#### Improving Learning: Developing Measures of Accountability and Evaluating their Association with Students' Gains in Achievement in Nepal Individual Interview: Teacher Survey Questionnaire

A: School III	
Name of School	
ID	
Address	Ward No

#### **A: School Information**

## **B:** Teacher's Information

Respondent (Teacher's) Name	_
ID:	
Address	Ward No
Subject Teach in this School	
Gender Female Male Age C	ontact Phone No
C: Interview	
Interview No.	te

ID

Interviewer's Name \_\_\_\_\_

## **Household Information**

#### Exact Time.....

						→ Away N	Members		Is She/He		Highest	
S.N	Name of household member	Age	Sex: Male=0, Female=1	l status	Ate and slept most of time in last six month: 1=Yes; 0=No	Where She/He lives at present? (Place code)	Why he/she away from this HH (Code??)	What is her/his Occupation (Code??)	currently enrolled in school? (No=0, Public=1, Privat=2)	Grade She/He currently enrolled in	grade or degree She/He has completed	Remarks
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												

Now, let me read to you the information I recorded. Please let me know if I have recorded any thing incorrectly or is incomplete. Also, Please tell me if any members of your household including currently living away and domestic workers are missing here.

Codes:

\*Marital Status: 0=Never married, 1=Married, 2= Divorce, 3=Widow, 4= Others

Why away codes: 1 = For work, 2 = For school, 3 = Because of marriage, 4 = Other family (to care for parents, grandchildren, visiting, etc.)

Occupations: 1=Business, 2=Salary job, 3=Wage labor, 4=Student, 5=Farmer, 6=Housewife, 7=Others

## **Family Relationship Grid**

#### Instruction to the interviewer: Please write relationship of people mentioned in the above table with serial number in appropirate column and line.

S.N	Jame of family member	Husban d/ wife	Mother/ Father	Son/Daughter	Brother/Sister	Grand son/drand daughter	Mother-in- low/Father-in- low	Brother/sister-in- law	Niece or nephew	Others	Remarks
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											

Now, Let us talk about the relationship of your household members to each other.

Exact Time.....

#### Improving Learning: Developing Measures of Accountability and Evaluating their Association with Students' Gains in Achievement in Nepal 2019 Teacher's Interview: Life History Calendar

