

**ASSESSMENT OF EARLY CHILDHOOD  
EDUCATION AND DEVELOPMENT 2018**  
**A REPORT ON EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS)**



Government of Nepal  
Ministry of Education, Science and Technology  
**Education Review Office (ERO)**  
Sanothimi, Bhaktapur

# **Assessment of Early Childhood Education and Development 2018**

This report of Assessment of Early Childhood Education and Development 2018 is prepared by CEIR (consultancy firm) in the close coordination of ERO.

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# Preface

Proper learning and development of an individual at early years prepares a solid foundation for all-round development and wellbeing of a person throughout life. Considering this, the government of Nepal has made investment in early child development education. To improve ECED centers further, we need to provide suggestions to the government. For this purpose, only the reliable assessment of early learning and development of child generates evidences to formulate sound policy, identify where additional interventions are needed and explore the problems on curricula, instruction and teacher training. At the same time, the assessment will be helpful in identifying children who are struggling for learning, either on individual or group level and preparing evidence for tracking equity and quality.

The objectives of this assessment were to assess the level of preparation of ECED children as per the Early Learning and Development Standards (ELDS) after the ECED intervention, identify the present status of physical and infrastructure met by the ECED centers and generate the evidence-based information for monitoring the performance of ECED children over the period.

When Education Review Office (ERO) started assessment of ECED in 2073 (2016/17) for the first time, development of assessment framework and tools, pre-testing of the tools and editing and finalization tools were completed in the first year and the assessment was carried out in the following year (2017). Meanwhile, performance audit of few ECED centers was also carried out. Learning from the first assessment, further improvement was made in sampling, assessment tools and test administration process. To address the concerns of quality, equity and tracking of ECED children's development level, this assessment is a pivotal. In this assessment, altogether 3675 students and 299 ECED centers were selected based on the random sampling. Moreover, performance audit of 44 ECED centers out of those 299 centers was also carried out.

Throughout the process of tool development, test administration, data analysis and report writing, teachers, ECED experts and researchers have contributed in different many ways. I am very grateful to report writer, data analyzer, language and content editors and coordinators who brought this report in this form. Similarly, I would like to acknowledge the collaboration and participation of UNICEF Nepal by providing financial and technical support. I would also like to extend my sincere gratitude to ECED assessment committee members. My sincere thanks go to the previous ERO

head Dr. Lekhnath Paudel for his invaluable suggestions and technical officer Ram Chandra Dhakal for the management of assessment process. I highly appreciate Dr. Bhojraj Kafle for providing philosophical and theoretical inputs during the discussion and implication of the results of this research. Also I would like to express my sincere gratitude Mr. Pralhad Aryal and Dr. Dipu Shakya for the technical inputs to finalize the report. I would like to place on record my gratefulness to ERO directors - Anupam Chandra Shrestha, Hari Prasad Aryal, Uttar Kumar Parajuli, Narayan Prasad Jha. Finally, I would like to thank all the staff of ERO for their efforts and contributions.

Finally, ERO commends this report to education policy makers, programme designers, teachers, educators, community members and researchers for their reference for improving learning and development of ECED children.

Tek Narayan Pandey  
Director General, Education Review Office  
2076 Asar (2019)

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## ABBREVIATION

ANOVA	Analysis of Variance
CERID	Research Centre for Educational Innovation and Development
DOE	Department of Education
EC	European Commission-EC,
ECD	Early Childhood Development
EFA	Education for All
ELDS	Early Learning and Development Standard
ERO	Education Review Office
IDELA	International Development and Early Learning Assessment
MOE	Ministry of Education
OECD	Organization for Economic Cooperation and Development
PPC	Pre-primary Class
SDG	Sustainable Development Goals
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund, formerly

# INTRODUCTION

## 1.1 Background

From human growth and development perspective, early years particularly from 3 to 5 in human life is considered critical because what develops during these years shapes and affects personal development and learning in later years of life. These years are also the most formative in children's lives and set the foundations for children's lifelong development and patterns for their lives (European Commission-EC, 2014). It is not only a period of remarkable brain development that lays the foundation for later learning (UNESCO, 2007). The development and learning during these years also shape cognitive, social and language skills, as well as lifelong approaches to learning (Scarborough, 1998; Lonigan, Burgess & Anthony, 2000; Young Lives, 2010) that are directly related to their future academic success.

The learning and development at these ages help one reach full human cognitive, emotional, social and physical potential (UNICEF, 2014) and are the key to a full and productive life for children and to the progress of a nation. Researches have also shown that half of the person's intelligence potential develops by the age of four and early childhood interventions can have long term effect on cognitive capacity, personality and social behavior. Properly organized appropriate learning and development activities at this stage nurtures and fosters children's mental, psychosocial and cognitive development that form a solid foundation for their future wellbeing and learning.

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, are in accord with a high priority for children's learning and development program at the start of school. Since investment in early child development does not only yield greater returns as improved cognitive and social-emotional development, school readiness, health and nutritional status; it has been conceived instrumental in achieving MDG 2 and 3 and EFA goals regarding smooth transition to school, increased retention, improved learning achievement and completion of universal primary education. Understanding these wider benefits, early childhood development program as a part of Sustainable Development Goals (SDGs) has been identified as a pivotal element for attaining proposed educational 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 of children, preschool education and development programs in the forms of Early Childhood Development (ECED) program, Preprimary Education, Kindergarten, and Nursery 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. Not only does it stimulate cognitive and emotional development, but there is robust evidence of the impact of preschool learning and development program on school completion and learning outcomes in later childhood, as well as lifelong benefits in terms of health and earnings (UNESCO, 2007). Nor does it just impact on school attendance or completion: children with preschool learning experiences do consistently better in mathematics, science and reading, even after accounting for socio-economic factors (OECD, 2014).

Understanding the need of ECED program for holistic development of children, Nepal has also institutionalized early childhood education and development programs in the form of Early Childhood Education and Development (ECED) Centers for early learning and development as part of public education system. Efforts have been concentrated to improve access to ECED for all target children audits management efficiency and ensure learning and development standards. With these efforts made so far, significant achievement has been made in this sector over the last decade. Realizing need of assessing ECED programs based on standard framework, Education Review Office (ERO) Nepal since 2017 has initiated an assessment of early learning and development standards of children at ECED, management and operation standards of ECED centers for generating evidence-based information to monitor the progress and inform the system. The evidence-based information generated through this kind of national level assessment also informs the policy makers, planners and practitioners as well. As the report of this kind of assessment becomes the subject of review for National Education Committee, the higher level policy guiding body, this feeds forward to the policy at the same time also provides feedbacks to the program planners, educators as well as the practitioners.

## **1.2 Context of ECED in Nepal**

First, pre-schooling education program in the form of pre-primary classes with some emphasis on academic aspects existed in Nepal in the early 1980s and onwards. Then, early childhood development program with focus on holistic development of children rather than mere academic achievement has been institutionalized formerly since 2000 within the EFA framework. Realizing the need of ECED programs for its various benefits, ECEDs in later years expanded rapidly throughout the country to ensure its access to the children aged 3-4 years old. As a result, their number, excluding preprimary classes (PPC) run by institutional schools, has reached 30448 with 84.1 percent gross enrolment rate of target age population in the academic year 2074(2017/18). Of the total enrolment in Grade 1, about 66.3 percent children enter in this grade with the experiences of ECED and PPC (DOE, 2017).

With a view to promote a comprehensive approach to ECED programs for safeguarding the rights of youngsters, 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), enacted 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, an operation and management guideline has been developed by the MOE/ DOE. To ensure minimum learning and development standards in all ECD centers; ECED curriculum, Early Learning Development Standards (ELDS) and ECED minimum standards spell out what ECED children should know and be able to perform. Similarly, School Sector Reform Plan (SSRP) 2009-15 and the School Sector Development Plan (SSDP) 2016-2023 have also repeatedly pointed out the need to improve quality aspects of the ECED program.

Preprimary learning in Nepal is either community or school based in terms of management and operation. Both of them are designed to meet educational and developmental needs of children who primarily fall in the 3 to 5 age group with the fund and support from the government and/ or community.

As far as the terminology is concerned, two terms are found to have been used interchangeably for pre-school program in Nepal. While the former policy and plan documents like Early Childhood Development Handbook (Curriculum) 2062 BS and National Minimum Standards for ECD Centers 2067BS used the term Early Childhood Development (ECD), School Sector Reform Plan (SSRP) 2009-15 and the School

Sector Development Plan SSDP) 2016-2023 has mentioned it as Early Childhood Education and Development (ECED). Following the latter, ECED has been used in this report.

### **1.3 Context of ECED assessment in Nepal**

The ELDS and management standards for ECED centers have been defined by the government to regulate them effectively. The systematic assessment of early learning and development of children against the standards expected and management of ECED centers against the set standards was not carried out before 2017. However, some efforts were made to study ECED on the importance of ECED, their contribution to school readiness of ECED children, availability of service and facilities, and their operation and management before 2012 (CERID, 2006, & 2012). Assessment of early learning and development standards by globally accepted domains based on standard framework was also essential to measure, track and monitor the progress against indicator 1 under SDG target 4.2 (Rebello Britto & Hancioglu, 2016) as each member country has to report where one stands against them. Given the context an initiative for assessing ECED management and early learning and development of children has been initiated by the ERO since 2017 on the basis of assessment framework using standard tools and instruments. First round of assessment has already been accomplished in 2017. As continuation of earlier effort, this report has been prepared based on the second round of assessment.

### **1.4 Need of assessment**

As countries have invested in early childhood programs and policies, interest in assessing them increases as well for several reasons. Most importantly, accurate, reliable measurement of management standards of ECED and early learning and development standards (ELDS) of ECED children can help inform sound policy formulation; identify where additional investments are needed; improve curricula, instruction and teacher training; and perhaps most critically, identify children who are at risk of school achievement, either on an individual or group level. Similarly, measurement of ELDS at the population level with representative samples of children is also central to tracking equity: without knowing where children begin at the start of formal schooling, it is impossible to know whether education systems are successful in closing gaps between children as the school years' progress. Additionally, assessing children's learning and development standards in their pre-school careers is essential for knowing whether interventions on ECED are fruitful for achieving the goal of

learning for all, or whether pre schooling experiences only mirror or exacerbate the inequities present before schooling begins.

The Education vision 2030 agenda includes emphasis on measurement of learning across all proposed targets, including early childhood development. For the ECED sector, the agenda call countries for monitoring the progress against the indicators ‘proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex’ and ‘participation rate in organized learning (one year before the official primary entry age), *by sex* (UNESCO, 2015). There are unique questions that are answered by this ELDS assessment of ECED level children whether and to what extent they are 'developmentally on track' and the assessment informs parents, policy makers and practitioners.

Education Review Office (ERO) in Nepal was established in 2010 with the mandates for carrying out independent performance audit of the schools and educational institutions under Ministry of Education, Science and Technology and assessing the level of student achievement including ECED in order to promote the accountability of the institutions and improve the quality of education. The assessment of children’s performance is one of the pivotal functions towards enhancing the quality education. ERO conducts educational review (audit) and prepares reports which are publicly available. The assessment process generally includes conducting assessment, preparing reports and making available for concerns including the general public. So long as the report is publicly available; educational quality reform takes place in three ways, for example, by self -realization, by creating pressure through the outsiders and by enforcing legal provision (Rojas & Greaney, 996; Shrestha, 2012; World Bank, 1996). Based on these, curriculum and curricular materials, teacher management, financial management, pedagogical concerns, infrastructure and physical aspects are addressed.

The assessment provides information which ECED facilitators and parents can better understand individual children’s developmental progress and status and how well they are learning. Moreover, assessment result can inform care giving, instruction, and provision of needed services. It also helps early ECED practitioners determine how well they are meeting their objectives for the children they serve, and it informs about learning and development activity design and implementation. It provides some of the information needed for program accountability and contributes to advancing knowledge of child development. Furthermore, it also guides and helps assessment planners deciding when and what to assess, developing or selecting and using assessment tools, interpreting assessment data and reporting.

## **1.5 Objectives of ECED assessment**

Considering the importance of ECED 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 ECED. In this regard, understanding what and to what extent children are learning at ECED 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 evidences on how the interventions made for ECED has been working in meeting the desired goals. More specifically, this assessment intends to:

- i. assess the level of early learning and development standards among children after the ECED intervention,
- ii. assess the management standard (situation of physical and infrastructure) met by the running ECED, and
- iii. generate evidence-based information on performance of ECED for monitoring the trends over the period.

## **1.6 Structure of report**

This report has been organized in five chapters. The first chapter presents the background and sets the context of ECED assessment in Nepal, followed by the need and objectives of the assessment. The second chapter deals with the methodology-assessment design describing tools, sample selection-the children, ECEDs, districts, and process involved in it and procedures followed while accomplishing the assessment. While doing so, this chapter also describes briefly the data analysis process and benchmarking including the limitation of this report. The third chapter presents the results on management standards of ECD in terms of physical facilities available and services provided. The fourth chapter describes the results on early learning and development standards met by the children after the intervention in ECD in terms of children's performance. The ELDS performances have also been presented in relation to gender, domains, linguistic background of children, facilitators' qualification and training. The last chapter presents major findings, and implications.

# METHODOLOGY

Methodology is study approach to generate data and information according to the objectives of study which mainly involves assessment design, study methods and tools. Beginning with the assessment design, this chapter describes the selection of sample population districts, ECED centres and the sources of information; development of tools; pilot testing of the study tools; and data collection and analysis procedures.

## 2.1 Assessment design

This study was designed to be carried out in three different phases. In the first phase, an assessment framework was devised by spelling out major early learning and development standards to be assessed along with developing indicators for assessing the management standards as set in National Minimum Standards for ECD 2067 and ELDS 2069 (DOE, 2062, 2069) to form a basis for developing assessment tools, test items and assessment procedures. Particularly, this phase was designed to decide learning and development tasks by each domain and main aspects of management to assess, devising assessment items and tools and setting a standard procedure of assessment. During the phase, early learning and development standards (ELDS) for ECED children appeared to date at national and international level and minimum standards to meet in ECED 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 2. 1: Assessment framework for ELDS*

Domains	Skills	Assessment Tasks
Physical development	Gross motor skills	<ul style="list-style-type: none"><li>• Hoping on foot</li><li>• Throwing and catching objects</li></ul>
	Fine motor skills	<ul style="list-style-type: none"><li>• Folding and tearing paper of equal size</li><li>• Draw line or circle joining given dots to form a shape</li></ul>
	Sensory motor skills	<ul style="list-style-type: none"><li>• Recognizing and producing sounds</li><li>• Identifying distance (far/near using eyes)</li></ul>
	Health and hygiene	<ul style="list-style-type: none"><li>• Knowing hygienic habits</li></ul>

<b>Domains</b>	<b>Skills</b>	<b>Assessment Tasks</b>
Language development	Listening comprehension	<ul style="list-style-type: none"> <li>Following instructions (Sing a listened song, comprehend short story listened).</li> </ul>
	Communication with others	<ul style="list-style-type: none"> <li>Telling name, age and location of home</li> </ul>
	Pre reading	<ul style="list-style-type: none"> <li>Identifying and naming the given objects</li> <li>Identify the first letter/sounds in words</li> <li>Read out the Nepali and English alphabets as shown</li> </ul>
	Pre writing	<ul style="list-style-type: none"> <li>Copy straight line, half circle, write Nepali and English alphabets</li> <li>Writing first name</li> </ul>
Cognitive Development	Recognizing colors Forming shapes, objects	<ul style="list-style-type: none"> <li>Identifying and naming the colors shown</li> <li>Form a shape arranging puzzles</li> </ul>
	Differentiate times/day	<ul style="list-style-type: none"> <li>Knowing days of week</li> </ul>
	Identifying objects/goods and means	<ul style="list-style-type: none"> <li>Identifying and naming pictures of means of transportation and communication</li> <li>Identifying and naming objects/goods of daily use</li> </ul>
	Understanding direction	<ul style="list-style-type: none"> <li>Identifying left/right direction</li> </ul>
	Early mathematics and numeracy	<ul style="list-style-type: none"> <li>Recognizing basic number shown</li> </ul>
	Demonstrate an understanding of shape/quantity and length	<ul style="list-style-type: none"> <li>Differentiate big/small; long /short</li> </ul>
	Creativity	<ul style="list-style-type: none"> <li>Give a shape from given incomplete pictures/shape</li> </ul>

Domains	Skills	Assessment Tasks
Social development	Life skills	<ul style="list-style-type: none"> <li>Identifying likes and dislikes</li> </ul>
	Emotional expressions	<ul style="list-style-type: none"> <li>Express emotions according to situations</li> <li>Show empathy to others</li> </ul>
Cultural development	Norms and value	<ul style="list-style-type: none"> <li>Know about specific festivals celebrated in homes/location</li> </ul>

For the assessment of management and operation state of ECED to know to what extent the running ECED meet the standard as set in National Minimum Standard for ECD Centers (DOE, 2067), an additional assessment framework for assessment of management standard of ECED was also devised on the basis of National Minimum Standards for ECD 2067. The framework consists of 74 indicators altogether from eighteen aspects forming a basis for developing tool for the assessment of management standard of ECEDs.

