. • Lacks both facility.	3 2 1 0	• Reaching to Ideal standard • Meeting basic standard • Meeting minimum standards • Meeting none of the standard
Drinking water and sanitation	• Availability of clean drinking water in individual bottle/glass for each; has clean rest room with soap and adequate water and water tap inside compound. • Availability of clean drinking water, a clean rest room with water and a water tap inside the compound. • Limited availability of drinking water and a toilet. • Lacks drinking water inside room and toilet is far from room.	3 2 1 0	• Reaching to Ideal standard • Meeting basic standard • Meeting minimum standards • Meeting none of the standard
Day meal/tiffin	• Availability of day meal/tiffin for all from the center with or without contribution parents. • Provides day meal/tiffin only in contribution of parents • Provides for those who bring with them • No provision of day meal/tiffin	3 2 1 0	• Reaching to Ideal standard • Meeting basic standard • Meeting minimum standards • Meeting none of the standard

Management Aspects	Indicators of standard	Rating Points	State of standard
Regularity	• Runs regularly at least five hours a day for 220 days in a year. • Runs in day time at least 200 days in a year with some occasional irregularity. • Runs in a day time at least 180 days a year with irregularity in time and schedule. • Runs less than 180 days and is irregular in time schedule.	3 2 1 0	• Reaching to Ideal standard • Meeting basic standard • Meeting minimum standards Meeting none of the standard
Facilitators	• Grade 10 passed two facilitators receiving basic and refresher trainings. • Grade ten passed one facilitator receiving basic training. • Grade 10 passed untrained one facilitator. • One facilitator with under qualification and no training.	3 2 1 0	• Reaching to Ideal standard • Meeting basic standard • Meeting minimum standards • Meeting none of the standard
Record management	• Has updated individual record of each child on enrolment, daily attendance, progress on learning and development along with activities of center. • Has updated record of enrollment, daily attendance and activity of center. • Has some record of enrollment and daily attendance • Has no updated record on enrollment and attendance.	3 2 1 0	• Reaching to Ideal standard • Meeting basic standard • Meeting minimum standard. • Meeting none of the standard
Formation of committee and its functioning	• Has formed a full-fledged management committee and holds meeting regularly. • Has formed a committee but is irregular in holding meeting • Has formed a committee but is not functional • Has not formed committee	3 2 1 0	• Reaching to Ideal standard • Meeting basic standard • Meeting minimum standards • Meeting none of the standard

Management Aspects	Indicators of standard	Rating Points	State of standard
Satisfaction of facilitators on management of center	• Completely satisfied • Generally satisfied • Little satisfied • Not satisfied	3 2 1 0	• Reaching to ideal standard • Meeting basic standard • Meeting minimum standards • Below the standard
Parent satisfaction	• Completely satisfied • Generally satisfied • Little satisfied • Not satisfied	3 2 1 0	• Reaching to ideal standard • Meeting basic standard • Meeting minimum standards • Below the standards