	School ID		Respondent ID	Interviewer ID		Interview Date	
Nepali Year	10 11 12 13 14 15 16 17 18 19	20 21 22 23 24 25 26 27 28 29 30 31 32 33 34					Nepali Year
National Events	Frist Election	New Education System	Referendam Earthquake	Reyal palace mioacare	Jamandelan-2	Earthquake	National Events
Neighborhood Events	So No So Mb Rd Do Dr Ri Co To						Neighborhood Events
Animal Year	Sa He Sp Mk Bd Dg Dr Rt Cw Tg	Ct Eg Sa Ha Sp Mk Bd Dg Dr Rt Cw Tg Ct Eg Sa	a Bk Sp Mk Bd Dg Dr Rt Cw Tg Ct Eg Sa	Ha Sp Mk Hd Dg Dr Rt Cw Tg Ct Eg Sn Ha	Sp Mk B4 Dg Dr Rt Cw Tg Ct Eg Sa	Hs Sp Mk Bd Dg Dr	Animal Year
Age							Age
Residence/Mirration	7	From when to when	· ·				Residence/Mirration
Where		Print when it's when	X X	Million and Annual A			Residence Sugrador
When				When I I I I I I I I I I I I I I I I I I I			When
Apen				Was			When
Where		When		Where			When
Visit Yes No	<u>i</u>	Via		Viat			Vielt Yes No
	• • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •					
	Grade 1-12: Grade by year Month Pirst Atten	led School SLC	Level: IA (subject) Level: IA (subjec	) Level: BA (subject)	Level: P.hD (subject) Training perio	x x	
Education/Training							Education/Training
Where (Name of school/college and address)		Where (Name of school/college and address	8)	Where (Name of school/collage and address)			Where (Name of school/college and address)
(ben (grade or level)		When (grade or level)		When (grade or level)			When (grade or level)
When (grade or level)		When (grade or level)		When (grade or level)			When (grade or level)
When (grade or level) Where (Name of school/collage and address)		Bhan (gade or lexit) Uther (Mane of school) officer and address		When (grafe or level) View (Dans of school/collage and address)			When (grade or level) Where (Name of scheelicollege and address)
Where (Name of school/collage and address) Occupation	Geviconnaity schot from 4a CS	See type of the New of a below of a binor.	G =Gost Office NDO::Not-Gost. Organization	When Observed scheduling and addressed           P :: Private Company or Factory           P :: Private Company or Factory	Occupation XX		Where (Name of scheelicollege and address) Occupation
Where Oxime of school?collage and address) Occupation Feaching 1: Where Oxime of school and address)	Gev@enmuily.schol.from-4e_CIS	Where Okare of school/collage and address	G =Gost Office NDO::Not-Gost. Organization	Where Okaras of school/collage and address)	Occupation XX		Where (Name of school/college and address)
Where Oxane of school/vallage and address) Occupation Teaching 1: When (Name of school and address) Wes	Gertismunity schol fram da Cô	See type of the New of a below of a binor.	G =Gost Office NDO::Not-Gost. Organization	Price Stars of schedulings and advances      Pr. Privac Corpusp of Partory     Privac Network of Color and advances      Tanking 1. Them Stream of scheduling ad advances      Tanking 1. Them Stream of scheduling ad advances      Tanking 1. Them Stream of scheduling ad advances      Tanking 1. Them Stream of Scheduling advances      Tanking 1. The Scheduling advances	Occupition X		Where (Name of school/college and address) Occupation
Where Name of schoolspy and address) December Gasching 1: Where Name of school and address) When Masa	Gertronnudy schol from ds (3	CS Print of both of a data of the first of the original data of the origi	G : Gen Oliv	Chen Vision of schedule and an adverse      P. Phone Company of Factory      Dec. Instructed Company      Dec. Instructed	Occupito X		Where (Name of achesic/cologo and address) Overspation Teaching 1: Where (Name of school and address) When
Where (Vanue of scheel/collage and address) Nempetion Secondary 1: Where Name of scheel and address) When Mana	Gertramatiy shed has a CS	See type of the New of a below of a binor.	G : Gen Oliv	Province of a posterior of a stream of the second stream of the sec	Ocquite X		Where (Viane of school/vellege and address) Occupation Teaching 1: Where (Name of school and address) When When Teaching 1: Where (Name of school and address)
Norm (Anne of scheröfedlage and adhress) Neugadan Gudding I. Where Name of achool and adhress) Nam Nam Nam Nam Nam (Anne of achool and adhress) reaching I. Yater Name of achool and adhress)	Gertionmulty wheel from in CS	CS Print of both of a data of the first of the original data of the origi	G : Gen Oliv	Chen Vision of schedule and an adverse      P. Phone Company of Factory      Dec. Instructed Company      Dec. Instructed			Where (Name of school/college and address) Occupation Teaching 1: Where (Name of school and address) When Teaching 1: Where (Name of school and address) Type of appointment <sup>an</sup>
hen Nam of chanfeidings and adhress) scenarios mediog 13 hen Name of school and adhress mediog 16 hen Name Ara Man Man Man Man Man Man Man Man Man Ma	Gertrammity chief here is CS		G : Gen Oliv		Couple 1         I<		When Dana of schedibility and address) Occupation Teaching 1: When Orans of schedul and address When Theories I: When Olasse of schedul and address) Tape of spacetones <sup>10</sup> Lead <sup>10</sup>
Nam Sham of scheröfullage and adhress) krapaden Taulting I. 'When Name of scherol and adhress) Nam Nam Sanding I. 'When Name of scherol and adhress) ya of appendixen.'' wol ''''''''''''''''''''''''''''''''''''	Gertionmulty sched burs is CS			Interview of scheduling and attribute.         Description of scheduling and attribute.           F. Private Compose of Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and attribute.           Image: Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and attribute.           Image: Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and attribute.           Image: Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and attribute.           Image: Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and attribute.           Image: Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and attribute.           Image: Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and attribute.			When Your of scheduledge and address) Deepartum Teaching 1: When Name af actual and address) When When Teaching 1: When Name af actual and address) Teaching 1: When Name af actual and address) Teaching 1: Teaching 1
Near Oran of schedisslip and address : Nearability UNAn Near of schedi and address : Scheding UNAn Near of schedi and address : Scheding UNAn Near of schedi and address : Scheding UNAn Near Scheding Schedin					Couples I         I		When Ohme of achieldsday and address) Occupation Tracking 1: When Ohme of achiest and address) When Tracking 1: When Ohme of achiest and address) Tape of apartotics a <sup>40</sup> Low 1 <sup>40</sup>
When Youn of scherichtage and address: Anogenies Frankrig: U. Your Neuer of scheric and address: Theory of the Scheric And address: Theory of applications: The of the Scheric And address: Mostly Markon Margon: Traching: 2 Neur Neuer of scheric and address: Theory of theory Neuer Address: Theory of theory Neuer Address: Theory of theory Neuer Address: Theory of theory Neuer Address: Neuer Neuer Address: Neuer Neuer Address: Neuer Neuer Address: Neuer Neuer Address: Neuer Neuer Neuer Address: Neuer Neuer Neuer Address: Neuer Neuer Ne	Gericianandi sched bara in CS			Interview of scheduling and attribute.         Description of scheduling and attribute.           F. Private Compose of Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and attribute.           Image: Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and attribute.           Image: Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and attribute.           Image: Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and attribute.           Image: Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and attribute.           Image: Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and attribute.           Image: Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and attribute.           Image: Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and attribute.           Image: Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and a			When Your of scheduledge and address) Deepartum Teaching 1: When Name of schedul and address) When When Teaching 1: When Name of schedul and address) Teaching 1: When Name of schedul and address) Teaching 1: Star Name of schedul and address) Model Name Name Name of schedul and address) Model Name Name of schedul and address) Model Name Name Name Name of schedul and address) Model Name Name Name of schedul and address) Model Name Name Name of schedul and address) Model Name Name of schedul and address) Model Name Name Name of schedul and address) Model Name Name Name Name of schedul and address) Model Name Name Name Name Name Name Name Name
Near Near of schedraktige and pathoes: Arraystan Strategies Strategies Near Near of schedra and adheses Strategies Near Near of schedra and adheses Strategies Near Near of schedra and adheses Strategies Strategies Near Near of schedra and adheses Strategies Near Near Near Schedra and adheses Near Near Near Near Near Near Near Near				Interview of scheduling and attribute.         Description of scheduling and attribute.           F. Private Compose of Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and attribute.           Image: Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and attribute.           Image: Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and attribute.           Image: Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and attribute.           Image: Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and attribute.           Image: Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and attribute.           Image: Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and attribute.           Image: Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and attribute.           Image: Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and attribute.         Image: Scheduling and a			When Your of scheduledge and address) Deepartum Teaching 1: When Name af actual and address) When When Teaching 1: When Name af actual and address) Teaching 1: When Name af actual and address) Teaching 1: Teaching 1
Near Oran of scherichtige and address: Neugelink Genetige Wenn Olean of scherol and address: Menn Menn Menn State (State State				Benchman standbarden und antennet.           P. Them Couper or Power         Di Intennite Organismic           Backers Viellen of standbard         Backers Viellen of standbard         Backers Viellen of standbard           Backers Viellen of standbard         Backers Viellen of standbard         Backers Viellen of standbard         Backers Viellen of standbard           Backers Viellen of standbard         Backers Viellen of standbard         Backers Viellen of standbard         Backers Viellen of standbard           Backers Viellen of standbard         Backers Viellen of standbard         Backers Viellen of standbard         Backers Viellen of standbard           Backers Viellen of standbard         Backers Viellen of standbard         Backers Viellen of standbard         Backers Viellen of standbard           Backers Viellen of standbard         Backers Viellen of standbard         Backers Viellen of standbard         Backers Viellen of standbard           Backers Viellen of standbard         Backers Viellen of Standbard         Backers Viellen of Standbard         Backers Viellen of Standbard           Backers Viellen of Standbard         Backers Viellen of Standbard         Backers Viellen of Standbard         Backers Viellen of Standbard           Backers Viellen of Standbard         Backers Viellen of Standbard         Backers Viellen of Standbard         Backers Viellen of Standbard           Backers Viellen of Standbard			Wen Name of schedinskey and address) Decouption Tacology, 10 Vens: Name of schedi and address; Wata Wata Tacology, 10 Vens: Name of schedi and address; Tago of appartment <sup>®</sup> Joant <sup>®</sup> Mealth <sup>®</sup> Mealth <sup>®</sup> Mealth <sup>®</sup> Wata Wata Wata Wata
When Name of chefrishings and address: Averagedes Training (1996) Point of the of chefred and address: Training (1996) Point of chefred and address: Training (1996) Point of chefred and address: Training (1996) Point Name of chefred and address: Training (1996) Point Name of chefred and address: Training (1996) Point Name of chefred and address: Point Name Name Of Chefred Address and Point Name Name Of Chefred Address and Point				Benchman standbarden und antennet.           P. Them Couper or Power         Di Intennite Organismic           Backers Viellen of standbard         Backers Viellen of standbard         Backers Viellen of standbard           Backers Viellen of standbard         Backers Viellen of standbard         Backers Viellen of standbard         Backers Viellen of standbard           Backers Viellen of standbard         Backers Viellen of standbard         Backers Viellen of standbard         Backers Viellen of standbard           Backers Viellen of standbard         Backers Viellen of standbard         Backers Viellen of standbard         Backers Viellen of standbard           Backers Viellen of standbard         Backers Viellen of standbard         Backers Viellen of standbard         Backers Viellen of standbard           Backers Viellen of standbard         Backers Viellen of standbard         Backers Viellen of standbard         Backers Viellen of standbard           Backers Viellen of standbard         Backers Viellen of Standbard         Backers Viellen of Standbard         Backers Viellen of Standbard           Backers Viellen of Standbard         Backers Viellen of Standbard         Backers Viellen of Standbard         Backers Viellen of Standbard           Backers Viellen of Standbard         Backers Viellen of Standbard         Backers Viellen of Standbard         Backers Viellen of Standbard           Backers Viellen of Standbard			When Nome of scheduledge and follows: Hengelink Tenning (1 Wenn Yotsen of schedul and address) Wing Wing Wing Tenning (1 Wenn Yotsen of schedul and address) Tenning (1 Wenn Yotsen of schedul and address) Wing
When Neuro of scheduling and address: Anappatie Transling 1: Wane Neuro of scheduling addresses: Transling 1: Wane Neuro of scheduling Marching Neuro Marching 1: Wane Neuro of scheduling addresses: Transling 1: Wane Neuro of scheduling addre				Benchman standbarden und antennet.           P. Them Couper or Power         Di Intennite Organismic           Backers Viellen of standbard         Backers Viellen of standbard         Backers Viellen of standbard           Backers Viellen of standbard         Backers Viellen of standbard         Backers Viellen of standbard         Backers Viellen of standbard           Backers Viellen of standbard         Backers Viellen of standbard         Backers Viellen of standbard         Backers Viellen of standbard           Backers Viellen of standbard         Backers Viellen of standbard         Backers Viellen of standbard         Backers Viellen of standbard           Backers Viellen of standbard         Backers Viellen of standbard         Backers Viellen of standbard         Backers Viellen of standbard           Backers Viellen of standbard         Backers Viellen of standbard         Backers Viellen of standbard         Backers Viellen of standbard           Backers Viellen of standbard         Backers Viellen of Standbard         Backers Viellen of Standbard         Backers Viellen of Standbard           Backers Viellen of Standbard         Backers Viellen of Standbard         Backers Viellen of Standbard         Backers Viellen of Standbard           Backers Viellen of Standbard         Backers Viellen of Standbard         Backers Viellen of Standbard         Backers Viellen of Standbard           Backers Viellen of Standbard			When Nome of scheduledge and follows: Hengeline Tensing 1: When Yolaw of scheduled address: When When Tensing 1: When Nome of scheduled address: Type of opposite Tensing 2: When Nome of scheduled address: When When When When
When Yours of schedulings and address: Nexugetin Facility: U. Viero, Name of schedul and address: Tachille: U. Viero, Name of schedul and addre				Benchman standbarden und antennet.           P. Them Couper or Power         Di Intennite Organismic           Backers Viellen of standbard         Backers Viellen of standbard         Backers Viellen of standbard           Backers Viellen of standbard         Backers Viellen of standbard         Backers Viellen of standbard         Backers Viellen of standbard           Backers Viellen of standbard         Backers Viellen of standbard         Backers Viellen of standbard         Backers Viellen of standbard           Backers Viellen of standbard         Backers Viellen of standbard         Backers Viellen of standbard         Backers Viellen of standbard           Backers Viellen of standbard         Backers Viellen of standbard         Backers Viellen of standbard         Backers Viellen of standbard           Backers Viellen of standbard         Backers Viellen of standbard         Backers Viellen of standbard         Backers Viellen of standbard           Backers Viellen of standbard         Backers Viellen of Standbard         Backers Viellen of Standbard         Backers Viellen of Standbard           Backers Viellen of Standbard         Backers Viellen of Standbard         Backers Viellen of Standbard         Backers Viellen of Standbard           Backers Viellen of Standbard         Backers Viellen of Standbard         Backers Viellen of Standbard         Backers Viellen of Standbard           Backers Viellen of Standbard			When Nome of scheduledge and address: Hengenies Tensing I, Vienn, Yuan of schedul and address: Wing Wing Wing Wing Type of approximate agent Schedule I, Wann, Yuan of schedul and address: Type of approximate Nome Wing Wing Wing Schedul and address: Type of approximate Wing Schedul and address: Type of approximate Schedul Address of Schedul and Address of Schedul Address of Schedul Address of Schedu Addres
Where (Name of school/collage and address)					Image: Normal base in the second se		When Near of scheduledge and follows: Decouples Tarolays 1: When Near of a local and address When Tarolays 1: When Near of clock and address Tarolays 1: When Near of clock and address Tarolays 1: When Near of clock and address Tarolays 2: When Near of clock and address Near
When Some of scheduling and address Antopoles Tanking UNIon Near of volumi and address Tanking UNIon Near of volumi and address Tanking UNIon Near of volumi and address Water Water Tanking 2 Water Near of volumi and address Tanking 2 Water Some of volumi and address Tanking 2 Water Wat					Image: Normal base in the second se		When Near of schult-slog and schules   Decopying Tacobay   Near of schule and and animot Mean Mean Tacobay   Near Near of schule and address Davies   Davies
When Young of schedulings and address' Perception Tearling 1: Wes Young of scheduling address's Wes					Image: 1		When Near of scheduledge and address : Decouples Tarchage 1: When Near of schedule ad address : When When When Tarchage 1: When Near of check and address : Tarchage 3: When Near of schedule ad address : When When When Checker When Near of schedule ad address : When When When When When When When When Near of schedule ad address : When When Near of schedule address : When

Net: Teaching Probasius School and addroxy? Ontide Chitraux: Name of school and fairty, Within Chitraux: Name of school and addroxy, current school: this school Type of appointment<sup>12</sup>. It Premareds, 2. Context, 4. Exchangelogue 5. School Soures 6. Raba, 7. Oher Level<sup>12</sup>. It Primer John, 2. Theory Deck. J. Context, 6. School genetics, 5. Science May record, 5. Sciencelly, 67. J. Byk school second, 9. High sch

#### Improving Learning: Developing Measures of Accountability and Evaluating their

Association with Students' Gains in Achievement in Nepal - 2019

Exact Time Now.....