**Table 2. 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 aspects will be measured on 3 points rating scales: <ul style="list-style-type: none"> <li>for meeting ideal standards - 3</li> <li>for meeting minimum standards -2</li> </ul>
Operation	Regularity, Qualification and Training of Facilitators, Record management	<ul style="list-style-type: none"> <li>for below than minimum -1</li> <li>for meeting none of the standards - 0</li> </ul>

## 2.2 Assessment tools

Based on the assessment framework presented in Table 1, a team of experts developed tools considering the reference of International Development and Early Learning Assessment (IDELA) and consulting the then DoE personnel, experts from UNICEF and ECD practitioners as well. The tool for the assessment of ELDS consisted of altogether 26 assessment tasks (test items) (See Annex 1) covering main domains

of development and learning. The table 3 presents the number of assessment tasks and skills under each domain.

**Table 2. 3: Number of assessment tasks by domain included in assessment tool**

<b>Domains</b>	<b>Skills</b>	<b>No of Assessment tasks</b>
Physical Development	Gross motor	2
	Fine motor	2
	Sensory motor	1
	Health and hygiene	1
Language Development	Pre reading	3
	Pre writing	2
	Communication	1
	Listening comprehension	2
Cognitive Development	Recognition, identification and description	4
	Arranging and forming shape	1
	Telling time	1
	Number and numeracy	1
	Drawing	1
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 74 indicators altogether, four indicators from each of 18 aspects of management (See Annex 2).

A set of tools was prepared for piloting process. After piloting, some irrelevant tools were discarded in 2017. In 2018, some items were revised after final test. Those final test tools were saved to use. Hence, two phase editing of tools was done before conducting this assessment.

### **2.3 Preparation of assessment**

The assessment tools and items were piloted in some ECED centers to test their objectivity, feasibility, practicability and relevancy in different geographic and cultural contexts. Based on the result of the piloting, altogether 26 assessment tasks covering main domains were selected for final test.

After finalizing the test items and tools, standards for assessment procedures were set, guidelines for administering the test and assessing management aspects of ECED were prepared and then orientation programs were conducted to the assessors on assessment tools and procedures to administer the test uniformly in standardized form.

## 2.4 Selection of the Sample

Altogether 15 districts were selected considering their ecological belts- Mountain, Hill and Tarai and representing all the seven provinces of Nepal. Within the selected districts, ECED centers to be assessed were selected in consultation with the then respective District Education Offices(DEOs), the district level education office under the Ministry of Education, Science and Technology (MOEST) further considering their setting- urban and rural. Children included in the sample from each setting were only from the school based ECED centers.

Altogether 300 ECED were sampled from 15 selected districts. However, the number of sampled ECED center was different among the districts proportionally based on the existing number of ECED in the district. Taking maximum 15 children from each center, total number of the children participated this assessment was 3675.

*Table 2. 4: No of participated children by districts*

Province	District	No. of ECED	No. of children
1	Jhapa	34	458
	Sankhuwasava	11	124
	Terhathum	10	108
2	Parsa	21	313
	Sarlahi	19	280
3	Kathmandu	43	556
	Makwanpur	25	328
	Rasuwa	4	26
Gandaki	Gorkha	17	197
	Parbat	13	132
5	Banke	28	348
	Pyuthan	16	165
Karnali	Jumla	8	88
Sudur-paschim	Dadeldhura	12	129
	Kailali	38	423
		299	3675

During the test administration, one ECED centre was not able to participate because of their own reason. Hence, altogether 299 ECED centres participated in the test administration of ELDS.

## **2.5 Conducting assessment of ECED centers and ELD standards**

This assessment was carried out among the grade one entrants with ECED experience at the beginning of academic session. Out of total selected centers, 44 ECED centres were selected for management performance evaluation based on the developed tools.

For carrying out assessment in each ECED, district level orientation programme was conducted for assessors (School Supervisors from respective District Education Offices, Resource Persons, Secondary teachers working in the same districts), Head teachers and ECED facilitators from respective ECEDs. Head teachers and the facilitators supported the assessors to carry out the assessment activities.

As far as the number of students is concerned, 15 children were selected from each center. If this number exceeded, the children were selected randomly (*by lottery*). If less, all the children were included for the assessment. Performance of children in each of the tasks was assessed individually in each ECED center by the assessors with the support and facilitation of respective facilitators.

Assessment of management standards in the selected 44 ECED centers was conducted by ERO experts visiting respective ECED centers. This process was accomplished in the participation of facilitators and members of management committee of respective ECED centers.

## **2.6 Data analysis and interpretation**

Quantitative data from assessment tools were input into the data analysis software SPSS 23. The data were then cleaned and analyzed to develop output. After the field data was collected, data coding, recoding, cleaning and analysis was carried out in ERO as suggested in the guidelines.

To assess situation of physical standard, ECED performance audit tools were used in 44 school based ECED centers. These sub-sample ECED centres were selected in a few numbers because of cost-constraints. Initially, data base regarding physical facilities and performance were input separately and later on both the data base were merged to establish the relationship between performance and physical facilities.

While analyzing the data, performance of children was categorized into three performance bands: *struggling*, *progressing* and *on track*. Likewise, discussions were made on overall mean, and comparison was made on the basis of gender, domain, province and district. Mean score by language of facilitation, facilitators' qualification, training and experience presented and then discussions and interpretations were made.

# AVERAGE PERFORMANCE, INTERPRETATION AND DISCUSSION

### 3.1 Results on Children's Performance

This chapter presents the results, discussion and interpretation of children's mean performance in percentage. Chapter starts discussing with different performance bands (categories) of students based on the level of preparation for learning into three levels: low level, medium level and high level of quality. Those three levels are termed as *struggling*, *progressing* and *on track* respectively. After the band-wise discussion, overall mean, comparison of mean performance by gender, domains of learning. Mean score of children correlating facilitating language, facilitators' qualification, training and experience is also analyzed and presented with discussions and interpretations. Since district and province are the implicit strata of this research sampling, mean performance is also compared by those provinces and districts. Finally, based on all those discussions, the conclusion has been drawn in the final chapter of this report.

### 3.2 Band-wise performance of ECED children

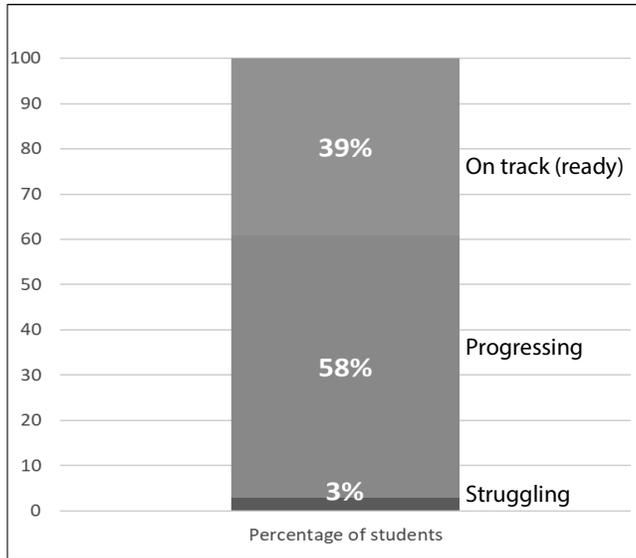
Expectation form Early Childhood Education and Development (ECED) children is their all-round development and learning readiness for grade one. Generally, it is understood that they should be ready to learn the curricular contents and skills in grade one. The curriculum of ECED children has included the subject areas of their all-round development and minimum level of learning. Some major content areas are: recognize means of transportation; they can say their name, age, home location, copy curve lines, identify far or near, copy letter क /k/ and ख /kh/; they can pass balls in right manner; can say the means of communication; understand direction; can show creative works like completing pictures; write some Nepali and English alphabets, etc.

Comparing those content areas with their performance based on the data drawn during the test administration, children were categorized into three levels, namely, *struggling*, *progressing* and *on track*. In this study, these categories or levels are defined as bands. The children under the struggling band are related to the lowest level

of performance<sup>1</sup>. Progressing is the second level called moderate<sup>2</sup> level. The children under this level are familiar and can show wide range of intended competencies, but they are still inadequately developed. The third level is the ready level, the students of this level are well developed and ready to learn well in grade one<sup>3</sup>. The cut score of struggling and progressing was set 63% and cut score of level progressing and on track was set 83%.

This cut score was set by the three equal intervals determined by dividing the range of the difficulty of items. Afterwards, each interval students are named struggling, progressing and on track. To find what those students associated with three bands can do and cannot do, 65% correct answer is supposed as a threshold. Based on that threshold, cut score of Minimally Accepted Candidates were determined and these cut scores are prepared based on the *forward and backward method* of determining performance descriptors. The figure 3.1 shows the distribution of students in those levels based on the cut scores.

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- 1 *The struggling category children can recognize emotion happy and sad, They can recognize means of transportation, materials available in home (spoon, scissor, banana, pen), they can say their name, age, home location, copy curve lines, identify far or near, copy letter क and ख. However they cannot balls in right manner, cannot say the means of communication, cannot recognize left or right, identify the first letter of Nepali words तराजु, परेवा, concept of sanitation, catch ball etc. They cannot perform about letter writing independently. Hence they can perform only few activities asked as per minimum standards of ELDS.*
  - 2 *The progressing band children can through and catch ball adequately, understand direction, sing song, recognize color, can jump, can say the use of means of communication, can arrange puzzles. But, they cannot write their name, don't know numbers, don't have time, cannot tear paper as per given direction and do creative works like completing figures. This level children are not adequately perform many activities asked as per minimum standards of ELDS.*
  3. *The children falls under on-track band can show adequate ability to perform almost all of the minimum standards set by framework (curriculum) of ECED. They can show creative works like completing pictures, write some Nepali and English alphabets, write their first names, have concept of time; folding, tearing and manipulating papers as per guidelines. This level students are supposed to be well developed for the study in grade 1.*



**Figure 3. 1 : Percentage of ECED children included in the different category.**

The above figure shows more than half (58%) children lie under progressing (moderate) bands and 39% falls under the on-track (ready) band. Only very few (3%) are under the lowest performing band-struggling.

The band-wise performance result reveals that only 39% children are perfectly ready to learn in grade 1 well and 58% are moderately ready and 3% are not prepared adequately to learn in grade 1. This indicates that those 61% (3% + 58%) students should be provided additional care and support in grade 1 to make them learn equitably with *on-track* students.

### 3.3 Overall performance of ECED children

The total score of all items was summed to get total performance score and changed into percentage. Hence, the percentage of mean score is considered as average performance of the students. The table 3.1 presents the overall average performance (mean) of the children with maximum and minimum performance including standard deviation.

**Table 3.1: Overall mean of ELDS assessment (%)**

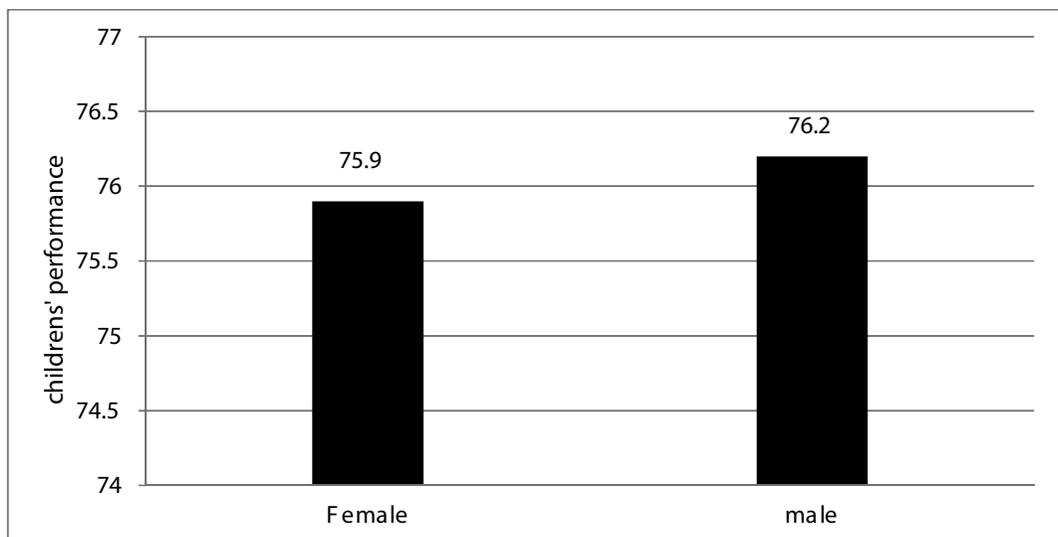
No. of students	Minimum	Maximum	Mean	Std. Deviation of mean
3675	5.81	100	76	16.1

The table 3.1 shows that the average performance of the children is 76 % and the standard deviation is 16.1 of the 3675 students. Although, the range of student score seems very wide (5.81 to 100), standard deviation 16.1 is not very high. As the size of standard deviation is not very wide indicating the homogeneity among the students in their performance.

Although the mean performance 76% itself may not describe student performance well, it can inform that the ECED children performed 76% on average in defined ELDS. In 2017, a similar type of study was conducted in which the average performance was 80.3% and standard deviation was 14.4. While comparing these two figures, the performance is simply found better in the last year. But the tools used last year and this year were different in some content domains and sampling in the research has not followed the same process. So, these two studies' results are not much comparable. So, for the researcher, particularly ERO it can be suggested that the successive study should be consistent so that two results can be compared and we can understand whether the performance of children has increased or decreased.

### 3.4 Gender-wise performance

The figure 3.2 presents overall gender-wise comparative situation of ECED children's performance. In the figure, y-axis shows the student performance in percentage and x-axis presents the student gender.

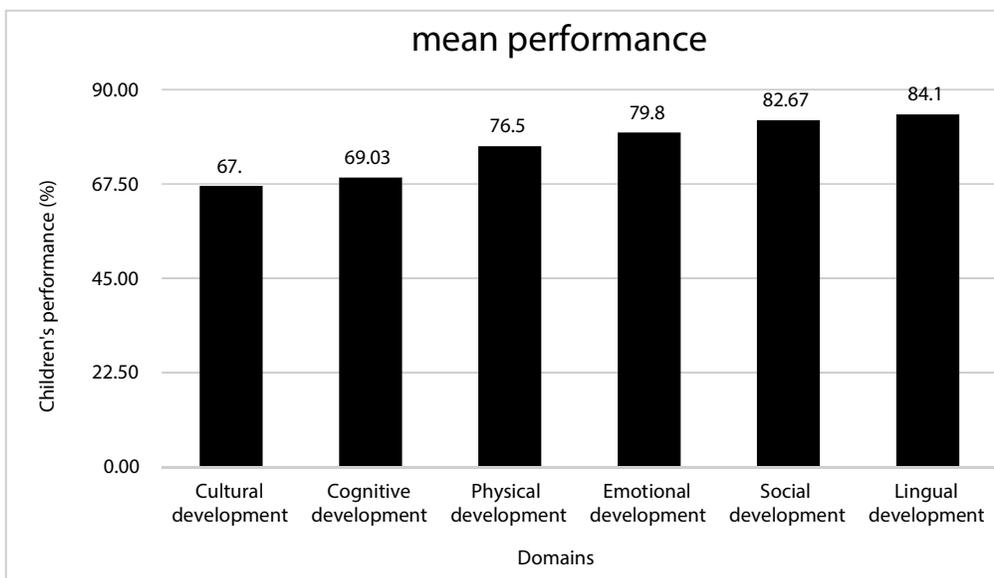


*Figure 3. 2: Gender-wise comparison of ECED children's performance*

The data reveals that mean performance of boys is 76.2 and performance of girls is 75.9%. The statistical analysis method called t-test used to test differences between two means revealed there are no significant differences in the mean (performance) between boys and girls at 95% level ( $p > 0.05$ ). This shows the gender parity in children's performance and they are equally developed.