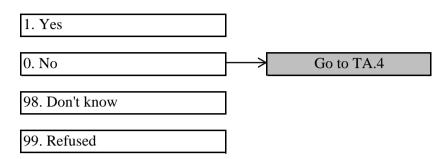
#### Section TA: Social Background

First, we'd like to talk about some general things about you, and your background as a teacher .

TA\_1 Which languages can you speak ?

For interviewer: Pl	ease ma	rk all tha	ntapply		
1. Nepali	]				
2. Hindi	]				
3. Tamang	]				
4. Gurung	]				
5. Newar	]				
6. Tharu	]				
7. English	]				
8. Magar	]				
9. Bhojpuri	]				
10. Sanskrit	]				
11. Maithali	]				
12. Darai	]				
97. Others (Please					
		B			
98. Don't know					
99. Refused					

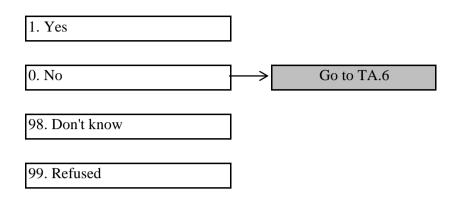
TA\_2 Are you currently a member of any social, political, religious or cultural group, professional organization or saving and credit group?



TA\_3 What groups or organizations are you curently a member of?

For interviewer: Please mark all that apply
1. Social Service organizations
2. Developmental Service organizations
3. Political Parties
4. Mothers group/Women Group
5. Saving & Credit
6. Dhukuti Samuha
7. Teacher Union
8. Community Forest
9. Religious Group
10. Literacy Group
97. Other (specify)
0. Not Involved
98. Don't know
99. Refused

#### **TA\_4** Are you a member of a teacher's union?



TA\_5 In the past 12 months, how often did you participate in teacher union activities?

1. Daily

2. Once or twice a week

3. Once or twice a month

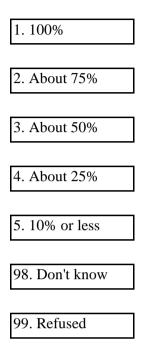
4. Once or twice a year

5. Rarely

6. Never

98. Don't know

**TA\_6** What proportion of teachers at your school are members of a teacher unions? Would you say 100%, about 75%, about 50%, about 25%, or 10% or less?



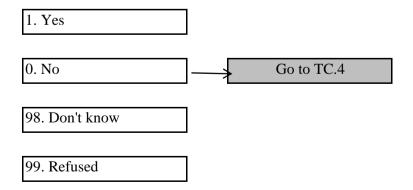
Section TB: Life History Calendar

## Section TC: Education and Employment

TC\_1 Did you take the teacher training program ? If yes, when? Please also tell us if you received your certificate.

Type of traning	When (Year/Month)	Duration (Days)	Certificate (Yes/No)
1			
2			
3			
4			
5			
6			
0. No training at all			
98. Don't know			
99. Refused			

TC\_2 Did you receive a teaching license for the level you are teaching currently?



TC\_3 In what year did you receive that teaching license?

Year \_\_\_\_\_ 98. Don't know \_\_\_\_\_ 99. Refused \_\_\_\_\_

**TC\_4** Why did you choose to teach at this school instead of another school?

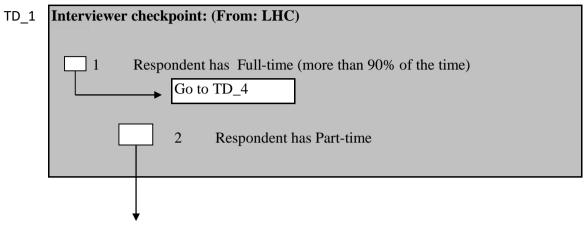
Mark all that apply.
1. Location
2. Leave or other benefits
3. Salary
4. Commitment to the school's mission
5. Offered a permanent contract
6. Family or friends work at this school
7. Transfer
8. Newly appointed
9. Shareholder
10. Educational environmental in school
11. Previously studied/taught in this school
12. For Satisfaction and prestige
13. Earthquakes
97. Other (specify)
0. Did not have another option
98. Don't know
99. Refused

TC\_5 How do you describe your involment in this school besides being a teacher?

	Mark all that apply.	
1. Parent		
2 61 1 -1 -1		
2. Shareholde		
3. SMC		
4. Parent Tea	cher Association	
5. Headteache	er/Principal/Ast.Principal	
6. Social audi	t committee	
7. Junior Red	cross/Extra activities	
8. Exam cont	roller	
9. Account C	ommittee	
<i></i>		
97. Other (sp	ecify)	
0. Teacher on	ly, no other involvement	
98. Don't kno	XX/	
	vv	
99. Refused		

### Section TD: Current Teaching

Now, let's return to talking about where you are teaching currently.



TD\_2 As a part time teacher, how many sessions do you teach in a week in this school?

Total sessions per week

98. Don't know

99. Refused

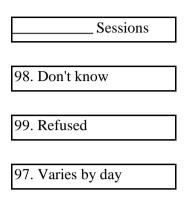
TD\_3 Why do you work part-time? Would you say you choose to work part-time, or you would like to work more, but there is no possibility to work full-time?

1. I chose to work part-time

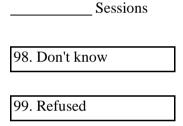
2. There was no possibility to work full-time

98. Don't know

**TD\_4** How many sessions do you teach in a typical week of teaching at this school? A typical week is one that is not shortened by breaks, public holidays, school events or anything else.



TD\_5 On the day you teach the most sessions at this school, how many sessions do you teach?

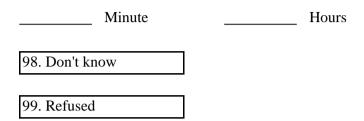


TD\_6 How many average sessions do you teach in a week in place of a teacher who is absent?

\_\_\_\_\_ Sessions

98. Don't know

TD\_7 During a typical work week, that is one that is not shortened by breaks, holidays, or sick leave, in total about how many minutes (60-minutes hours) do you spend preparing lessons? Please include hours when you are not at school, like in the evenings or on the weekends.



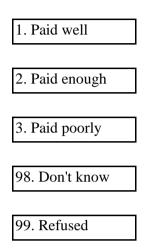
TD\_8 Now, during a typical work day, that is during the hours while you work at school, about how many minutes (60-minutes hours) do you spend preparing lessons? Please only include hours spent preparing while you are in school.

Minute	Hours
98. Don't know	]
99. Refused	]

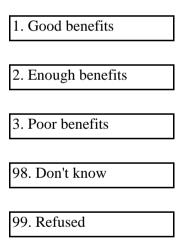
TD\_9 During the hours you work at school, do you spend any time while students are not in the room preparing for lessons you will use in class? If yes, does preparation time without students make up all, some, very little, or none of the time that you spend preparing in school?

1. All preparation time
2. Some preparation time
3. Very little preparation time
0. No preparation time
98. Don't know
99. Refused

TD\_10 Thinking only about the work you do at this school, would you say you are paid well, you are paid enough, or you are paid poorly?



TD\_11 Would you say the benefits you receive are good, just enough, or poor?



TD\_12 How were you recruited and hired at this school?

1. SMC/SB advertisement and selection based on competition

2. SMC/SB appointment without advertisement and competition

3. Local government advertisement and selection based on competition

4. Local government appointment without advertisement and competition

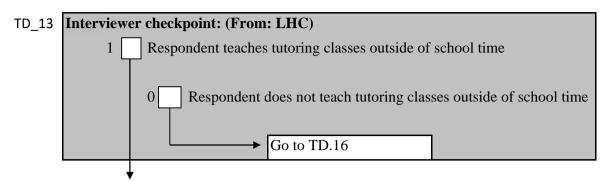
5. Federal government Teacher's Service Commission

6. Transferred from another school

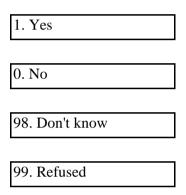
7. Shareholder

97. Others (Specify): .....

98. Don't know



TD\_14 Do any students that you have in class at this school attend your tutoring classes outside of school?



TD\_15 Do you charge for those tutoring classes? If yes, how much do you charge per student, per month?

\_\_\_\_\_ Amount per student, per month

0. Don't charge

98. Don't know

**TD\_16** Now, only thinking about your work in this school, in the current school year, what grades do you teach?

Mark all that apply.	
1. Pre- primary/ play group	9. Class 8
2. Class 1	10. Class 9
3. Class 2	11. Class 10 (SEE)
4. Class 3	12. Class 11
5. Class 4	13. Class 12
6. Class 5	97. Other (specify)
7. Class 6	98. Don't know
8. Class 7	99. Refused

TD\_17 During the last school year, what grades did you teach?

Mark all that apply.
0. Did not teach in 2018
1. Pre- primary/ play group
2. Class 1
3. Class 2
4. Class 3
5. Class 4
6. Class 5
7. Class 6
8. Class 7
9. Class 8
10. Class 9
11. Class 10 (SEE)
12. Class 11
13. Class 12
97. Other (specify)
98. Don't know
99. Refused

TD\_18 During the current school year, what subjects do you teach at this school?

Mark all that apply.	
1. Language: Nepali	
1. Language. Nepan	
2. Language: English	
3. Mathematics	
4. Science/Environment	
5. Social Studies/Population	
6. Health and Physical Education	
7. Occupation, Business & Technology Education	
8. Moral	
9. Computer	
97. Other (specify)	
98. Don't know	
99. Refused	

TD\_19 Are you currently teaching any subjects with content that you were not trained in? If yes, which subjects?

Mark all that apply.
1. Language: Nepali
2. Language: English
3. Mathematics
4. Science/Environment
5. Social Studies/Population
6. Health and Physical Education
7. Occupation, Business & Technology Education
8. Moral
9. Computer
97. Other (specify)
0. No

98. Don't know

TD\_20 Of the subjects that you are currently teaching, are there any subjects for which you don't feel confident teaching the content? If yes, which subjects?

# Mark all that apply. 1. Language: Nepali 2. Language: English 3. Mathematics 4. Science/Environment 5. Social Studies/Population 6. Health and Physical Education 7. Occupation, Business & Technology Education 8. Moral 9. Computer 97. Other (specify) ..... 0. No, there are no subjects that I am not confident to teach.

98. Don't know

TD\_21 Of the subjects that you are currently teaching, which ones use Nepali as the language of instruction?

Mark all that apply.
1. Language: Nepali
2. Language: English
3. Mathematics
4. Science/Environment
5. Social Studies/Population
6. Health and Physical Education
7. Occupation, Business & Technology Education
8. Moral
9. Computer
97. Other (specify)
0. None
98. Don't know

TD\_22 Of the subjects that you are currently teaching, which ones use English as the language of instruction?

Mark all that apply.
1. Language: Nepali
2. Language: English
3. Mathematics
4. Science/Environment
5. Social Studies/Population
6. Health and Physical Education
7. Occupation, Business & Technology Education
8. Moral
9. Computer
97. Other (specify)
0. None
98. Don't know

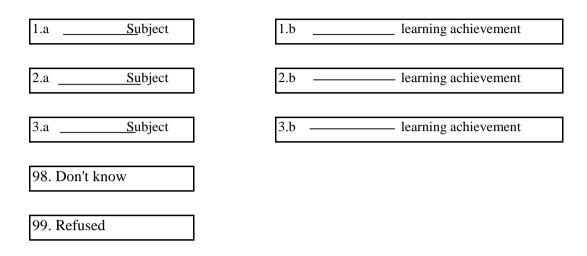
TD\_23 How do you find the solution when you have problem with subject matter that you teach?

Mark all that apply.
1. Senior Level teachers
2. Same level of other teachers
3. Internet
4. Reference/guide book
5. Students
6. Refresher Meeting
97. Other (specify):
98. Don't know
99. Refused

TD\_24 In which division did you pass your highest grade/level that you achieved/completed ?

1. Distinction	
2. First	
2.113	
3. Second	
4. Third	
5. Pass	
98. Don't know	
Son Don't Kilow	
99. Refused	

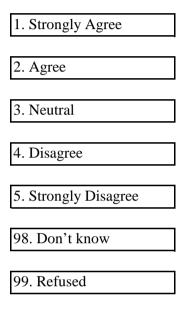
TD\_25 In last session, how was the student's learning achievement in subject .... of class 8 that you taught?



#### Section TE: Performance: Instructional Quality, Achievement, Satisfaction

We'd like to know about how you generally feel about teaching and working at this school. For the following statements, please tell me if you strongly agree, agree, are neutral, disagree, or strongly disagree.

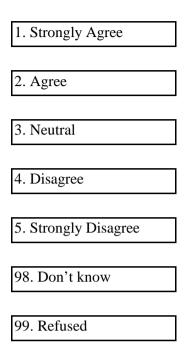
TE\_1 The advantages of being a teacher clearly outweigh the disadvantages.



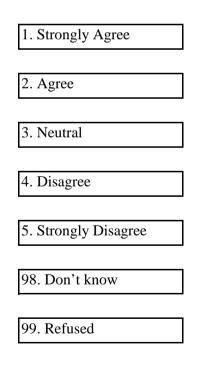
TE\_2 I would like to change (transfer) to another school if it was possible.



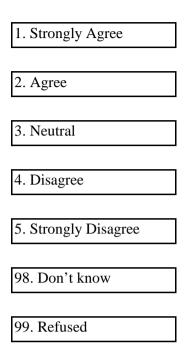
TE\_3 I wonder whether it would have been better to choose another profession.



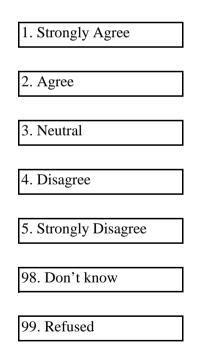
TE\_4 I would recommend my school as a good place to work.



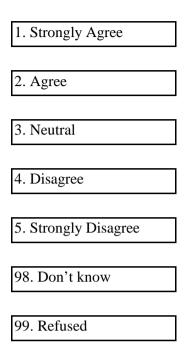
TE\_5 I think that the teaching profession is valued in society.



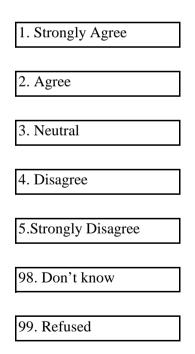
TE\_6 I am satisfied with my performance in this school.



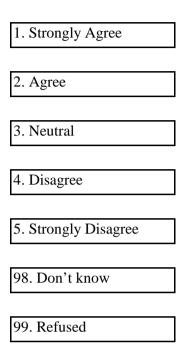
TE\_7 The principal or head teacher of this school is an effective leader.



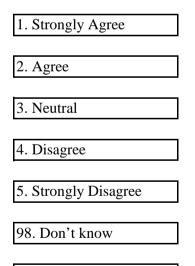
TE\_8 The administration of this school supports teachers so we can do our job well.



TE\_9 Class sizes in this school are appropriate. They aren't too many or too few students in one class.



TE\_10 All in all, I am satisfied with my job.



TE\_11 On average, how often do you do the following in this school? Would you say daily, once or twice a week, once or twice a month, once or twice a year, rarely, or never?

Teach jointly with another teacher as a team in the same class.

1. Daily
[]
2. Once or twice a week
3. Once or twice a month
4. Once or twice a year
5. Rarely
0. Never
98. Don't know

TE\_12 Observe other teachers' classes and provide feedback.

1. Daily

99. Refused

2. Once or twice a week

3. Once or twice a month

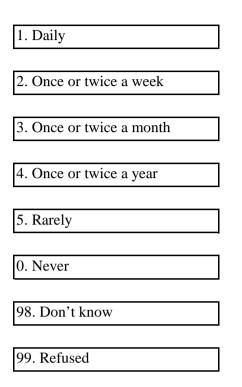
4. Once or twice a year

5. Rarely

0. Never

98. Don't know

TE\_13 Exchange teaching materials with colleagues.



TE\_14 Engage in discussions about the learning development of specific students.

1. Daily

2. Once or twice a week

3. Once or twice a month

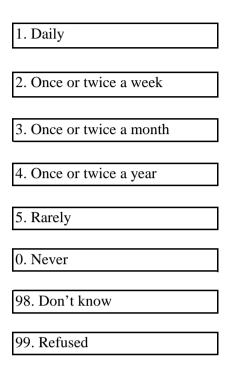
4. Once or twice a year

5. Rarely

0. Never

98. Don't know

TE\_15 Work with other teachers in my school to ensure common standards in evaluations for assessing student progress.



TE\_16 For the following statements, please tell me how confident you are doing this. Are you very confident, somewhat confident, not very confident, or not confident at all?

Get students to believe they can do well in school work.

1. Very confident

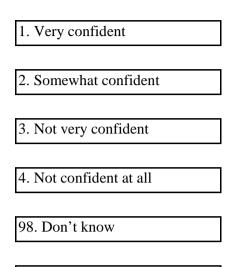
2. Somewhat confident

3. Not very confident

4. Not confident at all

98. Don't know

TE\_17 Help your students value learning.



99. Refused

TE\_18 Control disruptive behaviour in the classroom.

1. Very confident

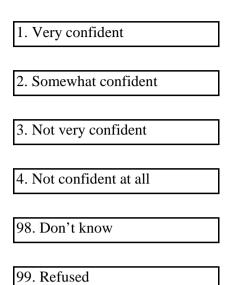
2. Somewhat confident

3. Not very confident

4. Not confident at all

98. Don't know

TE\_19 Motivate students who show low interest in school work.



TE\_20 Make your expectations about student behaviour clear.

1. Very confident

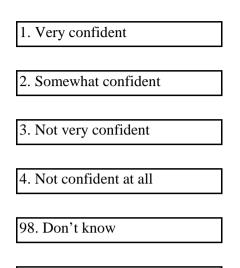
2. Somewhat confident

3. Not very confident

4. Not confident at all

98. Don't know

TE\_21 Help students think critically.



99. Refused

TE\_22 Calm a student who is disruptive or noisy.

1. Very confident

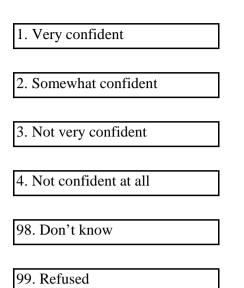
2. Somewhat confident

3. Not very confident

4. Not confident at all

98. Don't know

TE\_23 Use a variety of assessment strategies.



TE\_24 Teaching course content for subjects in which the language of instruction is English.