### 3.5 Domain-wise performance of ECED children

The figure 3.3 presents the domain-wise performance of children. The six content domains, i.e., physical, social, emotional, cognitive, lingual and cultural development of children.



**Figure 3. 3: Domain-wise performance of ECED children**

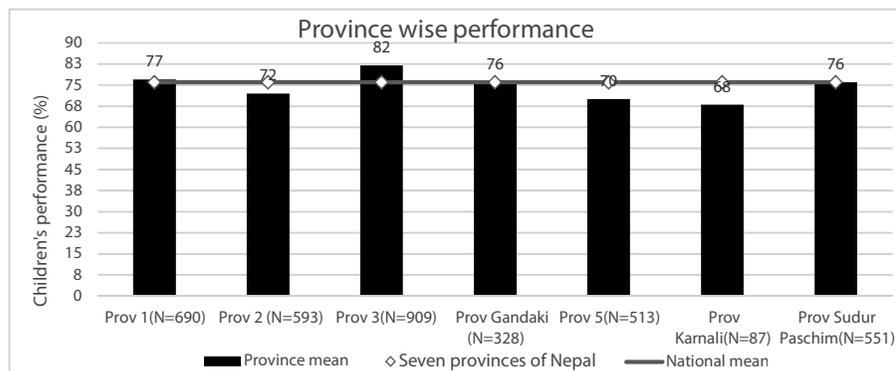
The figure shows that children performed the highest (84.10 %) on lingual development whereas they performed the lowest (67.0 %) on cultural domain. The statistical analysis method called analysis of variance-ANOVA which was used to test differences between two or more means revealed significant differences in the performance of children among the domains at 95% confidence level ( $p < 0.05$ ).

As per the developmental psychology, the ECD aged children (3 to 4 year) are in the stage of lingual development, the time of their social exposure, communicating with their peer, social outreach group. The study data shows the actual reflection, highest in lingual development. But side by side the lowest performance in cultural development

of ECED children has been surprisingly noticed. It might be due to the nucleus family structure, less chances of getting involved in cultural activities or social interaction and curriculum or classroom focused activities rather than social interaction or any other socialization activities. It can be assumed that the younger generation is becoming culturally indifferent because of the education system!

### 3.6 Province-wise performance of ECED children

In this assessment, provinces are considered as implicit strata and independent variable to analyze the data. The figure 3.4 shows the province-wise (seven provinces) comparative situation of ECED children’s performance. The horizontal line in the figure represents the national average performance in the figure 3.4.



**Figure 3. 4: Province-wise children’s performance**

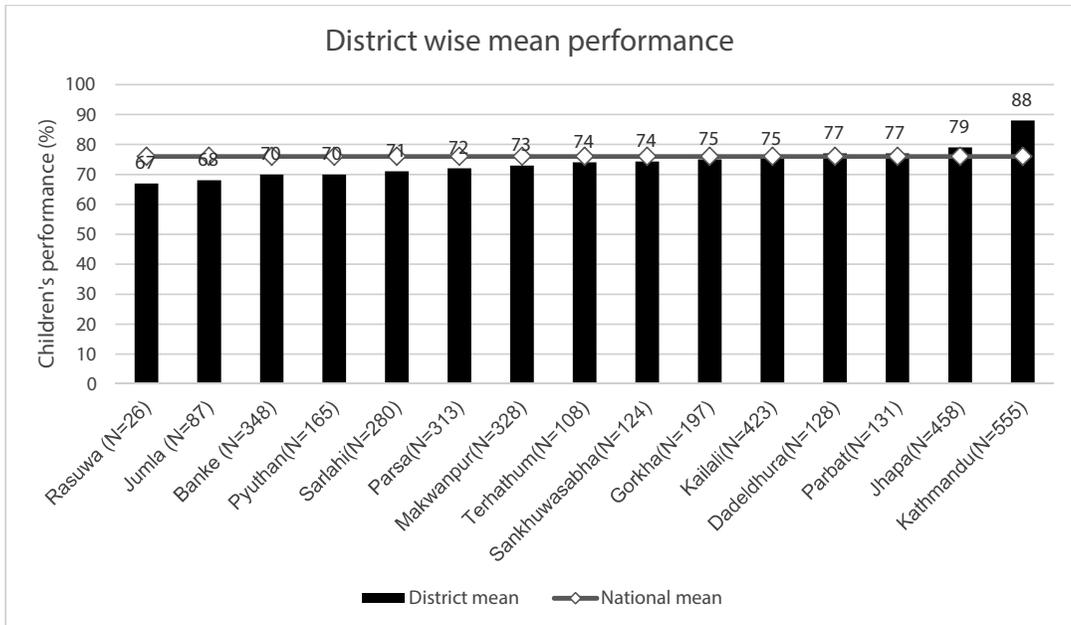
The above figure shows the highest performance (82%) achieved by province no 3 whereas the lowest performance (68%) by Karnali province. Data also revealed that Sudur-Paschim province performed as equal as the national average (76%). Likewise, province 1 also performed higher (77 %) than the national average.

The ANOVA revealed that the difference in mean among the provinces is significantly different at 95% confidence level ( $p < 05$ ). All the ECED centers are running based on the same policy guidelines, rule and regulations as enacted by the government. The government has provided the same inputs to all the ECEDs in the form of norms and standards. The minimum qualification of facilitators/teachers of ECED class has been fixed. However, significant differences are noticed in the average performance of provinces. This has raised the issue that there should be intensive interaction and discussion among the educational stakeholders at different levels. As the nation is managing in the federal structure, this issue could be the issue of

discussion for the provincial governments. The provincial social development ministry should conduct further study and find the causes and take further step for improvement and implementation.

### 3.7 District wise comparison of performance

The assessment was conducted in 15 districts. The figure 3.5. shows the district wise comparison of the performance in the assessment.

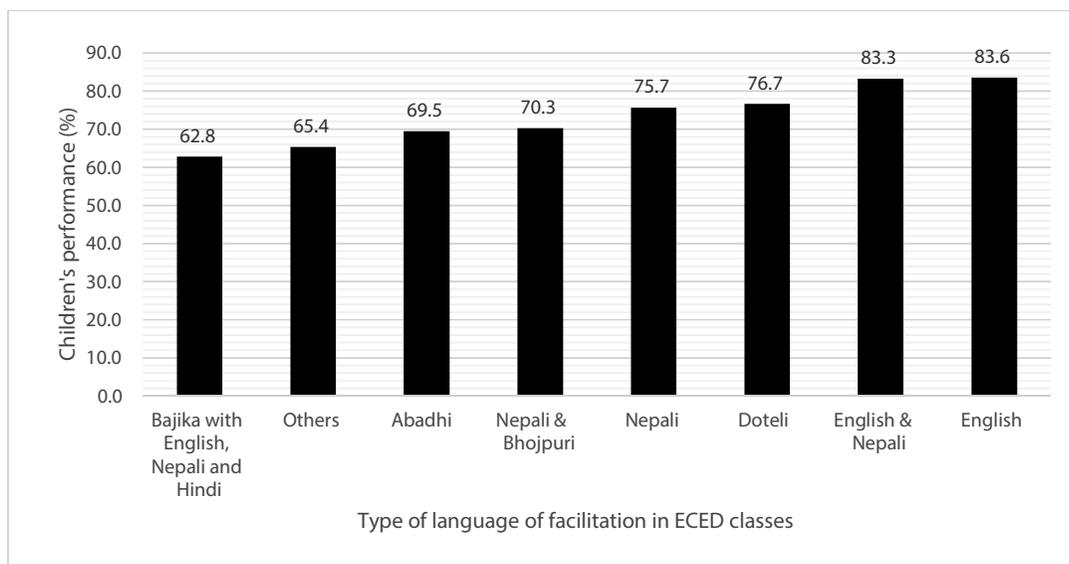


**Figure 3.5: District wise performance of ECED Children**

The above figure shows national and district wise mean score including district wise number of students participated in the assessment. The national mean (average) is 76% and highest performing district is Kathmandu (88%) with the highest number of participating students 555. The figure also shows that Rasuwa district has the lowest number of participating students (26) with the lowest performance level (67%) out of the 15 sample districts. The higher number of participating districts (11 districts) fall below the national average. The difference in average performance by districts is statistically significant at 95% confidence level ( $P < 0.05$ ).

### 3.8 Performance by Medium of facilitation

The following figure 3.6 presents the performance of ECED children based on the languages used in the facilitation process. As mentioned in the methodology chapter, the language has been classified into seven categories, i.e., Bajjika with English, Nepali and Hindi; Abadhi, Nepali and Bhojpuri, Nepali, Doteli, English and Nepali, English and others.

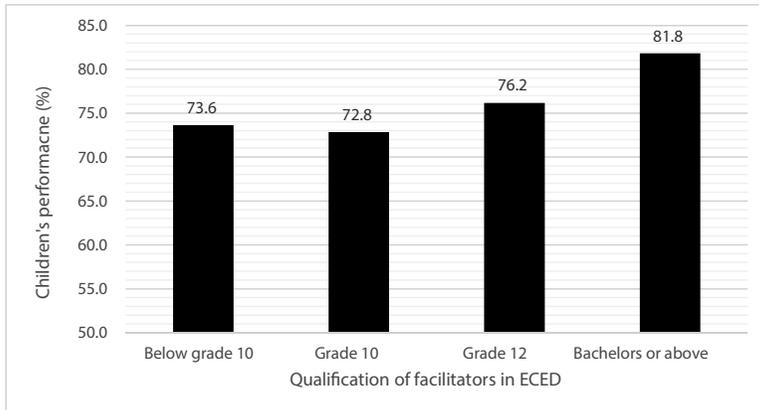


*Figure 3. 6: Comparative situation of Language-wise performance*

According to the above figure, children facilitated in English as a medium of facilitation outperformed (83.59%) the children facilitated in other language and Bajjika with English, Nepali and Hindi performed the lowest (62.82%). Although the difference was wide, some category children were too few, test of significance of difference was not calculated. There needs to have further study on the relationship of mother tongue and learning. In this research, influence of language indicates the effect of socio-economic status (SES) because English medium ECED may get additional pay from the parents in general.

### 3.7 Facilitators qualification and performance

The figure 3.7 presents the comparison of ECED children's performance against the qualification of ECED facilitators.



**Figure 3. 7: The performance of ECED childrens' by facilitators qualification**

The above figure shows the ECED children performed the highest (81.8%) when they were facilitated by the facilitators having qualification Bachelor or above while the lowest performance (73.6) when facilitated by the facilitators having qualification of grade 10 or below. This shows that more the facilitators are qualified, higher the performance of ECED children. The difference by about 6% can be observed between children facilitated by the facilitators having class 12 pass and those facilitated by bachelors and above.

While viewing the international context, educational requirements for preschool/ECED teachers or facilitators can vary from a high school diploma and professional certification. For example, the Child Development Associate (CDA) to an associate's or a bachelor's degree in early childhood education.<sup>1</sup> Moreover, a minimum of a high school diploma or associate's is often required, however most preschool teachers for public schools must earn a bachelor's degree; a Child Development Associate (CDA) certificate is a common credential that is required by many countries.<sup>2</sup> Hence, one of the basic requirements to become ECED facilitator/teacher is a bachelor's degree. A program that focuses on the needs and development of young learners, such as an early childhood education degree, is typical preparation for this career.

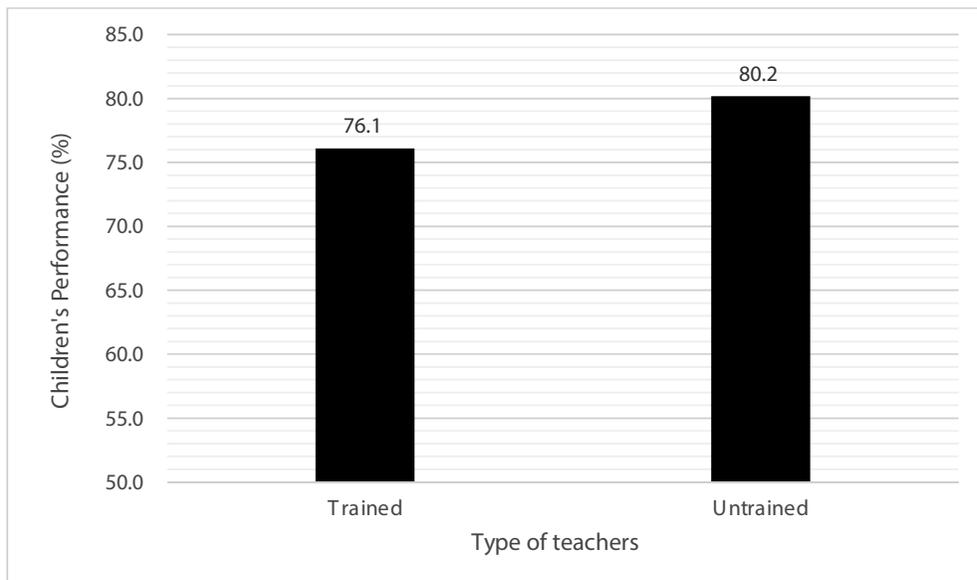
1 ([https://www.google.com/search?q=qualification+of+ECED+teacher&rlz=1C1CHBF\\_enNP817NP822&oq=qualification+of+ECED+teacher&aqs=chrome..69i57j33.17542j1j8&sourceid=chrome&ie=UTF-8](https://www.google.com/search?q=qualification+of+ECED+teacher&rlz=1C1CHBF_enNP817NP822&oq=qualification+of+ECED+teacher&aqs=chrome..69i57j33.17542j1j8&sourceid=chrome&ie=UTF-8)).

2 [https://www.google.com/search?q=qualification+of+ECED+teacher&rlz=1C1CHBF\\_enNP817NP822&oq=qualification+of+ECED+teacher&aqs=-chrome..69i57j33.17542j1j8&sourceid=chrome&ie=UTF-8](https://www.google.com/search?q=qualification+of+ECED+teacher&rlz=1C1CHBF_enNP817NP822&oq=qualification+of+ECED+teacher&aqs=-chrome..69i57j33.17542j1j8&sourceid=chrome&ie=UTF-8)).

This research revealed that the higher the facilitators' qualification is, the higher the children's performance increases. This result has the policy implication. At least Bachelors level qualification of ECED facilitators need to be addressed through policy document. This finding is consistent with the internal context that most of the developed countries, have policy of having qualification bachelors for the ECED facilitators. Hence, it is recommended, seems to be urgent, to have the revision of the policy document that the ECED children's facilitator should be at least bachelor for preparing children for the study of basic level.

### 3.8 Facilitators training and ECED children's performance

The figure 3.8 displays the comparative situation in the performance of ECED children based on trained and untrained facilitators.



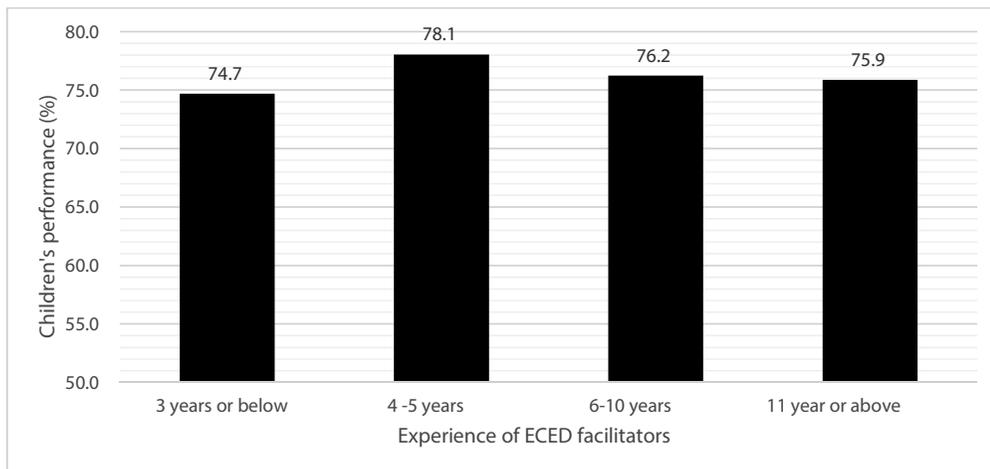
**Figure 3. 8: The performance of ECED children facilitated by trained and untrained facilitators**

The ANOVA used to test differences between two or more means revealed that there is significant differences in the performance of children between the facilitator's training and children's performance at 5% level of significant ( $p < 05$ ). However, the result shows the anomalies that those children who got opportunity to learn from trained facilitators had lower performance (76.1%) against the untrained facilitators (80.2 %).