1. Very confident

2. Somewhat confident

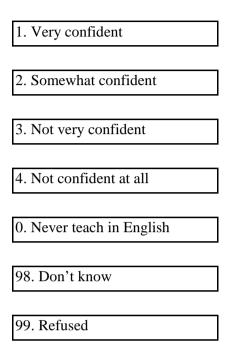
3. Not very confident

4. Not confident at all

0. Never teach in English

98. Don't know

TE\_25 Providing additional examples or explanations of a concept if students are confused, while teaching in English Medium.



TE\_26 Find the solution by using the internet, use ICT, projector or making and showing videos if students are confused, while teaching.

1. Very confident

2. Somewhat confident

3. Not very confident

4. Not confident at all

98. Don't know

# Section TF: Performance: Instructional Practice and Quality

Now we want to focus on your teaching practices in one class specifically, since we cannot cover the whole scope of your teaching in this survey.

The following questions ask you about the subject of class 8 that you teach. Please remember about that subject of class 8.

Please think about that class when you answer the following question.

TF\_1 Which subjects do you teach in class 8?

1. Language: Nepali

2. Language: English

3. Mathematics

4. Science/Environment

5. Social Studies/Population

6. Health and Physical Education

7. Occupation, Business & Technology Education

8. Moral

9. Computer

97. Other (specify) .....

98. Don't know

TF\_2 What is the language of instruction of this class?

1. Nepali

2. English

3. English and Nepali both

4. Tamang

5. Gurung

6. Newar

7. Tharu

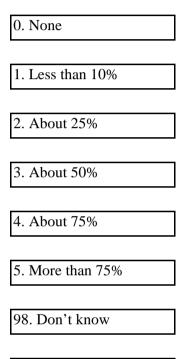
8. Hindi

97. Others (Please Specify)\_

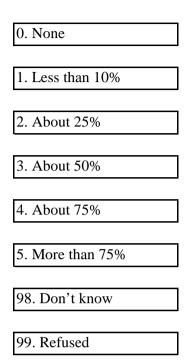
98. Don't know

TF\_3 We would like to understand the composition of that class. I will read a list of characteristics. For each characteristic, please estimate the broad percentage of students in your class who have that characteristic: none, less than 10%, about 25%, about 50%, about 75%, or more than 75%.

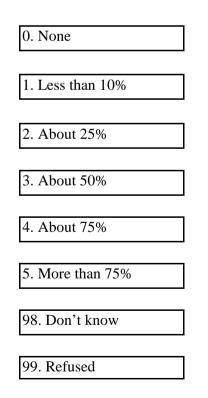
Low academic achievers.



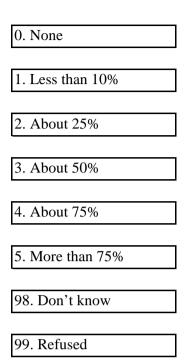
TF\_4 Students with special needs.



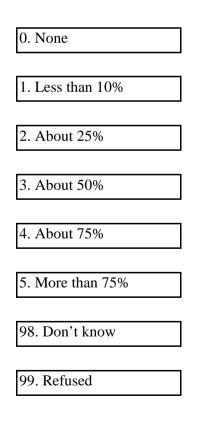
TF\_5 Students with behavioural problems.



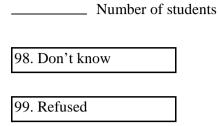
TF\_6 Students from socioeconomically disadvantaged homes.



TF\_7 Academically talented (gifted) students.



TF\_8 How many students are currently enrolled in this class/section?



TF\_9 Is that class size too big, too small, or okay?



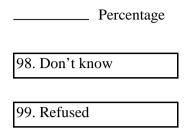
TF\_10 For this class, what percentage of class time is typically spent on administrative tasks like recording attendance, or handing out school information/forms?

\_\_\_\_\_ Percentage

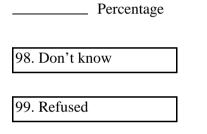
98. Don't know

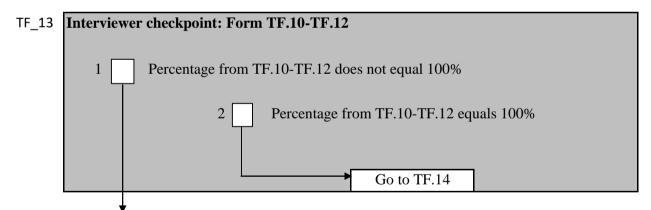
|--|

TF\_11 How much class time is typically spent on keeping order in the classroom/maintaining discipline?



TF\_12 And how much time is usually spent on actually teaching and learning?

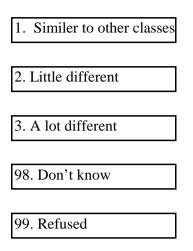




The percentages I recorded don't add up to 100%. Can we repeat the last 3 questions so I can record them again and make sure they add up to 100%?

For Interviewer: If does not equal to 100% Please repeat the question and response from F.10 to F.12 that peviously recorded and correct the response add up to 100%.

TF\_14 Do you feel this class is similar to other classes, a little different, or a lot different, compared to all the classes you teach?



TF\_15 How many days or weeks did your students have to wait after the school session opening to receive textbooks for this class?

Days	Weeks
1. Still have not received textbooks	]
98. Don't know	]

TF\_16 How often does each of the following happen in this class throughout the school year? Would you say in all or nearly all lessons, frequently, ocassionally, or almost never?

You present a summary of recently learned content.

In all or nearly all lessons
 Frequently
 Ocassionally
 Never or almost never
 98. Don't know

99. Refused

TF\_17 Students work in small groups to come up with a joint solution to a problem or task.

1. In all or nearly all lessons

2. Frequently

3. Ocassionally

4. Never or almost never

98. Don't know

TF\_18 You give different work to the students who have difficulty learning an/or to those who can advance faster.

1. In all or nearly all lessons	
2. Frequently	
3. Ocassionally	
4. Never or almost never	
98. Don't know	
99. Refused	

TF\_19 You refer to a problem from everyday life or work to demonstrate why new knowledge is useful.

1. In all or nearly all lessons

2. Frequently

3. Ocassionally

4. Never or almost never

98. Don't know

TF\_20 You check your students' exercises books or homework in all or nearly all lessons, frequently, ocassionally, or almost never?

1. In all or nearly all lessons	]
2. Frequently	]
3. Ocassionally	]
4. Never or almost never	]
98. Don't know	]
99. Refused	]

TF\_21 Students work on projects that require at least one week to complete.

1. In all or nearly all lessons

2. Frequently

3. Ocassionally

4. Never or almost never

98. Don't know

TF\_22 Students use information and communication technology (ICT), or non-print media like video, art, or music, for projects or class work.

1. In all or nearly all lessons	]
2. Frequently	٦
2. Mequentiy	]
3. Ocassionally	
4. Never or almost never	]
	-
98. Don't know	
99 Refused	1
99. Refused	1

TF\_23 How often do you use the following methods of assessing student learning in this class? In all or nearly all lessons, frequently, ocassionally, or almost never?

Develop and administer your own assessment .

1. In all or nearly all lessons

2. Frequently

3. Ocassionally

4. Never or almost never

98. Don't know

TF\_24 Administer a unit tests.

1. In all or nearly all lessons

2. Frequently

3. Ocassionally

4. Never or almost never

98. Don't know

99. Refused

TF\_25 Have individual students answer questions in front of the class.

1. In all or nearly all lessons

2. Frequently

3. Ocassionally

4. Never or almost never

98. Don't know

TF\_26 You send homework or feedback to students by E-mail.

1. In all or nearly all lessons	]
2. Frequently	]
3. Ocassionally	
4. Never or almost never	]
98. Don't know	٦
99. Refused	-

TF\_27 Provide written feedback on student work in addition to a mark like a number score or letter grade.

1. In all or nearly all lessons

2. Frequently

3. Ocassionally

4. Never or almost never

98. Don't know

TF\_28 Let students evaluate their own progress.

1. In all or nearly all lessons

2. Frequently

3. Ocassionally

4. Never or almost never

98. Don't know

99. Refused

TF\_29 Observe students when working on particular tasks and provide immediate feedback.

1. In all or nearly all lessons

2. Frequently

3. Ocassionally

4. Never or almost never

98. Don't know

# Section TG: Delegation: Recruitment, Works Rules, Training

TG\_1 How are most of the teachers recruited in this school?

Mark all that apply.

1. SMC/SB advertisement and selection based on competition

2. SMC/SB appointment without advertisement and competition

3. Local government advertisement and selection based on competition

4. Local government appointment without advertisement and competition

5. Federal government Teacher's Service Commission

6. Transferred from another school

97. Others (Specify)

98. Don't know

TG\_2 What career development opportunities are available at this school?

# Mark all that apply.

1. Training

2. Promotion

3. Interaction with well trained and qualified team of teachers

4. Performance based salary

5. Fair and equitable school management

6. Regular feedback

97. Others (Specify)

0. None

98. Don't know

TG\_3 What improvement have you observed in the overall performance of this school within last three years which you would like to mention?

#### Mark all that apply.

1. Improvement of teaching and learning environment at school

2. Improved physical facilities (New room or building)

3. Hiring quality teachers

4. Firing bad teacher

5. Adding teachers

6. Starting English as medium of instruction

7. Was able to get a good support from local people to improve the overall quality of school

8. Managed computer/ICT/projectors

9. Manage new library or added the facilities

10. Manage the health teacher (nurse)

11. Extra class established

12. Improve the annual result scores

13. E- attendence

14. CC camera

97. Others (Specify)\_

0. None

98. Don't know

TG\_4 To the best of your knowledge, which of the following weakness happened at your school over the past 3 years?