Surprisingly, the ECED children facilitated by untrained teachers or facilitators performed better. It is very difficult to assume the reason of such result. Number of arguments can be raised. The reason behind such unexpected result could be, in one hand, there might be young and highly qualified facilitators but untrained. On the other hand, trained teacher/facilitators might be de-motivated due to low paid salary. However, further study is needed to verify these causes.

### 3.9 Performance by facilitators' experience

The figure 3.9 explores the ECED facilitators' experience based children's performance. The figure shows the comparison of children's performance against the number of years of facilitators' experiences: below three years, four and five years, six to ten years and eleven years and above.

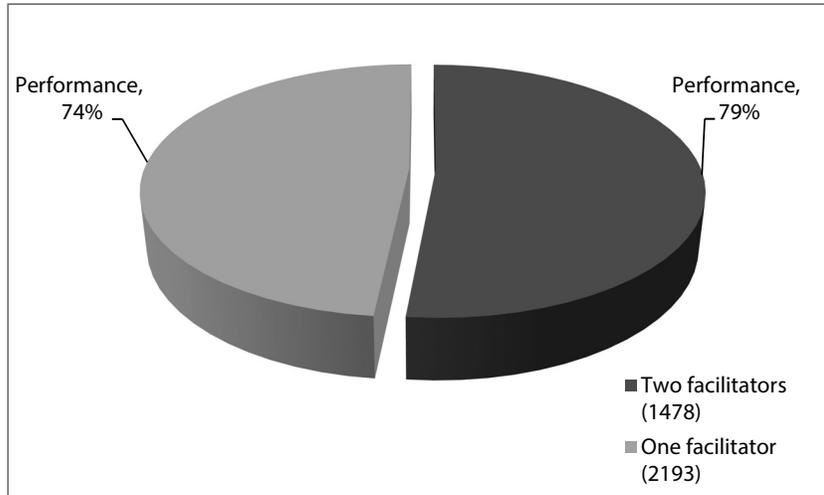


**Figure 3.9: The Performance of ECED children based on facilitators experience**

The ANOVA revealed that there is no significant difference between the performance of students who are facilitated by experienced and inexperienced facilitators at the significant level 5% ( $p < 0.05$ ).

### 3.10 Number of Facilitators and children's performance

It is expected that each ECED center should have two facilitators for a group of 25 children, which is an ideal situation to ensure regularity in operation and better care and guidance for children. The following figure presents the mean performance of children based on the number of facilitators.



Mean performance is significantly different ( $p < 0.05$ )

**Figure 3.10: The performance of ECED children based on number of facilitators**

The figure 3.10 shows that out of 3675 sample ECED children, 2197 were facilitated<sup>3</sup> by only one facilitator whereas 1478 by two facilitators in their ECED center. It means more centers were run or managed by one facilitator in this country. An attempt has been made to look at the effects of number of facilitators in learning and development of children. As in previous studies, the children in ECED center served by two facilitators were found performing better than those the children served by one facilitator. The figure above shows that the children served by two facilitators performed higher by 5% compared to the children facilitated by only one facilitator.

It is expected that the learning process in ECD centers should be based on play way methods instead of teaching and rote learning. So, such finding indicates that plenty of playing instruments and more than one facilitator should have been managed in each center. It has been accepted that ECED is the preparatory stage for primary education, there should be more than one facilitator in each of the ECED centers for the better-quality education.

<sup>3</sup> four students did not provide the background information. So, total number varies from 3671 to 3675

# PHYSICAL FACILITY OF ECED CENTER AND CHILDRENS' PERFORMANCE

## 4. Introduction

Physical facilities and infrastructure play important role to enhance children's performance. Physical facilities like school building, classroom management, library, etc. are the basic requirements for quality ECED education. In this study, ECED performance audit tools were used in 44 school based ECED centers. Initially, data regarding physical facilities and children's performance were input separately and later on both the data were merged to establish the relationship between physical facilities and performance. The merged dataset is used to present the results in the following sections. Used tools for performance audit of the ECED centers are appended in annex. In the comparison of the average performance based on various factors, test of significant difference is not reported because of low number (44) ECED centres.

### 4.1 Building

In the audit tools, information about ECED centre building was collected and quality of the building was marked into zero (0) to three (3) score for lowest level of quality of building to highest level quality building respectively. The table 4.1 shows the information regarding quality of school building where ECED classes were running.

*Table 4. 1: Quality of Building and Number (frequency)*

Building Quality	Number (Building)	Percent
Low quality building (based on criterion) – 0 score	1	2.3
Complete and clean building but rented one - 1 score and clean classroom but room	1	2.3
Own complete building and clean classroom – 2 score	14	31.8
Complete building and clean classroom with compound wall – 3 score	28	63.6
Total	44	100

The table 4.1 shows that majority (63.6 %) of the ECEDs included in the sample were running in the good quality of building. Only very few (2.3%) were running in the low quality building.

In order to observe the relationship between quality of school building and children’s performance score, ANOVA test was used, the result obtained after the test has presented in the table 4.2.

**Table 4. 2: Relation between quality of building and children’s performance**

<b>Building Quality</b>	<b>Mean</b>	<b>Student number</b>	<b>Std. Deviation</b>
Low quality building	80.4	22	5.3
Complete building and clean classroom but rented room	77.4	5	7.8
Complete building and clean classroom	74.4	160	13.0
Complete building and clean classroom with compound wall	80.3	403	14.6
Total	78.7	590	14.2

Data in the above table shows that the quality of building does not have positive relation with children’s performance. Even the children who are learning in low quality building have secured the highest performance (80.4 %) against lowest performance score (74.4) those who have been studying in the complete building and clean classroom. Based on the information presented in the table 4.2, another evidence, can be described that the school building did not affect in the children’s performance, is the standard deviation found the highest for children who were learning with having complete building and clean classroom with compound wall.

In this regard, the common understanding is that higher the standard deviation appears the lower the system input effects in the learning. This analysis has revealed unusual result. On having such result there could have two reasons: first, there might be very strong another factor that has been influencing children’s learning, for example, teacher qualification, as the strong influence can be observed in the coming chapter (chapter IV). Second, factor might be small number of sample.

## 4.2 Classroom management

Table 4.3 shows classroom condition of the sample ECED centers which is presenting to what extent the ECED centers have met the government set criteria and standard.

**Table 4. 3: Details about Classroom size and Number (frequency)**

Classroom Size	Number	Valid Percent
Not meet the minimum standards of the classroom	1	2.3
Less than 1.5 square meter area per student and 8 feet height and having 20 children accommodating space	27	61.4
1.5 square meter area per student, 8 feet height of the classroom and separate sleeping room	14	31.8
2 square meter area per student, 8 feet height of the classroom and separate sleeping room	2	4.5
Total	44	100

The above table presents that very low percent (4.5 %) of the ECED classrooms, in the sample, have the full set standards. The majority (61.4 %) of the classrooms fall on the medium category having less than 1.5 square meter area per-student, 8 feet height and 20 children accommodating space available.

Table 4.4 presents the comparative situation between the quality of ECED classroom and children's mean performance including respective standard deviation.

**Table 4. 4: Relation between classroom size and childrens' performance**

Classroom Size	Mean	N (students)	Std. Deviation
Not meet the minimum standards of the classroom	64.5736	15	7.52121
Less than 1.5 square meter area per student, 8 feet height of the classroom and having 20 children accommodating place	79.2473	334	14.64758
1.5 square meter area per student, 8 feet height of the classroom and separate sleeping room	79.1257	208	13.73255
2 square meter area per student, 8 feet height of the classroom and separate sleeping room	76.6737	33	10.26512
Total	78.6874	590	14.14890

Based on the information provided in the above table, there is no relationship between classroom quality and children’s mean performance. However, there is no sleeping room, that shows the insufficient classroom management (with score 0). There is significant difference in performance of students if the room and sleeping room are absent or not managed well.

Analysis revealed that majority of class rooms are in low standard compared to the set norms and standards. However, the mean score performance of the children’s accommodating classroom having set norms and standards are not higher. It has been observed that there is no relationship between quality of classroom and children’s performance. The same logic can be derived as what discussed in the case of school building that there might be other forceful factor affecting children’s performance than the management of classroom.

### 4.3 Classroom materials

Table 4.5 presents the extent of availability of classroom materials in the ECED classroom with frequency and valid percent.

**Table 4.5: Details about Learning Materials Availability in ECED Classroom**

Availability of Classroom Material	Frequency	Valid Percent
Lake of minimum standard of the classroom management - 0	2	4.5
There is no play materials, no place for keeping individual children’s materials, there is no provision to display the creative outputs of the children - 1	18	40.9
The available materials have not been well managed, not easy access of play materials, no place for keeping individual children’s materials, no places for playing sand, clay and water. - 2	19	43.2
Easy access play materials, place for keeping individual children’s materials, places for playing sand, clay and water. The provision of displaying the creative works of children. -3	5	11.4
Total	44	100

The standard ECED classroom includes easy access to play materials, place for keeping individual children’s materials, places for playing sand, clay and water, the provision of displaying the creative work of children, carpet or other material to protect from wet, flexible sitting, separate cushion for students, appropriate space and table for group work. However, the data presented in the above table show that very less (11.4%) ECED centers have achieved such facilities.

Table 4.6 presents the extent of availability of learning materials in the ECED centers against the mean performance of the children’s including the standard deviation. ECED centers are categorized into the four groups based on the availability of materials and maintenance of standard.

**Table 4. 6: Relation between Availability of ECED learning materials and childrens' mean performance**

<b>Availability of Classroom Material</b>	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>
Lack of minimum standard of the classroom management	76	30	9.16
There is no play materials, no place for keeping individual children’s materials, there is no provision to display the creative output of the children	78	219	13.35
The available materials have not been well managed , not easy access of play materials, no place for keeping individual children’s materials, no places for playing sand, clay and water.	80	276	13.35
Easy access play materials, place for keeping individual children’s materials, places for playing sand, clay and water. The provision of displaying the creative works of children.	75	65	19.99
<b>Total</b>	<b>79</b>	<b>590</b>	<b>14.15</b>

Statistics in the above table shows that those ECED centers, which are not managed well, don't have easy access to play materials and they have no place for keeping individual children’s materials, no places for playing sand, clay and water; generally known as not having adequate management of learning materials achieved the highest score (80%) against the well managed centers that have performed 75% only (the least).

Although the data is not sufficient to generalize, the study revealed that there is no relationship between children’s performance and availability of learning materials and play space including provision of displaying the creative works in the classroom. Such result raises a question whether the materials available in the classroom are utilized or they are the material to decorate rooms, library and learning corners

Table 4.7 shows detail information about the condition and availability of the materials in the library and learning corner in the ECED classroom. The table presents the extent of availability of child reference materials, puzzle materials, condition of learning corners, wall board with appropriately adjust based on children’s height.

**Table 4.7: Information Regarding the Library and Learning Corners**

<b>Library and learning corner management (score)</b>	<b>Frequency</b>	<b>Valid Percent</b>
Low quality Library and learning corners	4	9.1
No learning corners but having one board and puzzle	23	52.3
Less perfectly equipped and managed library with having some children reference materials, learning corners, puzzle materials, wall board, ...	14	31.8
Perfectly managed (with having child reference materials, six learning corners, puzzle materials, wall board with appropriately adjust based on children’s height).	3	6.8
Total	44	100

Generally, the ECED centers need to be perfectly equipped and managed with library of child reference books, literature, story, math, acting, constructive science, blocks and six learning corners, puzzles, wall posters, and wall writing board. According to the information provided in the above table, majority (52.3%) of ECED centers fall under the category of not having learning corner but having at least teaching board and puzzle materials, which meant majority of our ECED centers were not perfectly equipped with children’s learning reference materials, learning board in the wall of the classroom with appropriately adjustable children’s height, six learning corners and puzzle materials. Only 6.8 % centers have been perfectly managed with necessary library and learning corners.

Table 4.8 presents the relation of the condition of library and learning corner with mean score of the children’s performance. The table also has presented the standard deviation in the mean performance.

**Table 4.8 : Relation between Library/Learning Corners and childrens' performance**

<b>Library and learning corner management (score)</b>	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>
Low quality Library and learning corner	75.99	45	8.673
No learning corner but having one board and puzzle	79.52	310	15.245
Less perfectly equipped and managed library with having some children reference materials, learning corners, puzzle materials, wall board, ...	81.06	200	9.511
Perfectly managed (with having child reference materials, six learning corners, puzzle materials, wall board with appropriately adjust based on children's height).	61.12	35	19.034
<b>Total</b>	<b>78.68</b>	<b>590</b>	<b>14.148</b>

The table 4.8 presents the relationship between available facilities in the ECED centers and children's performance. The three categories children: i) children in those ECEDs with low quality library and learning corner, ii) those without learning corner but having one board and puzzle and iii) those which are less perfectly equipped and managed library but having some child reference materials, learning corners, puzzle materials, wall board have mean performance 75.9, 79.5 and 81.1 respectively with round 5 score difference. Surprisingly, average mean score of the children in ECED centers having perfectly managed library with child reference materials, six learning corners, puzzle materials, wall board appropriately adjusted based on children's height has reduced to 61.1 which is less by about 15% compared to the children having low quality library and learning corner.

The result, no positive relationship between availability of learning materials and children's performance, gives the opposite idea beyond the common people understanding and expectation. This indicates that materials available in the ECD centres were not utilized either properly or to enhance learning.

#### **4.4 Conclusion of the chapter**

This chapter has presented the physical and infrastructural situation such as building, classroom management, availability of the materials and library including book corners of school based ECED centers. Surprisingly, analysis of the data has revealed the opposite result out of the general expectation and established learning theories and principles as there is no positive relationship between the physical infrastructure and children's performance. What we can predict roughly in this regard is that, in one

hand there might be other strong factor that have the positive effect in the children's all-round development and learning; that means even having the low quality physical condition the other factors made great contribution to the children's performance and on the other hand, utilization of those available infrastructure or materials are not utilized to enhance the children's learning. So, in the coming chapter (chapter IV), analysis and interpretation will be made regarding the children's performance and facilitators experience, training, qualification and other many affecting factors.

# FINDINGS AND IMPLICATION

The previous two chapters presented data and discussed regarding children's mean performance and physical condition of ECED centers. The children's performance and its relationship with various factors gender, domain, language, facilitators' qualification, training and experience was also analyzed leading to various findings. The relation between the physical condition of ECED centres and children's performance was also analyzed. Together with findings, discussions were also made based on the results in the same chapters. In this chapter, implications of those findings are discussed.

### 5.1 Major findings on children's mean performance

The study tried to find out the relationship between the childrens' performance and different variables. Initially, they were categorized into low performing (*struggling*), moderately performing (*progressing*) and high performing well (*on-track*). Then a number of analyses were made such as overall mean, gender-wise, domain-wise, district-wise, language used by facilitators, facilitators qualification, training, experience, etc. The major findings of this analysis are presenting below:

- Based on the children's mean performance, children were divided into three bands (categories): struggling, progressing and on-track from low level of performance to high level of performance. Among the children, 39% were *on track* who showed the performance as per ELDS standards. More than half (58%) were progressing, who were not able to meet all the standards, however, progressing in their development moderately and only few (3%) were struggling, who need extra care and support to study in grade 1.
- The overall mean of the ECED children is 76%. The ECD children performed in average 76% from defined ELDS. However, there is remarkable variation in the children's individual performance.
- Analysis on gender-based performance revealed that boys are achieving higher (76.2%) than girls (75.9%). However, statistically there was not significant different in the mean achievement of boys and girls of ECED children.
- While comparing the domain-wise (physical, social, emotional, cognitive, lingual and cultural) , analysis revealed that children achieved the highest (84.10 %) performance on lingual development whereas they achieved the lowest (67.0 %)

on cultural development domain. They achieved 69%, 76.5%, 79.8%, and 82.7 respectively to cognitive, physical, emotional and social domains. The difference in the mean achievement was found significant.

- As far as the province wise comparative situation of ECED children's performance is concerned, the highest performance (82%) achieved by the province three whereas the lowest performance (68%) was achieved by Karnali province. Data revealed that Far Western (Sudur-paschim) province and Gandaki province performed equal as the national average (76%). Likewise, province one found higher (77%) than the national average. The province two and five performs lower compared to the national average. The province-wise difference was significant in the mean achievement of the children.
- The district-wise analysis revealed that highest performing district is Kathmandu, 88 % with the highest number of participating students 555. The data shows Rasuwa district has the lowest number of participating students 26 with the lowest performance level 67%. The most of the participating districts (11 districts) fall below the national average (76%). The difference in the mean achievement was significant among those districts
- Study revealed that there is a significant difference in the performance of children between the language groups. In the ECED center, the children who were facilitated in English have achieved the highest performance (83.6%) compared to the children's the lowest performance (62.8 %) facilitated in more than three languages - Bajika with English, Nepali and Hindi. The average score 69.5, 70.3, 75.7, 76.7 and 83.3 found respectively for the language Abadhi, Nepali and Bhojpuri, Nepali, Doteli and English and Nepali. The difference was significant.
- While viewing the children's performance against the qualification of ECED teachers/facilitators, the analysis revealed the highest performance (81.8%) of the children when they were facilitated by the Bachelor or above degree holders whereas the lowest (73.6%) performance if the facilitators had qualification of grade 10 or less. This shows that the more qualified facilitators handled the ECED classes, higher the children performed. The remarkable difference has been observed in the children's performance between 76.2% and 81.8% as they were facilitated by the facilitators those having class 12 qualification and bachelors and above respectively. The difference was statistically significant.
- Based on the Teachers/facilitators' training, analysis found the unusual result, that is, those children who got opportunity to learn from trained facilitators performed lower (76.1 %) than the children who were facilitated by untrained facilitators (80.2 %).

- Analysis was done to explore the ECED facilitators experience based children's performance, i.e., facilitators having experience below three years, four and five years, six to ten years and eleven years and above. Analysis revealed no significant difference between among the children's performance based on facilitators experience, as children are getting highest (78.1) performance if the facilitators have six to ten years' experience against the lowest (74.7) those facilitators have three or less than three years' experience.
- Analysis was done expecting that if each ECED center has two facilitators for a group of 25 children, there can be better care and guidance for children. As per expectation, the children in ECED center facilitated by two facilitators are found performing better than those children facilitated by one facilitator. Analysis revealed that the children served by two facilitators performed five percent higher compared to those facilitated by one facilitator.

## **5.2 Physical condition and performance**

In this assessment, performance audit or assessment of physical condition in a ECED centre refers to the school building, toilet, school compound, playground, library and laboratory, classroom size and teaching learning materials. With the limited sample of 44 ECED centres, the status and relation of physical condition of ECED centres with student performance are presented below:

- Most of the ECED centres were running in average of good condition as Majority (63.6 %) of the ECEDs were running under the good quality of building. Only 4.6% ECED centres (2.3% with 0 marks, 2.3% with score 1) were running in unsafe low quality building. When the statistical test Analysis of variance (ANOVA) was applied to observe the relation between quality of school building and mean performance of children, analysis did not show significant relation between the quality of building and children's mean performance. The physical condition is the necessary condition for learning but not sufficient. The result of the analysis indicates that the factors related to the sufficient condition would have been lacking to get good performance of the children.
- Analysis revealed that very low percent of the ECED classroom in the sample schools have the full set standards. The majority (61.4%) of the classrooms falls on the medium category having less than 1.5 square meter area per student, 8 feet height and 20 children accommodating facility. However, the quality of classrooms does not correspond to children's performance.

- Analysis based on the availability of teaching learning materials including play materials, place for keeping individual children's materials, places for playing sand, clay and water, the provision of displaying the creative work of children, etc has revealed that those ECED centers which have poor management practices , inadequate access of play materials, no place for keeping individual children's materials, no places for playing sand, clay and water are generally known as not having strong management achieved the highest performance against the performance of well managed centers.
- According to government developed guideline, the ECED centers are to have equipped and managed with library of child reference books, literature, story, maths, acting, constructive science blocks and six learning corners, puzzles, wall posters, wall writing board. Analysis of data has revealed that majority (52.3 %) of ECED centers fall under the category of not having learning corner but having at least teaching board and puzzle materials. This means majority of ECED centers are not perfectly managed. These sorts of centers do not have children's learning reference materials, learning board in the wall of the classroom with appropriately adjustable children's height, six learning corners and puzzle materials. Only 6.8% centers have been perfectly managed with necessary library and learning corners.

### **5.3 Implication**

Significant variations among and between domain-wise, province-wise, district-wise and language used to facilitate was observed, which indicates some lacking in management and educational delivery. Likewise, significant difference was observed in the children's performance by the facilitators' training and qualification, as the facilitators' qualification gave positive influence on children's performance. However, training of facilitators affected the children's performance negatively. This kind of surprising result has provided issues for further discussion in ECED overall policy and management. Based on these major findings of the study, some implications has been discussed. The implications do not specify the roles of concerned stakeholders and agencies but could be the subject area of discourses so that they would identify the tasks required to be performed for improving the results. Similarly, the physical condition of school, classroom quality, playing materials and library/book corner has not shown clear connection with children's performance. This indicates there might be other stronger factor except physical conditions that influences children's learning.

### 5.3.1 Mean performance

The **band-wise performance** result revealed that only 38% children are fully ready to learn in grade one and 59% moderately ready and 3% are not ready. Those who are not ready to learn in grade one requires special support and care. Moreover, ECED centers need to pay further effort to get expected performance from ECED children. Moreover, one of the strongest factor as found is the qualification of the teacher/facilitators that influences children's performance. This might be the important issue to be discussed at the policy level how to prepare maximum ECED children to enter the grade one with expected ECED experiences.

**Overall mean performance** of the ECED children has been found 76% ranging from 5.8% to 100% which indicates a wide gap between lowest performer and highest performer children. A similar type of study conducted in the previous year showed the average performance 80.3 %. Therefore, it can be said that the performance of ECED children was found better in the previous study compared to this study. But the tools used in both studies were somehow different and sampling method in these two assessments also varies slightly. So, these two studies' result could not be compared in absolute terms. Thus, successive and quite same method of sampling and tools would be better to be consistence so that two results can be compared whether the performance of children has increased or decreased over the years

As per the developmental psychology, the ECD children (3 to 4 year) are in the stage of rapid all-round development, i.e., physical, social, emotional, cognitive, lingual and cultural. Analyses were made to see the result of these entire variables (domains) with the children's performance. In this regard, the result revealed that children achieved the highest performance (84.10%) on lingual development whereas they achieved the lowest (67.0%) on cultural domain. They achieved 69%, 76.5%, 79.8%, and 82.7 in cognitive, physical, emotional and social domains respectively. The difference in the mean achievement of those domains was significant. The result shows the actual reflection, highest in lingual development. But side by side the lowest performance in cultural development is surprising. The reasons behind this can be the nucleus family structure, less chances of getting involved in cultural activities or social interaction or curriculum or classroom focus activities rather than social interaction. It can be assumed that the new generation is becoming culturally indifferent because of the education system! It could be the subject of discourse for the stakeholders.

Province and district wise analysis revealed that significant difference in the mean achievement between and among the districts. Government provides generally the

same inputs for all the ECED conducted schools. The norms and standard are same. All the ECED centers are operating based on the same state guided policy, rule and regulations. The minimum qualification of facilitators/teachers of ECED class has been fixed, under these circumstances, nevertheless, the performance found significantly difference among the provinces. This has raised the issue that there should be discussed intensively between and among the educational stakeholders. As the nation is managing in the federal structure, this issue could be the issue of discussion for the provincial government as well. The provincial social development ministry should conduct further study and find the causes and take further step for improvement and implementation.

Use of Language as a medium of facilitation in the ECED class was also included in the analysis. In the sampled ECED classes, languages Bajjika with English, Nepali and Hindi; Abadhi, Nepali and Bhojpuri, Nepali, Doteli, English and Nepali, English and others has been used. Analysis revealed that if English is used to facilitate for children's learning, those children have achieved the highest performance (83.6%) compared to the lowest performance (62.8 %) in Bajjika with English, Nepali and Hindi. The result found in the increasing order from the lowest Bajjika with English, Nepali and Hindi to others, Abadhi, Nepali and Bhojpuri, Nepali, Doteli, English and Nepali to the highest English. Generally, ECED children need to get the same language what they use in the home environment, more particularly use of mother language for making the learning process easy and effective. But the analysis result was not supporting this assumption. Using English as a language of instruction (learning/facilitation) might not the sole influencing factor but the promptness and management aspect and family background of socio-economic status would have been the cause of good performance. This would be the issue of further discussion and research.

Study revealed that higher the facilitators' qualification is, higher is the children's performance. This is the subject of policy implication. As mentioned in the previous chapter, the finding regarding ECED facilitators' qualification is consistent with the practice in international context that most of the developed countries has policy of having qualification bachelors for the ECED facilitators. This has created a pressure to the Government of Nepal to review the policy document to make the new provision regarding the ECED facilitators' qualification.

Surprisingly, untrained teachers/facilitators were found doing better performance compared to trained ones. A number of causes behind such surprising result could be assumed. For example, trained teacher might be de-motivated because of very low

amount of salary. While viewing through the other perspective, the new facilitators with higher qualification might not have got chance to receive training, and they also might be more energetic than the trained facilitators. This induces the policy level implication that there should be this particular issue based research and discourse at the policy level.

Analysis based on the number of facilitators and children's performance revealed that children in ECED centers run by two facilitators perform significantly better than those run by one facilitator. It is in line with the conceptual and philosophical understanding that the learning process in ECD centers should be on play-way based method instead of teaching, there should be adequate facilities and facilitators in the learning centers. That is why plenty of playing instruments or materials and more than one facilitator should have been managed in each center. So, as the finding indicates, there should be more than one facilitator in each e ECED center for the better-quality education. It's urgent since ECED is the crucial preparatory stage for basic education.

### **5.3.2 Physical condition and performance**

The analysis of physical facilities in the schools having ECED class; majority of sampled schools have good school building, however positive effect of the school building in the children's learning was not observed. Likewise the classroom quality, availability of learning and play materials in the classroom including library/book corner have shown no relation with children's performance. In this regard, it is not better to say that those physical factors did not affect children's learning because children's learning is affected by many factors. So, it needs to think beyond these factors discussed. There could be other reasons for example, teacher/facilitators quality (qualification, training, age, experience, etc.). Another cause might be because of very small number of sample ECED centres in the sample. This result has opened the discussion for concerns. The policy making as well as implementing agencies, ECED center management committee, head teacher, teacher/facilitators, parents including other concerned stakeholders should have to be involved in the discourse that among the many factors which one is most influencing so that more concentration could be paid on the particular area/ factor.

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**Annex :One**

**शैक्षिक गुणस्तर परीक्षण केन्द्र  
प्रारम्भिक सिकाइ तथा विकासस्तर परीक्षण साधन**

**खण्ड क. पृष्ठभूमि सूचना**

**(परीक्षक निर्देशिका सहित)**

१) बालविकास केन्द्र/विद्यालयको नाम :

२) बालविकास केन्द्रको किसिम : समुदायमा आधारित  विद्यालयमा आधारित

३) मातृ विद्यालयको नाम (समुदायमा आधारित भएमा) :

विद्यालयको कोड नं.:

४) बालविकास केन्द्रको ठेगाना : प्रदेश नं. .... जिल्ला :

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

५) कक्षा सञ्चालनको माध्यम भाषा :

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

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

८) सञ्चालन तथा व्यवस्थापन अनुदान उपलब्ध गराउने निकाय/संस्था (जिल्ला शिक्षा कार्यालय बाहेक) :

क)

ख)

९) सहजकर्तासम्बन्धी विवरण :

क्र.सं.	नाम थर	शैक्षिक योग्यता	अनुभव (वर्ष)
१			
२			

१०) तालिमसम्बन्धी विवरण (मुख्य सहजकर्ताको मात्र) :

क) तालिम लिएको छ  छैन  ।

ख) आधारभूत  .....दिन । ग. पुनर्ताजगी  ..... दिन ।

११) केन्द्रमा भर्ना भएका उमेर समूहगत बालबालिका विवरण (शैक्षिक वर्ष २०७५) :

उमेर समूह	बालक	बालिका	जम्मा
३६ महिना भन्दा कम			
३६ देखि ४२ महिना			
४२ देखि ४८ महिना			

उमेर समूह	बालक	बालिका	जम्मा
४८ देखि ५४ महिना			
५४ देखि ६० महिना			
६० महिना भन्दा माथि			
जम्मा			

१२) अपाङ्गता भएका बालबालिकाको सङ्ख्या : ..... बालक .....बालिका .....जम्मा

१३) आयाको व्यवस्था :  छ  छैन

१४) केन्द्र सञ्चालन समय : विहान : .....बजेदेखि अपरान्ह .....बजेसम्म

## खण्ड ख : सिकाइ तथा विकास स्तर

- खण्ड ख अन्तर्गतका कार्य गर्नु गराउनुभन्दा अगाडि प्रत्येक कार्य गर्ने प्रक्रिया र तरिका स्पष्ट बताउनुहोस् र उदाहरण पनि देखाउनुहोस् । यस कार्यमा सम्बन्धित सहजकर्ताको सहयोग लिनुहोस् ।
- यस खण्डका क्रियाकलापको मूल्याङ्कनको लागि पछाडि दिइएको तालिकामा अङ्क दिनुहोस् ।

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

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

प्रश्न	सही उत्तर भनेमा (२)	आंशिक सही भएमा (१)	थाहा छैन भनेमा वा गलत भनेमा(०)	प्रतिक्रिया नदिएको (-)
क. तपाईंको नाम के हो ?				
ख. तपाईं कति वर्षको हुनु भयो ?				
ग. तपाईंको घर कुन ठाँउमा छ ?				

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

**प्रक्रिया र निर्देशन :** पहिले सो कार्य आफैले गरेर देखाउने । देखाएअनुसार ५ पटक दाहिने खुट्टा र ५ पटक देब्रे खुट्टा उचालेर उफ्रन लगाउने । गरेको कार्यको अवलोकन गरी निम्नानुसार अङ्क दिने ।

गरेको कार्य स्तर	अङ्क
<b>क. दाहिने खुट्टा उचालेर उफ्रेमा</b>	
५ पटक सही ढङ्गले उफ्रेमा(२)	
५ भन्दा कम पटक मात्र सही ढङ्गले उफ्रेमा (१)	
सही ढङ्गले नउफ्रेमा (०)	
कुनै कार्य नगरेमा (-)	
<b>ख. देब्रे खुट्टा उचालेर उफ्रेमा</b>	
५ पटक सही ढङ्गले उफ्रेमा(२)	
५ भन्दा कम पटक मात्र सही ढङ्गले उफ्रेमा (१)	
सही ढङ्गले नउफ्रेमा (०)	
कुनै कार्य नगरेमा (-)	

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

**प्रक्रिया र निर्देशन :** A4 साइजको कागजको आधा पानालाई पहिले ४ बराबर भागमा (पहिले तेर्सो मोड र

त्यसपछि ठाडो मोड) पट्याएर बराबर पारी च्यातेको देखाउने । बालबालिकालाई A4 साइजको कागजको आधा पाना दिने र देखाएअनुसार पहिले तेर्सो र पछि ठाडो मोड पारी ४ बराबर भाग हुने गरी पट्याउन र चार टुकामा च्यात्न लगाउने । पट्याउने र च्यात्ने कार्यको अवलोकन गरी निम्नानुसार अङ्क दिने ।

कार्य	अङ्क
<b>क. पट्याउने कार्य</b>	
सीधा पारी बराबर ४ भागमा पट्याएको (२)	
कम भाग मात्र बराबर र सीधा पार्न सकेको (१)	
सही ढङ्गले बराबर भागमा पट्याउन नसकेको (०)	
कार्य नै नगरेको /संलग्न नभएको (-)	
<b>ख. च्यात्ने कार्य</b>	
सीधा पारी बराबर ४ टुकामा च्यात्न सकेको (२)	
कम भागमात्र बराबर र सीधा पारी च्यात्न सकेको (१)	
च्यात्न नसकेको वा बराबर टुक्रा पार्न नसकेको (०)	
च्यात्ने कार्य नगरेको (-)	

**सा.नं. ४. शारीरिक विकास : सुक्ष्म अङ्ग परिचालन । कार्य :** विन्दु जोडी आकार बनाउने । **सामग्री :** सिसाकलम र A4 साइजको पानामा दुई ओटा भण्डा आकार आउने विन्दु चित्र ।