#### Mark all that apply.

1. A teacher paid a bribe, gave a gift, or did a favor in order to get hired here

2. A teacher was hired because of political party affiliation

3. Head teacher was selected based on political party affiliation

4. Teacher was selected based on relationship

5. Misbehaviour upon teacher

6. Misbehaviour upon student

7. Misbehaviour upon management committee

8. Untimely salary

9. Finacial missuse

10. Decrease students number

11. Lack of teachers and parents interaction

12. Weakness of school administration

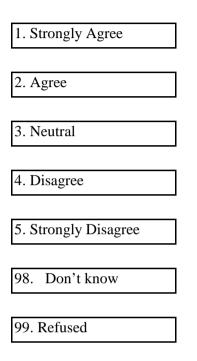
97. Others (Specify)\_\_\_\_\_

0. None

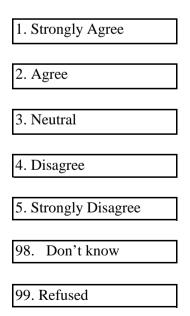
98. Don't know

TG\_5 For the following statements, please tell me if you strongly agree, agree, are neutral, disagree or strongly disagree.

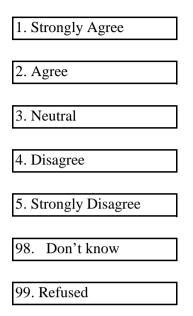
This school has enough teachers.



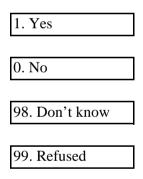
TG\_6 The teachers in this school are well trained and experienced.



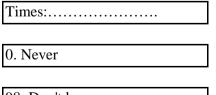
TG\_7 The hiring process at this school is fair. It is based on the qualifications and experience of the applicants.



TG\_8 Are you currently a member of that SMC?



TG\_9 If you have attended SMC meetings over the past 12 months, how many times have you attended?



98. Don't know

TG\_10 How many members of the current SMC can you name?

 Number:

 98. Don't know

 99. Refused

TG\_11 How were the current members of the SMC/ other management committee selected?

1. Through Guardian Conference/Meeting

2. Through election

3. Nominated by Government/education Office

4. Direct political appointment

5. With consensus, Unanimously

6. Nominated by SMC

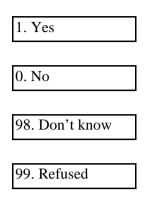
7. Reputed member

8. Nominated by shareholders

97. Others (Specify)

98. Don't know

TG\_12 Have you ever participated in the process of selecting members of SMC?



TG\_13 How was the current school management committee chairperson selected?

1. Through Parents Meeting

2. Through Election

3. Nominated by Government/Education Offic

4. Direct Political Appointment

5. With consensus, Unanimously

6. Nominated by SMC

7. Reputed member

8. Nominated by shareholders

97. Others (Specify)\_

98. Don't know

TG\_14 To your knowledge, which of the following happened in the SMC or other management committee in the past 3 years?

## Mark all that apply.

1. The SMC chairperson was selected baesd on political party affiliation

2. The SMC chairperson had conflict with the head teacher of this school

3. Iregular SMC meeting

4. Decisions not applied

5. Enforceing decisions by SMC chaiperson

97. Others (Specify)\_

0. Nothing

98. Don't know

TG\_15 During the last 12 months, did you participate in any of the following professional development activities?

#### Mark all that apply.

1. Courses/workshops, for example on subject matter or methods and/or other educationrelated topics.

2. Education conferences or seminars (where teachers and/or researchers present their research results and disucss educational issues)

3. Observation visits to other schools

4. Observation visits to business premises, public organisations, non-governmental organisations

5. In-service training courses in business premises, public organisations, non-governmental organisations

6. Qualification programme (a degree or certificate program)

7. Participation in a network of teachers formed specifically for the professional development of teachers.

8. Individual or collaborative research on a topic of interest to you professionally

9. Mentoring and/or peer observation and coaching, as part of a formal school arrangement

97. Other (specify) .....

0. No professional development activities

Go to H

98. Don't know

TG\_16 Did the professional development activities that you participated in during the last 12 months cover any of the following topics?

#### Mark all that apply.

1. Knowledge and understanding of my subject fields

2. Pedagogical competencies in teaching my subject fields

3. Knowledge of the curriculum

4. Student evaluation and assessment practices

5. Information and communication technology (ICT) skills for teaching

6. Student behaviour and classroom management

7. Approaches to individualised learning

8. Teaching students with special needs

9. Teaching in a multicultural or multilingual setting

10. teaching cross-curricular skills (e.g. problem solving, learning-to-learn)

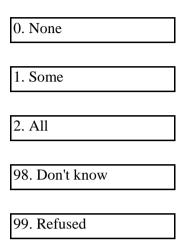
11. New technologies in the workplace

12. Student career guidance and counselling

97. Other (specify) .....

98. Don't know

TG\_17 For the professional development activites in which you participated in the last 12 months, how much did you personally have to pay for them? None, some, or all?



TG\_18 For the professional development in which you participated in the last 12 months, did you receive any of the following support?

#### Mark all that apply.

1. I received scheduled time for activities that took place during regular working hours at school.

2. I received a salary supplment for activities outside working hours.

3. I received non-salary montetary support for activities outside working hours. For example, reduced teaching, days off, study, leave, etc.

97. Other (specify) .....

0. Did not receive any support

98. Don't know

TG\_19 Of the following challenges, which do you think are barriers to your participation in professional development?

## Mark all that apply.

1. I do not have the pre-requisites (for example, qualifications, experience, or seniority)

2. Professional development is too expensive/unaffordable

3. There is a lack of employer support

4. Professional development conflicts with my work schedule

5. I do not have time because of family responsibilities

6. There is no relevant professional development offered

7. There are no incentives for participating in such activities.

97. Other (specify) .....

0. No barriers

98. Don't know

# Section TH : Information: Community, Parents participation & Knowledge

Now we'd like to talk about parent and community involvement in this school.

TH\_1 In the past 12 months, have you sent any of the following communications to your students' families?

#### Mark all that apply.

1. Notes or emails about a specific student to his/her parents or guardians

2. Newsletters, memos, emails, or notices addressed to all parents of a class

•••

3. Notice for an individual and parent 's meeting

4. Exam Result

5. Notice for an interaction program

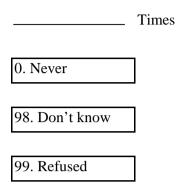
6. Notice for ECA Activities

97. Other (specify) .....

0. Have not sent anything to students' families

98. Don't know

TH\_2 In the past 12 months, have you had a visit, meeting, or conference with any of your students' parents or family members? If yes, how many times?



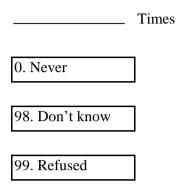
TH\_3 In the past 12 months, have any parents or family members of your students served as a volunteer in your classroom? If yes, how many times?

	Times
0. Never	]
98. Don't know	]
99. Refused	

TH\_4 In the past 12 months, have any of your students' parents or family members observed or visited your classroom?

	Times
0. Never	
98. Don't know	
99. Refused	7

TH\_5 In the past 12 months, have you had an informal conversation with any of your students' parents? If yes, how many times?



TH\_6 In the past 12 months, have you attended a school event outside the class in which a student of yours participated, such as a play, sporting event, or concert?

	Times
0. Never	]
98. Don't know	]
99. Refused	-

TH\_7 What is generally discussed in PTA meetings?

(Multiple answers is possible but do not lead the answer
--

1. Teachers' issues

2. Enrollment issues

3. Regularity of students

4. Financial situation of school

5. Resource mobilization

6. Scholarhsip program

7. Students' discipline

8. School community relations

9. Issues on teaching/curriculum

10. Construction issues

11. Quality

97. Others (specify) .....

0. Not participated

98. Don't know

TH\_8 Has this school made any efforts to reach out to out of school children? If yes, what has the school done to try to attract more out of school children?

# (Mark all that apply ) 1. Door to door visit in the community 2. Giving incentives such as scholarship, free admissions, waiving exam fee, and individual coaching. 3. Providing textbooks 4. Providing stationary free of cost 5. Providing incentives such as free mid day snacks and day meal 6. Arrange flexible school hours 7. Created awareness about girls' education in society 8. Dress free of cost 9. Transport

97. Other (specify) .....

0. No efforts

98. Don't know

TH\_9 Does the school have any programs to encourage Dalit, Janajati, and disadvantaged minority groups and students to enroll in your school? If yes, what type of program does the school have?

1. Door to door visit in the community
2. Giving incentives such as scholarship, free admissions, waiving
exam fee, and individual coaching.
3. Providing textbooks and stationary free of cost
4. Providing stationary free of cost
5. Providing incentives such as free mid day snacks and day meal
6. Arrange flexible school hours
7. Created awareness about girls' education in society
8. Dress free of cost
9. Transport
97. Other (specify)
0. No efforts

98. Don't know

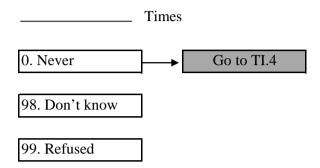
# Section TI: Enforcement: Compliance monitoring, recordkeeping

Now we'd like to hear about how teachers receive feedback in this school, and who undertakes monitoring practices of the school .

TI\_1 Since you began teaching at this school, have you ever received feedback on your teaching practices? If yes, who has provided that feedback? Is it a Resource Person, a School inspector/GON authority, a member of the SMC, the head teacher, other teachers in the school, parents, students, or someone else.