**प्रक्रिया र निर्देशन :** प्रत्येक बालबालिकालाई एक एक ओटा भण्डा आकारको विन्दु चित्र भएको कागज र सिसाकलम दिने । विन्दु जोडेर आकार बनाउन लगाउने ।

कार्य	अङ्क
विन्दु सही ढङ्गले जोडी भण्डा आकार बनाएमा (२)	
विन्दु जोडेको तर आँशिक भाग मात्र भण्डा आकार मिलेमा (१)	
गलत ढङ्गले विन्दु जोडेमा / भण्डाकार हुन नसकेमा (०)	
कार्य नगरेमा (-०)	

**सा.नं. ५. भाषिक विकास : पूर्व लेखन । कार्य :** सीधा रेखा, अर्धवृत्ताकार, अङ्ग्रेजी र नेपाली वर्णमालाका अक्षरको अनुलेखन । **सामग्री :**

**प्रक्रिया र निर्देशन :** पाटी वा कागजमा सीधा रेखा, अर्धवृत्ताकार, नेपाली र अङ्ग्रेजी वर्णमालाका क ख, A र B क्रमशः लेखेर देखाउने । उक्त सङ्केत र वर्णहरू दिएको कागजमा लेख्न लगाउने । लेखाइका लागि निम्नानुसारको अङ्क दिने ।

क्र.सं	वर्ण/अक्षर	ठीक ढङ्गले लेखेमा (१)	लेखेको सही नभएमा (०)	नलेखेमा (-)
क	-			
ख	⌋			
ग	A			
घ	B			
ङ	क			
च	ख			

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

**प्रक्रिया र निर्देशन :** नाम सोध्ने । भनेको नाम (सुरु नाम) दिएको कागजमा (नेपाली वा अङ्ग्रेजी भाषामा) लेख्न लगाउने । लेखाइका लागि निम्नानुसारको अङ्क दिने ।

लेखाइ	अङ्क
शुद्ध र सही लेखकोमा (२)	
लेखेको तर शुद्ध र सही नभएमा (१)	
लेख्न नसकेमा (०)	
लेख्ने प्रयास नगरेमा (-)	

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

कार्य	अङ्क
तीन ओट्टै रङको पहिचान गरेमा (३)	
कुनै दुई ओटाको मात्र पहिचान गरेमा (२)	
कुनै एक ओटाको मात्र पहिचान गरेमा(१)	
कुनै पनि नमिलाएमा (०)	
प्रतिक्रिया नदिएमा (-)	

**प्रक्रिया र निर्देशन :** बालबालिकाहरू लाई पालै पालो रातो, पहेलो र निलो रङका कागजका टुक्राहरू देखाई यो कुन रङको हो भनी सोध्ने । प्रत्येक सही उत्तरका लागि एक अङ्कका दरले अङ्क दिने ।

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

**प्रक्रिया र निर्देशन :** पहिला कुकुरको चित्र बालबालिकालाई देखाउने । त्यसपछि, पजलका टुक्राहरू नमिलाइकन तल माथि पारी बालबालिकालाई दिने । यो चित्रमा देखाएको जस्तैगरी अब यो पजलका टुक्राहरू मिलाएर देखाउन लगाउने । बालबालिकाले पजल मिलाउदै गरेको अवलोकन गर्ने र सोही

आधारमा अङ्क दिने ।

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

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

**प्रक्रिया र निर्देशन :** एक जनाले फालेको बल अर्को व्यक्तिले समाएको देखाउने । सहजकर्ता र बालबालिका दुई मिटरको दुरीमा आमने सामने उभिने र एक जना बालबालिकाले बल तीन पटक सहजकर्ता तर्फ फाल्ने र सहजकर्ताले समात्ने । पुनः सहजकर्ताले फालेको बल बालबालिकालाई समात्न लगाउने । बालबालिकाले फालेको र समाएको अवलोकन गरी निम्नानुसार अङ्क दिने । ६ देखि ८ सेन्टिमिटर व्यास भएको नरम बल ।

गरेको कार्य	अङ्क
<b>क. फाल्ने कार्य</b>	
३ पटक नै सही ढङ्गले फालेमा (२)	
कम पटक मात्र सही ढङ्गले फालेमा (१)	
गलत ढङ्गले फालेमा (०)	
कार्य नगरेमा (-)	
<b>ख. समाउने कार्य</b>	
३ पटक नै सही ढङ्गले समाएमा (२)	
कम पटक मात्र सही ढङ्गले समाएमा (१)	
गलत ढङ्गले समाएमा (०)	
कार्य नगरेमा (-)	

**सा.नं. १०.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 । तपाईंबाट 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 (२)	
कुनै एकको मात्र दुरी सही बताएमा (१)	
दुवैको दुरी गलत बताएमा (०)	
प्रतिक्रिया नदिएमा (-)	

**सा.नं. ११. शारीरिक विकास : स्वास्थ्य र सरसफाइ कार्य :** स्वास्थ्य र सरसफाइको अवस्था पहिचान गर्ने (पोषाक, अनुहार, नङ, हात र खुट्टा) । **सामग्री :** ।

**प्रक्रिया र निर्देशन :** बालबालिकाहरूको बर्ष भरि स्वास्थ्य र सरसफाइको अवस्थालाई सहजकर्तालाई श्रेणी मापन गर्न लगाई सोही आधारमा अङ्क दिने ।

उत्तर	अङ्क
नियमितरूपमा स्वास्थ्य र सरसफाइमा ध्यानदिने र पालना गर्ने (२)	
आंशिकरूपमा स्वास्थ्य र सरसफाइमा ध्यानदिने र पालना गर्ने (१)	
स्वास्थ्य र सरसफाइमा ध्यान नदिने (०)	

**सा.नं. १२. भाषिक विकास : सुनाइ । कार्य :** निर्देशन अनुसार कार्य गर्ने । **सामग्री :** वाक्य पत्ती ।

**प्रक्रिया र निर्देशन :** "फूल फुल्यो रेलिमै आँगनै भरी । " यी एक पङ्क्ति लय मिलाई गाएर सुनाउने । त्यसपछि क्रमशः बालबालिकालाई व्यक्तिगतरूपमा गाउन लगाउने । भने अनुसार गाएर सुनाएमा निम्नानुसारको अङ्क दिने ।

कार्य	अङ्क
सबै पङ्क्ती गाएमा (२)	
आंशिक पङ्क्ती मात्र गाएमा (१)	
गाउन नसकेमा (०)	
प्रतिक्रिया नदिएमा (-)	

**सा.नं. १३ .भाषिक विकास : सुनाइ । कार्य :** सुनेको बोध गर्ने । **सामग्री :** ।

**प्रक्रिया र निर्देशन :** बालबालिकाहरूलाई पालै पालो शरिरका अङ्ग छुन लगाउने । बालबालिकाले दिएको प्रतिक्रियाको आधारमा अङ्क दिने ।

प्रश्न	सही ढङ्गले छोएमा (१)	छोएको सही नभएमा (०)	प्रतिक्रिया नदिएको(-)
क. नाक छुनुहोस् ।			
ख. कान छुनुहोस् ।			
ग. घुँडा छुनुहोस् ।			

**सा.नं. १४. भाषिक विकास : पूर्व पठन । कार्य :** चित्र तथा वस्तु पहिचान गरी नाम भन्ने । **सामग्री :** चम्चा, केरा, कलम र कैची चित्र ।

**प्रक्रिया र निर्देशन :** चम्चा, केरा, कलम र कैचीको चित्र एक एक गरी देखाउदै चिन्न र नाम भन्न लगाउने । उत्तरका लागि निम्नानुसारको अड्क दिने ।

चित्र	सही नाम भनेमा (१)	भनेको नाम सही नभएमा (०)	प्रतिक्रिया नदिएको(-)
क. चम्चा			
ख. केरा			
ग. कलम			
घ. कैची			

**सा.नं. १५. भाषिक विकास : पूर्व पठन । कार्य :** शब्दबाट सुरु 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 सुरु अक्षर भन्न लगाउने । उत्तरका लागि निम्नानुसारको अड्क दिने ।

शब्द	सुरु अक्षर सही भनेमा (१)	सुरु अक्षर भनेको सही नभएमा (०)	प्रतिक्रिया नदिएमा (-)
क. गमला			
ख. तराजु			
ग. परेवा			

**सा.नं. १६. भाषिक विकास : पूर्व पठन । कार्य :** नेपाली र अङ्ग्रेजी वर्णमालाका अक्षर चिनारी । **सामग्री :** अक्षर पत्ती ।

**प्रक्रिया र निर्देशन :** नेपाली र अङ्ग्रेजी वर्णमालाका केही अक्षर कार्ड दिने र भने अनुसारका वर्ण/अक्षर चिनेर देखाउन निर्देशन दिने । त्यसपछि वर्ण/अक्षर क्रमशः भन्दै जाने । भने अनुसारका नेपाली अङ्ग्रेजी वर्ण/अक्षर चिने नचिनेको मूल्याङ्कन गरी निम्नानुसार अड्क दिने ।

देखाएको वर्ण	सही देखाएमा (१)	देखाएको सही नभएमा (०)	कार्य नगरेमा (-)
क. नेपालीको सोधिएको पहिला अक्षर			
ख. नेपालीको सोधिएको दोस्रो अक्षर			
ग. अङ्ग्रेजीको सोधिएको पहिलो अक्षर			
घ. अङ्ग्रेजीको सोधिएको दोस्रो अक्षर			

**सा.नं. १७. बौद्धिक विकास । कार्य :** समयको अवधारणा (हप्ताका बार) । **सामग्रीहरू :**

**प्रक्रिया र निर्देशन:** परीक्षण भएको दिनको बार सहजकर्ताले भनिदिने । त्यस पछिका तीन ओटा बारहरूको नाम क्रमैसँग भन्न लगाउने । भनेका बारको नामका लागि निम्नानुसार अड्क दिने ।

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

**सा.नं.१८. बौद्धिक विकास । कार्य :** यातायात र सञ्चारका साधनहरू को पहिचान । **सामग्री:** टेलिभिजन, मोबाइल, बस र हवाईजहाजको चित्र ।

**प्रक्रिया र निर्देशन :** सबै चित्रहरू बालबालिकालाई हेर्न लगाउने र क्रमसँग यातायात र त्यसपछि सञ्चारका साधनसम्बन्धी प्रश्नहरू सोध्ने । पहिला सबै चित्रहरू हेर्न लगाउने । त्यसपछि, निम्नलिखित प्रश्नहरू 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 (२)	कुनै एक मात्र सही देखाएमा (१)	दुवै गलत भनेमा (०)	कुनै प्रतिक्रिया नजनाएमा (-)
क. पहिलो प्रश्नको उत्तर (यातायातका साधन)				
ख. दोस्रो प्रश्नको उत्तर (सञ्चारका साधन)				

**सा.नं.१९. बौद्धिक विकास । कार्य :** दिशाको ज्ञान । **सामग्रीहरू :**

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

दिशा	नअल्मलिई सही कार्य गरेमा (२)	अल्मलिदै सही कार्य गरेमा (१)	कार्य गरेको सही नभएमा (०)	प्रतिक्रिया नजनाएमा (-)
क. दायाँ				
ख. बायाँ				
ग. अगाडि				
घ. पछाडि				

**सा.नं.२०. बौद्धिक विकास । कार्य :** संख्याको ज्ञान । **सामग्रीहरू :** अङ्क र चित्रलाई जोडा मिलाउने सामग्रीहरू

**प्रक्रिया र निर्देशन :** बालबालिकाहरूलाई एकातिर अड्क अर्कोतिर चित्र सङ्ख्या भएको जोडा मिलाउन लगाउने । उनीहरूले दिएका प्रति सही उत्तरको एक अड्का दरले अड्क दिने ।

**सा.नं. २१. बौद्धिक विकास । कार्य :** आकार /परिणाम र लम्बाइका जानकारी । **सामग्री :** फरक फरक आकारका ( ठूलो, सानो र मझौला ) का ढुङ्गाहरू । फरक फरक आकार (लामो, मझौला र छोटो ) का सीसाकलम वा छेस्का ।

**प्रक्रिया र निर्देशन :** पहिला ठूलो, सानो र मझौला आकारका ढुङ्गाहरू देखाउने । त्यसपछि, लामो, छोटो र मझौला सिसा कलमहरू वा छेस्का देखाउने । पहिला ठूलो, सानो र मझौला आकारका ढुङ्गाहरू देखाएर निम्न प्रश्नहरू सोध्ने: “यी ढुङ्गाहरू 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 । यीमध्ये सबैभन्दा छोटो सिसाकलम वा छेस्को कुन हो देखाउनुहोस् ।” बालबालिकाले दिएको प्रतिक्रिया अवलोकन गर्ने र सोही आधारमा निम्नानुसार अड्क दिने ।

आकार	सही उत्तर भनेमा (२)	कुनै एक मात्र सही उत्तर भनेमा (१)	उत्तर दिएको सही नभएमा (०)	कुनै प्रतिक्रिया नजनाएमा (-)
क. ठूलो र सानो				
ख. लामो र छोटो				

**सा.नं. २२. बौद्धिक विकास । कार्य :**सिर्जनात्मक कला । **सामग्री :** खुट्टा, आँखा र पुच्छर नभएको एउटा विरालोको चित्र ।

**प्रक्रिया र निर्देशन :** पहिला खुट्टा, आँखा र पुच्छर नभएको विरालोको चित्र बालबालिकालाई राम्ररी हेर्न लगाउने । त्यसपछि, चित्रमा के छुटेको छ भनी सोध्ने र छुटेको अड्का थप्न लगाउने ।

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

**सा.नं. २३. सामाजिक विकास । कार्य :** जीवनोपयोगी सीप (मन पर्ने /नपर्ने छुट्याउने) । **सामग्री :**

**प्रक्रिया 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 मन पर्छ ? कुन मन पर्दैन ? किन मन पर्दैन ? भन्ने विषयमा कुराकानी गर्न भन्ने र मनपर्ने चिज बारे बताउन लगाउने । गरिएको कुराकानीका आधारमा नाम बताएमा निम्नानुसार अड्क दिने ।

कुराकानी कार्यको स्तर	अड्क
३ ओटा खानेकुराको नाम स्पष्ट बताएमा (३)	
२ ओटा खानेकुराको मात्रै नाम बताएमा (२)	

कुराकानी कार्यको स्तर	अङ्क
एउटा खानेकुराको नाम बताएमा (१)	
नाम बताएको नमिलेमा (०)	
कुराकानी गर्न चाहदैन/ गर्दैन (-)	

**सा.नं.२४. सम्बेगात्मक विकास । कार्य :** सम्बेग पहिचान । **सामग्री :** हाँसेको वा खुशी भएको र रोएको अनुहारका मानिसका चित्रहरू ।

**प्रक्रिया र निर्देशन :** चित्रहरू एक एक गरी देखाएर निम्नानुसारका प्रश्न सोध्दै प्रतिक्रिया 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 प्रतिक्रियाका लागि निम्नानुसार अङ्क दिने

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

**सा.नं.२५. सम्बेगात्मक विकास । कार्य :** सह अनुभूति (Empathy) । **सामग्री :** रोइराखेको बेलाको मानिसको चित्र र घटना सन्दर्भ ।

**प्रक्रिया र निर्देशन :** रोइराखेको बेलाको मानिसको चित्र देखाउने, यसको सन्दर्भ बताउने र चित्रका बारेमा बताउने । चित्र देखाएर यिनी के गर्दै छन् ? यिनलाई के भएको होला ? तपाईंले तपाईंको साथीलाई यस्तो अवस्थामा देख्नुभयो भने तपाईंलाई कस्तो लाग्छ ? यस अवस्थामा तपाईं 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 । (१)	
केही पनि गर्दिन वा कुनै प्रतिक्रिया दिएमा । (०)	
प्रतिक्रिया नदिएको । (-)	

**सा.नं.२६. साँस्कृतिक विकास । कार्य :** मूल्य र मान्यता । **सामग्री :**

**प्रक्रिया र निर्देशन :** बालबालिकालाई तपाईंको घरमा कुन् कुन् चाँडपर्व मनाउनुहुन्छ ? ती मध्ये दुईओटा कुनकुन हुन् ? भन्ने प्रश्न सोध्नुहोस् । दिएका उत्तरका लागि निम्नानुसार अङ्क दिने ।

उत्तर	अङ्क
दुई चाँडपर्वको नाम भनेमा (२)	
एक चाँडपर्वको मात्र नाम भन्न सकेमा (१)	
चाडपर्वको नाम भन्न नसकेमा (०)	
उत्तर नदिएमा (-)	

## Annex Two

### शैक्षिक गुणस्तर परीक्षण केन्द्र बालविकास केन्द्र सञ्चालन तथा व्यवस्थापन परीक्षण साधन

#### खण्ड क. पृष्ठभूमि सूचना

(स्थलगत अवलोकन, छलफल र अभिलेखमा आधारित)

- १) बालविकास केन्द्र/विद्यालयको नाम :
- २) बालविकास केन्द्रको किसिम : समुदायमा आधारित  विद्यालयमा आधारित
- ३) मातृ विद्यालयको नाम (समुदायमा आधारित भएमा) : विद्यालयको कोड नं.:
- ४) बालविकास केन्द्रको ठेगाना : प्रदेश नं. .... जिल्ला :  
गाउँपालिका/नगरपालिका : वडा नं. : टोल/वस्ती :
- ५) कक्षा सञ्चालनको माध्यम भाषा :
- ६) केन्द्र सञ्चालन प्रारम्भ मिति (साल र महिना) :.....
- ७) केन्द्र सञ्चालन स्वीकृति/अनुमति मिति (साल र महिना) :.....
- ८) सञ्चालन तथा व्यवस्थापन अनुदान उपलब्ध गराउने निकाय/संस्था (जिल्ला शिक्षा कार्यालय बाहेक) :  
क)  
ख)
- ९) सहजकर्तासम्बन्धी विवरण :

क.सं.	नाम थर	शैक्षिक योग्यता	अनुभव (वर्ष)
१			
२			

- १०) तालिम सम्बन्धी विवरण (मुख्य सहजकर्ताको मात्र) :  
क) तालिम लिएको छ  छैन  ।  
ख) आधारभूत  .....दिन । ग. पुनर्ताजगी  ..... दिन ।
- ११) केन्द्रमा भर्ना भएका उमेर समूहगत बालबालिका विवरण (शैक्षिक वर्ष.....) :

उमेर समूह	बालक	बालिका	जम्मा
३६ महिनाभन्दा कम			
३६ देखि ४२ महिना			
४२ देखि ४८ महिना			
४८ देखि ५४ महिना			
५४ देखि ६० महिना			
६० महिनाभन्दा माथि			
जम्मा			

- १२) अपाङ्गता भएका बालबालिकाको संख्या : ..... बालक ..... बालिका ..... जम्मा
- १३) आयाको व्यवस्था : छ छैन
- १४) केन्द्र सञ्चालन समय : विहान : ..... बजेदेखि अपरान्ह ..... बजेसम्म

**सण्ड ख. सञ्चालन तथा व्यवस्थापन**

क.सं.	व्यवस्थापन क्षेत्र	भाएको यथार्थ विवरण	अङ्क	व्यवस्थापन सूचकका अङ्कन आधार
१	भवनरघर	<ul style="list-style-type: none"> <li>घेराबारा सहितको हाता छ <input type="checkbox"/> छैन <input type="checkbox"/></li> <li>प्रकास छिर्ने उज्यालो सफा कोठा भए नभएको <input type="checkbox"/></li> <li>केन्द्रको आफ्नै भवनहो <input type="checkbox"/> होइन <input type="checkbox"/></li> <li>अन्य</li> </ul>		<ul style="list-style-type: none"> <li>घेराबारा सहितको हाता, भ्याल ढोका भएको उज्यालो र सफा कोठा भई आफ्नो भवनमा सञ्चालित भए ३ अङ्क ।</li> <li>भ्याल ढोका सहित सफा कोठा भएको र आफ्नो भवनमा सञ्चालित भए २ अङ्क ।</li> <li>भ्याल ढोका सहित सफा कोठा भएको र सार्वजनिक वा भाडाको भवनमा सञ्चालित भए १ अङ्क ।</li> <li>उल्लिखित भन्दा न्यून स्तरका लागि ० अङ्क ।</li> </ul>
२	हाता परिसर व्यवस्थापन	<ul style="list-style-type: none"> <li>चौरको क्षेत्रफल .....वर्ग मिटर</li> <li>चौरमा रहेका सुविधा जस्तै चिप्लेटी .....</li> <li>चौरको सरसफाइको अवस्था.....</li> <li>सुरक्षित अवस्था.....</li> <li>अन्य.....</li> </ul>		<ul style="list-style-type: none"> <li>सबै बालबालिकाले एकै पटकमा बल खेल्न पुग्ने खुला स्थान र फूलवारी, चिप्लेटी, पिङ सहितको सफा र सुरक्षित हाता र परिसर भएमा ३ अङ्क ।</li> <li>सबै बालबालिका एकै पटक बल खेल्न पुग्ने खुला स्थान सहितको सफा र सुरक्षित हाता र परिसर भएमा २ अङ्क ।</li> <li>सबै बालबालिका एकै पटक लाइन लागेर उभिन पुग्ने खुला स्थान सहितको सफा र सुरक्षित हाता र परिसर भएमा १ अङ्क ।</li> <li>उल्लिखितभन्दा न्यून स्तरका लागि ० अङ्क ।</li> </ul>
३	कोठा व्यवस्थापन	<ul style="list-style-type: none"> <li>कोठाको क्षेत्रफल.....वर्ग मिटर</li> <li>उचाइ .....फिट</li> <li>शयनकक्षको छुट्टै व्यवस्था छ <input type="checkbox"/> छैन <input type="checkbox"/></li> <li>अन्य.....</li> </ul>		<ul style="list-style-type: none"> <li>प्रति बालबालिका २ वर्ग मिटर क्षेत्रफल भई कम्तीमा ८ फिट उचाइको कोठा र छुट्टै आराम कक्ष/शयन कक्षको व्यवस्था भएमा ३ अङ्क ।</li> <li>प्रति बालबालिका १.५ वर्ग मिटर क्षेत्रफल भई कम्तीमा ८ फिट उचाइ भएको, कोठामा आराम कक्ष/शयन कक्षको व्यवस्था भएमा २ अङ्क ।</li> <li>उल्लिखित दुई अवस्था भन्दा कम क्षेत्रफल र उचाइको २० जना बालबालिका बस्न पुग्ने कोठा भएमा १ अङ्क ।</li> <li>उल्लिखित भन्दा न्यून स्तरका लागि ० अङ्क ।</li> </ul>

क.सं.	व्यवस्थापन क्षेत्र	भएको यथार्थ विवरण	अङ्क	व्यवस्थापन सूचकका अङ्कन आधार
४	कक्षा कोठामा सामग्री व्यवस्थापन	<ul style="list-style-type: none"> <li>• खेल सामग्री र पहुँच.....</li> <li>• सामग्री राख्ने व्यवस्था.....</li> <li>• सामग्री प्रदर्शन र सजावट युक्त कोठा छ <input type="checkbox"/> छैन <input type="checkbox"/> ।</li> <li>• बालुवा माटो पानी.....</li> <li>• अन्य.....</li> </ul>		<ul style="list-style-type: none"> <li>• बालबालिकाको सहज पहुँचमा राखिएका खेल सामग्री, प्रत्येक बालबालिकाका सामान राख्ने अलगअलग स्थानको व्यवस्था सहित बालबालिकाका सृजना सामग्री प्रदर्शन गरिएको सजावट युक्त कोठा । बालबालिका खेलका लागि बालुवा, माटो र पानीको व्यवस्था समेत भएको भएमा ३ अङ्क ।</li> <li>• भएका खेल सामग्री व्यवस्थित नराखिएका, बालबालिकाको सहज पहुँचमा पनि नभएको, बालबालिकाका सामान व्यवस्थितरूपमा राख्ने व्यवस्था नभएको, बालबालिकाका सृजना सामग्री थोरै मात्र प्रदर्शन गरिएको र बालबालिका खेलका लागि बालुवा, माटो र पानी कोठा भित्र व्यवस्था नभएको भए २ अङ्क ।</li> <li>• खेल सामग्री नभएको वा नराखिएको, बालबालिकाका सामान राख्ने ठाँउ नभएको र बालबालिकाका सृजना सामग्री पनि प्रदर्शन नगरिएको भए १ अङ्क ।</li> <li>• उल्लिखित भन्दा न्यून स्तरका लागि ० अङ्क ।</li> </ul>
५	बसाइ व्यवस्थापन	<ul style="list-style-type: none"> <li>• चिसो आउने <input type="checkbox"/> नआउने <input type="checkbox"/></li> <li>• बस्नका लागि पर्याप्त कुसन चकटी छ <input type="checkbox"/> छैन <input type="checkbox"/> ।</li> <li>• उपयुक्त उचाइका टेबुल/डेक्स छ <input type="checkbox"/> छैन <input type="checkbox"/> ।</li> <li>• समुह क्रियाकलाप गर्न पर्याप्त स्थान छ <input type="checkbox"/> छैन <input type="checkbox"/> ।</li> <li>• अन्य.....</li> </ul>		<ul style="list-style-type: none"> <li>• भुइँको चिसो नआउने गरी कार्पेट वा अन्य उपयुक्त सामग्री विच्छयाइएको प्रत्येक बालबालिकाका लागि अलगअलग कुसन/चकटी र उपयुक्त उचाइका टेबुल र डेक्स भई समूह क्रियाकलाप गर्न मिल्ने लचिलो बसाइ व्यवस्था भएमा ३ अङ्क ।</li> <li>• भुइँको चिसो नआउने गरी गुन्द्री/चकटी/फलेकमा बस्ने, उपयुक्त उचाइका टेबुल र डेक्स सहित समूह क्रियाकलाप गर्न मिल्ने बसाइ व्यवस्था भएमा २ अङ्क ।</li> <li>• न्यूनस्तरको बस्ने सामग्री, समूह क्रियाकलाप गर्न कठिन निर्दिष्ट (fixed) बसाइ व्यवस्था भएमा १ अङ्क ।</li> <li>• उल्लिखित भन्दा न्यून स्तरका लागि ० अङ्क ।</li> </ul>

क.सं.	व्यवस्थापन क्षेत्र	भएको यथार्थ विवरण	अङ्क	व्यवस्थापन सूचकका अङ्कन आधार
६	पुस्तकालय र सिकाइ कुना व्यवस्थापन	<ul style="list-style-type: none"> <li>सिकाइकुना सङ्ख्या.....</li> <li>पजल/सिकाइ सामग्री .....</li> <li>.....</li> <li>.....</li> <li>भित्ते पाटीको क्षेत्रफल.....</li> <li>सहज पहुँच.....</li> <li>अन्य.....</li> </ul>		<ul style="list-style-type: none"> <li>बाल सन्दर्भ सामग्री सहितकथा, गणित, अभिनय, निर्माणात्मक विज्ञान र Block गरी ६ सिकाइकुना, रङ्ग र आकार मिलाउने र छुट्टयाउने, पजल सामग्री, भित्तामा बालबालिकाको उचाइसम्म लेख्न मिल्ने भित्ते पाटी र कम्तीमा ३ ×१.५ वर्ग फिटको लेखन पाटी समेत भएको भए ३ अङ्क ।</li> <li>माथिकामध्ये केही कुना, पजल सामग्री, भित्तामा बालबालिकाको उचाइसम्म लेख्न मिल्ने भित्ते पाटी र कम्तीमा ३ ×१.५ वर्ग फिटको लेखन पाटी समेत भएको भए २ अङ्क ।</li> <li>सिकाइ कुनाको व्यवस्था नभएको, पजल र एउटा लेखन पाटीको व्यवस्था भएको १ अङ्क ।</li> <li>उल्लिखित भन्दा न्यून स्तरका लागि ० अङ्क ।</li> </ul>
७	सिकाइ/शैक्षिक सामग्रीको उपलब्धता	<ul style="list-style-type: none"> <li>सिकाइ सामग्रीको सङ्ख्या.....</li> <li>प्रकार .....</li> <li>.....</li> <li>अन्य.....</li> </ul>		<ul style="list-style-type: none"> <li>बालगीत, राष्ट्रिय गान, चित्रकथा, पोष्टर, तस्वीर, बाल सिकाइ सहयोगी पुस्तिकाहरु सबै प्रकारको कम्तीमा एक एकओटा उपलब्ध भएमा ३ अङ्क ।</li> <li>बालगीत, राष्ट्रिय गान, चित्रकथा, पोष्टर, तस्वीर, बाल सिकाइ सहयोगी पुस्तिकाहरु मध्ये कम्तीमा चार प्रकारका एक एकओटा उपलब्ध भएमा २ अङ्क ।</li> <li>बालगीत, राष्ट्रिय गान, चित्रकथा, पोष्टर, तस्वीर, बाल सिकाइ सहयोगी पुस्तिकाहरु मध्ये कम्तीमा दुई प्रकारका एक एकओटा उपलब्ध भएमा १ अङ्क ।</li> <li>उल्लिखित भन्दा न्यून स्तरका लागि ० अङ्क ।</li> </ul>
८	कक्षा कोठा सजावट	<ul style="list-style-type: none"> <li>भित्ते लेखन जस्तै वर्ण अक्षरको पोष्टर .....</li> <li>.....</li> <li>.....</li> <li>अन्य .....</li> </ul>		<ul style="list-style-type: none"> <li>भित्ताको केही भागमा विभिन्न आकारका वर्ण/अक्षरका पोष्टर वाभित्ते लेखन, अङ्क/सङ्ख्या पोष्टर, शब्द चित्र, अङ्क चित्र, शैक्षिक चार्ट र तालिकासहित सजावट भएमा ३ अङ्क ।</li> <li>भित्ताको केही भागमा वर्ण/अक्षर र अङ्कतालिका भित्ते लेखन शैक्षिक चार्ट मात्र भएमा २ अङ्क ।</li> </ul>

क.सं.	व्यवस्थापन क्षेत्र	भएको यथार्थ विवरण	अङ्क	व्यवस्थापन सूचकका अङ्कन आधार
९	सिकाइ खेल सामग्री	<ul style="list-style-type: none"> <li>संलग्न लिफ्टमा भएका सामग्रीहरु जस्तै पुतली, ब्लाक, मौसम चार्ट .....</li> <li>.....</li> <li>.....</li> <li>.....</li> <li>.....</li> <li>जम्मा सङ्ख्या .....</li> </ul>		<ul style="list-style-type: none"> <li>भित्ताको केही भागमा मात्र वर्ण र अक्षर र अङ्कतालिकासहित सामान्य सजावट भएमा १ अङ्क ।</li> <li>उल्लिखित भन्दा न्यून स्तरका लागि ० अङ्क ।</li> <li>राष्ट्रिय न्यूनतम मापदण्ड मार्गदर्शक पुस्तिका २०६७ मा उल्लेख भएका सामग्री उपलब्ध भइ प्रत्येक ५ जनाको समुहमा १ सेट सबै सामग्री पुग्ने भएमा ३ अङ्क ।</li> <li>राष्ट्रिय न्यूनतम मापदण्ड मार्गदर्शक पुस्तिका २०६७ मा उल्लेख भएका सामग्री कम्तिमा १/१ सेट उपलब्ध भएमा २ अङ्क ।</li> <li>राष्ट्रिय न्यूनतम मापदण्ड मार्गदर्शक पुस्तिका २०६७ मा उल्लेख भएका सामग्रीमध्ये कम्तिमा पचास प्रतिशत सामग्री उपलब्ध भएमा १ अङ्क ।</li> <li>उल्लिखित भन्दा न्यून स्तरका लागि ० अङ्क ।</li> </ul>
१०	सिकाइ व्यवस्थापन	<ul style="list-style-type: none"> <li>वार्षिक योजना भए <input type="checkbox"/> नभएको <input type="checkbox"/></li> <li>दैनिक क्रियाकलाप योजना भए <input type="checkbox"/> नभएका <input type="checkbox"/></li> <li>दैनिक योजनाको आधारमा कक्षा सञ्चालन भए <input type="checkbox"/> नभएको <input type="checkbox"/></li> <li>अन्य.....</li> </ul>		<ul style="list-style-type: none"> <li>पाठ्यक्रममा आधारित भई वार्षिक योजना र दैनिक क्रियाकलाप योजना तयार गरी सो अनुसार कक्षा सञ्चालन गर्ने गरेको ३ अङ्क</li> <li>पाठ्यक्रममा आधारित भई वार्षिक योजना र दैनिक क्रियाकलाप योजना तयार गरेको तर आंशिक रूपमा मात्र प्रयोग गर्ने गरेको २ अङ्क</li> <li>पाठ्यक्रममा आधारित भई वार्षिक योजना र दैनिक क्रियाकलाप योजना तयार गरेको तर प्रयोग गर्ने नगरेको १ अङ्क</li> <li>पाठ्यक्रममा आधारित भई वार्षिक योजना र दैनिक क्रियाकलाप योजना तयार नगरेको ० अङ्क</li> </ul>
११	स्वास्थ्य परीक्षणको व्यवस्था	<ul style="list-style-type: none"> <li>प्राथमिक उपचार वाकस भए <input type="checkbox"/> नभएको <input type="checkbox"/></li> <li>स्वास्थ्य परीक्षण वार्षिक ..... पटक</li> </ul>		<ul style="list-style-type: none"> <li>प्राथमिक उपचार सामग्री सहितको वाकसको उपलब्धता, कम्तीमा अर्ध वार्षिक स्वास्थ्य परीक्षणको व्यवस्था भएमा ३ अङ्क ।</li> <li>प्राथमिक उपचार सामग्री सहितको वाकस र बर्षको एक पटकसम्म स्वास्थ्य परीक्षणको व्यवस्था भएमा २ अङ्क ।</li> </ul>