(Mark all that apply )	
1. Resource person	
	7
2. School inspector/GON authority	
3. Member of the SMC	]
	_
4. Head teacher	
5. Other teachers in the school	1
5. Other teachers in the school	]
6. Parents	]
7. Students	1
	J
8. Coordinator	]
	-
97. Other (specify)	]
0. Did not received any feedback from anyone	Go to TI.5
98. Don't know	]
	1
99. Refused	

TI\_2 Have you received feedback for teaching during last 12 months (this school year)? If yes, how many times?



- TI\_3 How useful was the feedback that you received during last 12 months ? Would you say very useful. Somewhat useful or not useful at all.
  - Very useful
     Some what useful
     Not useful at all
     Other specify.....
     Don't know
     Refused

TI\_4 Think about the last time you received feedback about your teaching practices. The last time you received feedback, what sorts of things were emphasized?

# (Mark all that apply )

1. Student perforamnce

2. Knowledge and understanding of my subject field

3. Pedagogical competencies in teaching my subject field

4. Student assessment practices

5. Student behaviour and classroom management

6. Teaching of students with special needs

7. Inclusive teaching in a multicultural or multilingual setting

8. Feedback from parents or guardians

9. Feedback from students

10. Collaboration or working with other teachers.

11. Possibilities for career advancement (e.g. a promotion)

12. Absentism in scool

13. Time management - Timing of on and off from school and class

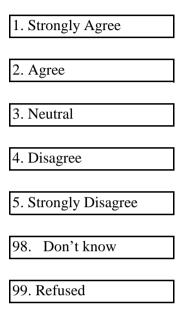
97. Other (specify) .....

0. Never

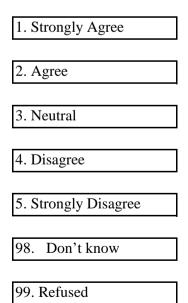
98. Don't know

TI\_5 For the following statements, please tell me if you strongly agree, agree, are neutral, disagree, or strongly disagree.

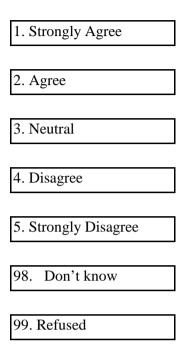
The best performing teachers in this school receive the greatest recognition, such as rewards, additional training, or promotions.



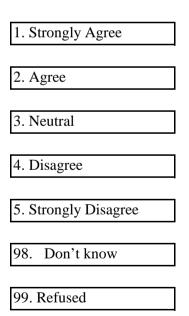
TI\_6 Teacher feedback is largely done to fulfill administrative requirements.



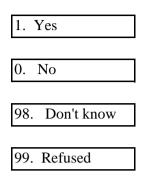
TI\_7 This school would dismiss a teacher if the teacher was consistently underperforming.



TI\_8 Measures to remedy any weaknesses in teaching are discussed with the teacher.



TI\_9 Since you began working at this school, has anyone in the school worked with you to create a development or training plan to improve your work as a teacher?



TI\_10 To your knowledge, how many teachers in the past 3 years has this school dismissed because they were consistently underperforming?

Number of teachers

0. Never

98. Don't know

TI\_11 What roles and functions does the SMC play at school?

(Multiple answers is possible but do not lead the answer)
1. Overall management of school
2. Hiring and firing of school teachers and other support staff
3. Monitor school finance
4. Improve quality of school
5. Mobilize resources for school
6. Monitor construction work in the school
97. Others (Specify)
0. None
98. Don't know
99. Refused

TI\_12 To your knowledge, how many times did the following officials visit/supervise this school in the last 12 months?

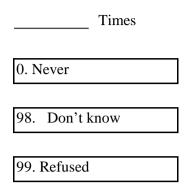
Officials of the Department of Education or Education Development & Human Resource Development Center

\_\_\_\_\_ Times

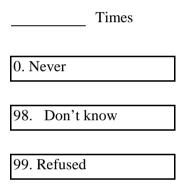
0. Never	

98. Don't know

TI\_13 Officials from the Regional Education Directorate



TI\_14 District Education or Education Development and Coordination Unit



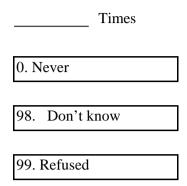
TI\_15 Municipality Education Section Office

Times

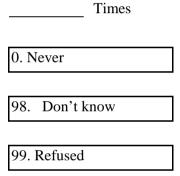
0. Never

98. Don't know

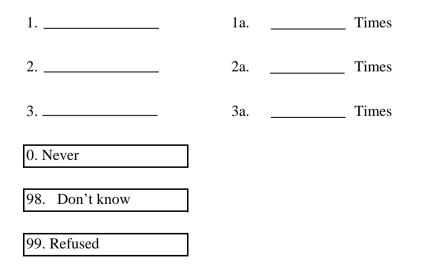
### TI\_16 School inspectors



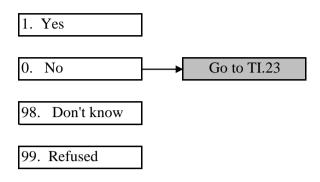
### TI\_17 Resource person



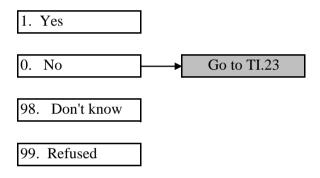
TI\_18 Beside those mentioned above, have any others visited? (please specify)



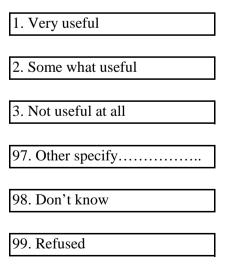
TI\_19 Have any of the officials who visited school in last 12 months observed any classes that you taught?



TI\_20 Did any of them who observed classes that you taught give you feed back?



TI\_21 How useful was the feedback that you received during last 12 months ? Would you say very useful. Somewhat useful or not useful at all.



TI\_22 Did any of them who observed your classes demonstrate a model class for you?

1. Yes
0. No
98. Don't know
99. Refused

TI\_23 To your knowledge, is the School Management committee or other kind of management committee taking any action to address teacher absenteeism at this school? If yes, how?

# Mark all that apply.

1. Strengthening monitoring system

2. Taking action against absent teacher

3. Asking DEO to transfer absent teacher

4. E-attendece

5. Provide extra salary

97. Other (Specify)

0. No action

98. Do not know

TI\_24 To the best of your knowledge, which of the following happened at your school over the past 12 months?

## Mark all that apply.

1. An event sponsored or organized by a political party or political organization

2. School shutdown due to lack of teachers

3. School shutdown due to lack of students

4. Teacher or other school staff strike

5. School shut down due to weather

97. Other (Specify)

0. Nothing

98. Do not know

TI\_25 What are the major areas where political parties have influence in this school?

# Mark all that apply.

1. Election of SMC

2. Election/formation of parent teacher association

3. Formation and mobilization of child/student club

4. Teacher selection and recruitment/Transfer

5. Budget allocation of school

6. Scholarship recommendation and selection.

7. Asking for donations

8. Admission

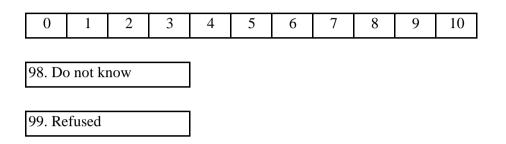
97. Others (specify)

0. None

98. Don't know

TI\_26 How frequently do teachers participate in local political activities instead of teaching their lesson? Rate your response in a scale of 0-10.

( Choose no. 10 if the teachers participate in political activities frequentally, no.5 if participate sometimes and no 0 for none. Circle appropriate number as per response, you can choose appropriate number from 0 to 10)



TI\_27 Who took the lead in forming that school improvement plan? Was it the SMC or other management committee, school administrators, teachers, a PTA, a school inspector or other GON authority, or someone else?

1. SMC or other management committee

2. School administrators

3. Teachers

4. PTA

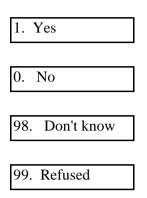
5. Parents

6. Students

97. Other (specify) .....

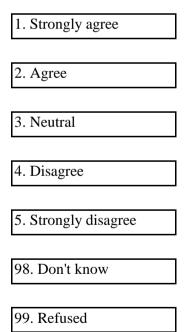
98. Don't know

TI\_28 Did you participate in developing the school improvement plan?



TI\_29 For the following statement, please tell me if you strongly agree, agree, are neutral, disagree or strongly disagree:

There is clear guidance about how the school improvement plan will be implemented.



# Section TJ: Finance: Budget allocation, disbursement, leakage

TJ\_1 Who is responsible for monitoring and oversight of the school's budget and finances?

# (Mark all that apply )

1. Resource Person

2. School Inspector/GON Authority

3. SMC/Other management committee

4. Parents

5. Social Audit committee

6. Shareholder

7. Registered Auditor

97. Other (Specify)

0. No one

98. Do not know

TJ\_2 Is the school's budget made public every year?

1. Yes, every year	]
2. Some years	]
3. Seldom	]
4. Never	]
98. Don't know	1
99. Refused	]

TJ\_3 Who prepared the most recent financial and social audit?

# (Mark all that apply )

1. Resource Person

2. School Inspector/GON Authority

3. SMC/Other management committee

4. Teachers

5. School Administrators/ Account Staffs

6. Social Audit Committee

7. Parent teacher Association

8. Auditor

9. Shareholders

10. Student representative

97. Other (Specify)

0. No one

98. Do not know

TJ\_4 Were teachers invited to participate in preparing that financial and social audit of the school?

1. Yes	
0. No	Go to TJ.6
98. Don't know	
99. Refused	

TJ\_5 Did you participate in preparing that financial audit of the school?