क.सं.	व्यवस्थापन क्षेत्र	भएको यथार्थ विवरण	अङ्क	व्यवस्थापन सूचकका अङ्कन आधार
१२	खानेपानी र सरसफाइ	<ul style="list-style-type: none"> <li>खानेपानी : सफा .....शुद्ध</li> <li>..... शुद्धीकरणको तरिका</li> <li>.....!</li> <li>शौचालय : अलगअलग .....</li> <li>शौचालयमा साबुन पानीको व्यवस्था भए <input type="checkbox"/> नभएको <input type="checkbox"/></li> <li>पर्याप्त पानीको व्यवस्था .....</li> </ul>		<ul style="list-style-type: none"> <li>प्राथमिक उपचार सामग्री सहितको बाक्स र विरामी हुँदा मात्र परीक्षण गराउने व्यवस्था भएमा १ अङ्क ।</li> <li>उल्लिखित भन्दा न्यून स्तरका लागि ० अङ्क ।</li> <li>सहज पहुँचमा सफा र शुद्ध खानेपानी (बोतल र गिलाससहित), साबुन र पानीसहित सफा अलगअलग शौचालय, सरसफाइका लागि पर्याप्त पानी धारा भएमा ३ अङ्क ।</li> <li>सहज पहुँचमा पर्याप्त पिउने पानीको व्यवस्था र पानीसहितको सफा शौचालय भएमा २ अङ्क ।</li> <li>खानेपानीको सीमित व्यवस्था र शौचालय मात्र भएमा १ अङ्क ।</li> <li>उल्लिखित भन्दा न्यून स्तरका लागि ० अङ्क ।</li> </ul>
१३	दिवा खाजा	<ul style="list-style-type: none"> <li>अभिभावकको संलग्नतामा</li> <li>केन्द्रको आफ्नै प्रयासमा</li> <li>बालबालिकाले आफैँ ल्याउने</li> <li>अन्य .....</li> </ul>		<ul style="list-style-type: none"> <li>सबै बालबालिकाका लागि अभिभावकको सहभागितामा वा केन्द्रको तर्फबाट दिवा खाजाको व्यवस्था भएमा ३ अङ्क ।</li> <li>सबै बालबालिकाका लागि अभिभावक वा बालबालिका आफैँले ल्याउने भएमा २ अङ्क ।</li> <li>केही बालबालिकाले मात्र खाजा ल्याउने र खाने भएमा १ अङ्क ।</li> <li>उल्लिखित भन्दा न्यून स्तरका लागि ० अङ्क ।</li> </ul>
१४	नियमितता	<ul style="list-style-type: none"> <li>केन्द्र खुलेको दिन .....</li> <li>दैनिक सञ्चालन अवधि ..... घण्टा</li> <li>केन्द्र खुल्ने समय : .....बजे ।</li> <li>अन्य .....</li> </ul>		<ul style="list-style-type: none"> <li>सार्वजनिक तथा स्थानीय विदा बाहेकका दिनमा दैनिक चार घण्टा तीस मिनेट सम्म सञ्चालन हुने र वार्षिक २२० दिन खुलेको भएमा ३ अङ्क ।</li> <li>सार्वजनिक तथा स्थानीय विदा बाहेकका दिनमा दैनिक चार घण्टा तीस मिनेट सम्म सञ्चालन हुने र वार्षिक २०० दिन खुलेको भएमा २ अङ्क ।</li> <li>सार्वजनिक तथा स्थानीय विदा बाहेकका दिनमा दैनिक चार घण्टा तीस मिनेट सम्म सञ्चालन हुने र वार्षिक १८० दिन खुलेको भएमा १ अङ्क ।</li> <li>उल्लिखित भन्दा न्यून स्तरका लागि ० अङ्क ।</li> </ul>

क.सं.	व्यवस्थापन क्षेत्र	भएको यथार्थ विवरण	अङ्क	व्यवस्थापन सूचकका अङ्कन आधार
१५	सहजकर्ता	<ul style="list-style-type: none"> <li>सहजकर्ताको योग्यता.....</li> <li>सहजकर्ताले आधारभुत तालिम लिए <input type="checkbox"/></li> <li>नलिएको <input type="checkbox"/></li> <li>कक्षा सञ्चालनको बैकल्पिक व्यवस्था भए <input type="checkbox"/></li> <li>नभएको <input type="checkbox"/></li> <li>अन्य .....</li> </ul>		<ul style="list-style-type: none"> <li>२५ जनासम्म बालबालिकाहरूका लागि एक जना कक्षा १० उतीर्ण भई आधारभुत तालिम प्राप्त सहजकर्ता र सहजकर्ताको अनुपस्थितीमा पनि नियमित कक्षा सञ्चालन हुने बैकल्पिक व्यवस्था भएमा ३ अङ्क</li> <li>२५ जनासम्म बालबालिकाहरूका लागि एक जना कक्षा १० उतीर्ण भई आधारभुत तालिम प्राप्त सहजकर्ता भएमा २ अङ्क</li> <li>१० कक्षा उतीर्ण तर आधारभुत तालिम नलिएको सहजकर्ता भएमा १ अङ्क ।</li> <li>उल्लिखित भन्दा न्यून स्तरका लागि ० अङ्क ।</li> </ul>
१६	अभिलेख व्यवस्थापन	<ul style="list-style-type: none"> <li>भर्ना अभिलेख छ <input type="checkbox"/> छैन <input type="checkbox"/></li> <li>दैनिक हाजिरी अभिलेख छ <input type="checkbox"/> छैन <input type="checkbox"/></li> <li>व्यक्तिगत फायल छ <input type="checkbox"/> छैन <input type="checkbox"/> ।</li> <li>केन्द्रका गतिविधि अभिलेख र प्रदर्शनको अवस्था .....</li> <li>अन्य .....</li> </ul>		<ul style="list-style-type: none"> <li>भर्ना अभिलेख, दैनिक हाजिरी, प्रत्येक बालबालिकाको विकास र सिकाइ प्रगतिको व्यक्तिगत फायल र केन्द्रका गतिविधि सहितको अभिलेख र सोको प्रदर्शन समेत भएमा ३ अङ्क ।</li> <li>भर्ना अभिलेख, दैनिक हाजिरी र केन्द्रका गतिविधिको सामान्य अभिलेख राख्ने गरेको भएमा २ अङ्क ।</li> <li>भर्ना अभिलेख, दैनिक हाजिरी मात्र भएमा १ अङ्क ।</li> <li>उल्लिखित भन्दा न्यून स्तरका लागि ० अङ्क ।</li> </ul>
१७	समिति गठन र क्रियाशीलता	<ul style="list-style-type: none"> <li>समिति गठनको भए <input type="checkbox"/> नभएको <input type="checkbox"/></li> <li>समितिको बैठक : वार्षिक ..... पटक</li> <li>अन्य .....</li> </ul>		<ul style="list-style-type: none"> <li>केन्द्र व्यवस्थापन समिति गठन भई मासिकरूपमा बैठक बस्ने गरेको भएमा ३ अङ्क ।</li> <li>केन्द्र व्यवस्थापन समिति गठन भई वार्षिक कमिस्तमा ६ बैठक हुने गरेको २ अङ्क ।</li> <li>केन्द्र व्यवस्थापन समिति गठन भई वार्षिक कमिस्तमा १ बैठक हुने गरेको १ अङ्क ।</li> <li>केन्द्र व्यवस्थापन समिति गठन भएता पनि क्रियाशीलन भएको वा गठन नभएको ० अङ्क</li> </ul>

क्र.सं.	व्यवस्थापन क्षेत्र	भएको यथार्थ विवरण	अङ्क	व्यवस्थापन सूचकका अङ्कन आधार
१८	केन्द्र सञ्चालन र व्यवस्थापन सम्बन्धी सहजकर्ताको सन्तुष्टी	<ul style="list-style-type: none"> <li>कार्य प्रकृतिमा सन्तुष्टि</li> <li>केन्द्र व्यवस्थापनमा सन्तुष्टि</li> <li>विद्यार्थी उपलब्धीमा सन्तुष्टि</li> <li>अन्य .....</li> </ul>		<ul style="list-style-type: none"> <li>अत्युत्तम भएमा ३ अङ्क</li> <li>उत्तम भएमा २ अङ्क</li> <li>सामान्य भएमा १ अङ्क</li> <li>न्यून भएमा १ अङ्क</li> </ul>
१९	अभिभावकको सन्तुष्टी (कम्तीमा २ जना अभिभावकसँग गरेको कुराकानीको आधारमा	<ul style="list-style-type: none"> <li>सहजकर्ताको प्रयासमा सन्तुष्टि</li> <li>केन्द्र व्यवस्थापनमा सन्तुष्टि</li> <li>विद्यार्थी उपलब्धीमा सन्तुष्टि</li> <li>अन्य .....</li> </ul>		<ul style="list-style-type: none"> <li>अत्युत्तम भएमा ३ अङ्क</li> <li>उत्तम भएमा २ अङ्क</li> <li>सामान्य भएमा १ अङ्क</li> <li>न्यून भएमा १ अङ्क</li> </ul>

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

क.सं.	सबल पक्ष र राम्रा अभ्यास	सुधार गर्न आवश्यक देखिएका पक्ष	सुधारका लागि सुझाव
१			
२			
३			
४			
५			

## सहजकर्ता प्रधानाध्यापक परीक्षक

बालविकास केन्द्रमा हुनु पर्ने न्युनतम सिकाइ सामग्री (राष्ट्रिय मार्गदर्शक पुस्तिका २०६७ अनुसार) स्वावलम्बनका सीप, बौद्धिक, सामाजिक, सम्बेदात्मक, भाषिक, शारीरिक विकाससँग सम्बन्धित खेलौना

<p>बालबालिकालाई क्रियाकलापमा संलग्न गराउन वास्तविक सामग्रीहरू भल्काउने स-साना निम्न खेलौनाहरूको व्यवस्था गरेको हुनुपर्ने जस्तो :-</p> <ul style="list-style-type: none"> <li>• पुतली, ब्यक, मान्छे, पशु, घर, चरा, स्वस्थ चौकी, विद्यालय आदिको मोडुल पप्सहरू १।१ सेट ।</li> <li>• डोरी बाँध्ने, हुक लगाउने, टाँक लगाउने, तुना बाँध्ने, चैन लगाउने जस्ता क्रियाकलाप गराउने मोडुल बोर्ड १।१ सेट ।</li> </ul>	<p><b>कपडाका सामग्रीहरू</b></p> <ul style="list-style-type: none"> <li>• कपडाको ८ इञ्चको नेपालको भ्रण्डा १ ओटा</li> <li>• ४ रङ्गाको कपडाको फित्ता ८ ओटा</li> <li>• हाते रिडि ४ ओटा</li> <li>• कपडाको विनबाग ४ ओटा (विभिन्न साइजका)</li> <li>• पुतली कपतिमा २ जोडी</li> </ul>	<p><b>पुस्तक/पुस्तिकाहरू</b></p> <ul style="list-style-type: none"> <li>• चित्रकथा किताव- १२ ओटा</li> <li>• बालगीतको किताव- १</li> <li>• बालकविता किताव- १ अन्य सामग्रीहरूमा</li> <li>• स्पर्शका सामानहरू ५ ओटा/जोडाको १ सेट (खस्रो, चिप्लो, नरम चिज राखेर बनाएको बोर्ड</li> <li>• स्वावलम्बी सीप सिकाउने सामानहरू २ सेट (जस्तै: तुनाबान्ने, इजार बान्ने, फस्नर लगाउने, हुक लगाउने, टाँक लगाउने)</li> </ul>	<p><b>स्थानीय स्तरमा खेलौनाको रूपमा प्रयोग गर्न सकिने सामग्रीहरू जस्तै :</b></p> <ul style="list-style-type: none"> <li>• बाँसका टुक्राहरू</li> <li>• विभिन्न आकार र प्रकारका लुङ्गाहरू</li> <li>• मकैको खोया</li> <li>• विभिन्न किसिमका वियाहरू</li> <li>• कपडाका टुक्राहरू</li> <li>• काठका टुक्राहरू</li> </ul>
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<ul style="list-style-type: none"> <li>• तराजु, स्केल, माटो, बालुवा जस्ता बच्चाले अभ्यास गर्ने सामग्रीहरूको व्यवस्था गर्ने ।</li> <li>• ऐना १ वटा</li> <li>• घडी १ वटा</li> <li>• मौसम चार्ट १ वटा</li> <li>• बार चार्ट १ वटा</li> <li>• नेम कार्ड २५ वटा</li> <li>• २ ह ४ इञ्चको विषयवस्तु अनुसार डोमिनो किस्तिमा १२ सेट (शरीर, परिवार, चराचुरुङ्गी, बोटबिरुवा, कीरा फट्याङ्ग्रा, फूल, भाँडावर्तन, जनावर लुगाफाटा, बाजारगजा, सागसब्जी, माछा)</li> <li>• निम्न साइजमा काठका टुक्रामा तल लेखिएका कुरा समावेश हुनु पर्नेछ</li> <li>• ४.५ इञ्च साइजको अक्षर बोर्ड</li> <li>• ४.५ इञ्चअंक रहेको अक्षर बोर्ड</li> <li>• ६ ह ८ इञ्च फ्ल्यास कार्ड विषयवस्तु अनुसारको प्रत्येक विषयमा ५ ओटा</li> <li>• पजलकम्तिमा १२ पिसको पजल १२ किसिमको विषयवस्तुसँग मिल्दो ।</li> <li>• भान्छीका सामानहरू</li> </ul>	<ul style="list-style-type: none"> <li>• लम्बाइ १६ ह २४ इञ्च फ्लाटिन बोर्ड १ ओटा</li> <li>• २५ ओटा पकेट भएको चार्ट १ सेट</li> <li>• १२ देखि १८ इञ्चसम्मको रबर बल २ ओटा</li> <li>• पपेट १ जोडी</li> <li>• पुतली परिवार १ सेट</li> <li>• ३.५ ह २.५ इञ्चको नाम कार्ड २५ ओटा भुन्डाउन मिल्ने गरी</li> </ul>	<ul style="list-style-type: none"> <li>• विनव्याग ५ ओटा (विभिन्न साइजका)</li> <li>• छनछना आवाजआउने खेलौना बाजा १ ओटा</li> <li>• विभिन्न आवाजको जोडा मिलाउने वस्तुहरू ४ जोडाको सेट</li> <li>• स्थानीय ठोस वस्तुहरू विषयवस्तु अनुसार संकलन गर्ने र सिकाइमा प्रयोग गर्ने ।</li> <li>• नम्बरको भर्ना पुस्तिका - १</li> <li>• बैठक पुस्तिका - १</li> <li>• हाजिरी रजिस्टर - १</li> <li>• लेखा पुस्तिका - १</li> <li>• स्वास्थ्य पुस्तिका - १</li> <li>• हरेक बालबालिकाको निम्ति १११ ओटा व्यक्तिगत फाइल</li> <li>• २४ गोज १८×१२ को १ ओटा पूर्वलेखन अभ्यास पुस्तिका प्रत्येक बालबालिकालाई १११ ओटा</li> <li>• हरेक बालबालिकालाई १११ ओटा लेखन अभ्यास पुस्तिका</li> </ul>	<ul style="list-style-type: none"> <li>• नरिवलको खपडा</li> <li>• लप्सीका बिया</li> </ul>
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