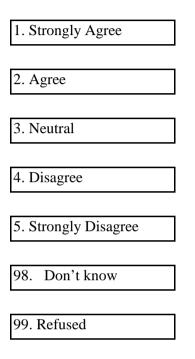
1. Yes

0. No

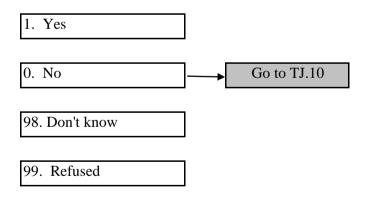
98. Don't know

TJ\_6 For the following statement, please tell me if you strongly agree, agree, are neutral, disagree or strongly disagree:

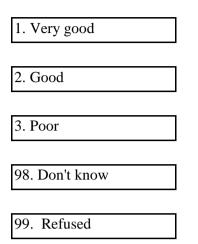
The financial business activities at this school is handled properly.



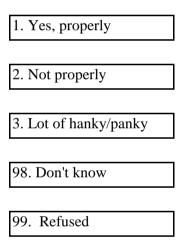
TJ\_7 Has there been any new construction work in this school the last three years?



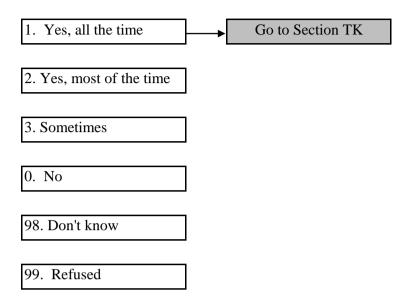
TJ\_8 If yes, how do you rate the quality of work?



TJ\_9 Was the fund available for construction properly utilized?



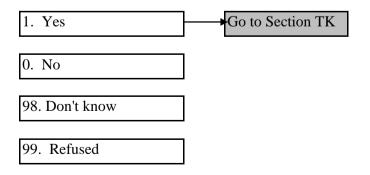
**TJ\_10** Are the teachers at this school paid on time? Would you say they are paid on time all the time, most of the time, sometimes, or never?



TJ\_11 How many times in the past 12 months did you receive a late paycheck?



TJ\_12 Did you receive your last paycheck on time?



TJ\_13 How long did you have to wait after the scheduled pay day to receive your paycheck? A few days, a week, two weeks, a month, or more than a month?

1. A few days
2. A week
3. Two weeks
4. A month
5. More than a month
97. Other (specify)
98. Don't know
99. Refused

# Section TK: Household and Livelihood

TK\_1 People earn and manage their livelihood in different ways. In some households all family members work in farm, in other household some family member work in farm, some have their own business, other work as in salary job within Nepal and some even go to foreign countries to work. Similarly other work as wage laborer, some has earned pension, some receive an elderly allownce, some get interest from loan or investment, some sold their property or even take loans.

**For Interviewer:** Please the show list of options and explain to the respondent to chose options from the card.

Beside the teaching you are doing, to manage household livelihood what other activities you and your household members are involved in ?

## Mark all that apply

0. No other profession beside the teaching

1. Farming

2. Business

3. Salary Jobs

4. Teaching (other than respondent)

5. Wage Labor

6. Pension/Allownce/Interest

7. Go to Foreign Country for Work

8. Sold Property

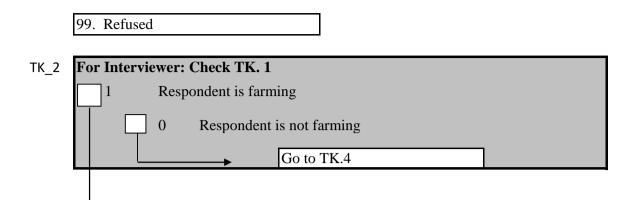
9. Borrow Loans

10. Land/House rented out

11.Teaching tuition

97. Other (specify).....

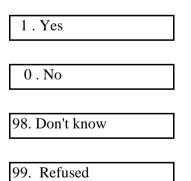
98. Don't know



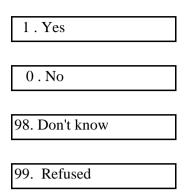
TK\_3 How much land do you farm? (Please do not include land used for other purpose such as an orchard/tree plantation, a fish pond, poultry farm, a grass plantation, or other business or enterprises)

Bigha	Kattha	Dhur
Hall	Ropani	Anna
98. Don't know		
99. Refused		

TK\_4 Now we would like to ask you a few questions about your land. Does your household own this house plot?



TK\_5 Are you currently renting out your land for farming?

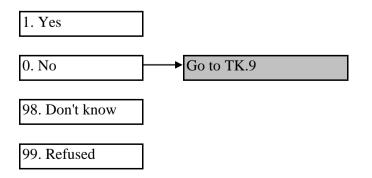


TK\_6 Thank a lot for the information about land you are cultivating. Now I am going to ask another question about the land.

How much total land do you own?

Bigha	Kattha	 Dhur	
0. None			
98. Don't know			
99. Refused			

TK\_7 Let us talk about animals. Does this household own any livestock, herds, other farm animals, or poultry?



TK\_8 How many of the following animals does this household own?

Animals	Numbers
1. Milk cows or bulls	
2. Buffalos	
3. Horses, donkeys, or mules	
4. Goats	
5. Sheeps	
6. Pigs	
7. Ducks or Chichens	
8. Poultry Farming	
9. Fish Farming	
10.Turkey	
11. Other (Specify if any)	

98. Don't know

99. Refused

TK\_9 Now I'm going to ask you some questions about household items.

Do you have a television (TV) in your house?

1. Yes

0. No

98. Don't know

TK\_10 Do you have a cable line in your house?

1. Yes	
0. No	
98. Don't know	
99. Refused	

TK\_11 How many mobile phone does your household have ?

Number .....

98. Don't know

99. Refused

TK\_12 Do your household have a computer/laptop?

1. Yes

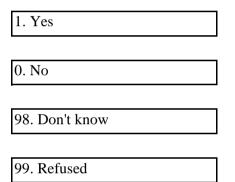
0. No

98. Don't know

TK\_13 Does your household have internet service ?

1. Yes	
0. No	
98. Don't know	
99. Refused	

TK\_14 Does your household have a refrigerator?



TK\_15 Does your household have a motorcycle/scooter?

0. No	1. Yes		
0. No			
	0. No		

98. Don't know

TK\_16 Does your household have a car, taxi, truck, bus?

1. Yes	
0. No	
98. Don't know	
99. Refused	

TK\_17 Do you have your own drinking water source, such as a tap or well?

1. Yes	
0. No	
98. Don't know	
-	
99. Refused	

TK\_18 Is the toilet inside or outside your house ?

1. Inside 2. Out	side	3. Both
0. Don't have toilet		
98. Don't know		
99. Refused		

# TK\_19 What is the main source of lighting for your household?

1. Electricity

2. Solar

3. Bio Gas

4. L P Gas

5. Kerosene

6. Oil

97. Other (Specify) \_

98. Don't know

TK_20	What is the main source of energy for cooking?
-------	--

1. Electricity
2. Solar
3. Wood
4. Animal dung
5. L.P Gas
6. Coal
7. Kerosene
8. Bio-gas
97. Others (Specify)
98. Don't know
99. Refused

TK\_21 How long does it take to reach the nearest bus-stop/road?

1. Near to road within 15 minutes walk

2. Within half an hour walk

3. Within one hour walk

4. More than one hour

5. More than one day of walk

98. Don't know

TK\_22 In your opinion, compared to the living conditions of the majority of households in this community, are the living conditions in your household better, worse, or about the same?

1. Better	
2. Worse	
3. About the same	
98. Don't Know	
99. Refused	

TK\_23 In last I would like to ask one more question. What is your father's cast?

98. Don't Know	
99. Refused	

Thank you very much for your time and cooperation! We hope to come again and obtain more information from you at a later date.

Thank You !

Exact Time:.....

# Section TL: Interviewer's Observation

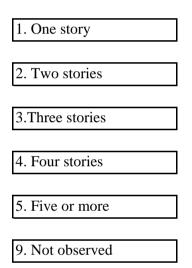
TL\_1 In what kind of house does the respondent live?

1. Single-family house

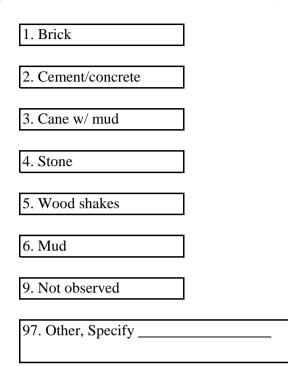
2. Multi-family house

9. Not observed

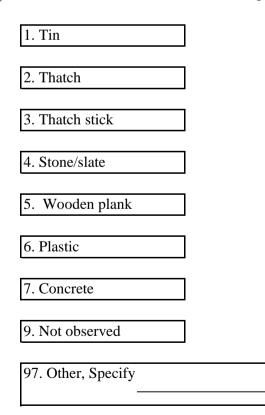
TL\_2 How many stories are there in the house in which the respondent lives?



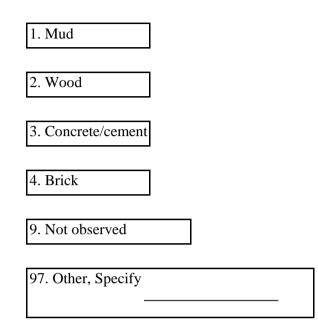
TL\_3 Of what materials are the walls of the respondent's house made?



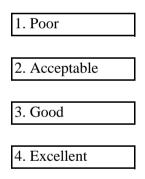
TL\_4 Of what materials is the roof of the respondent's house made?



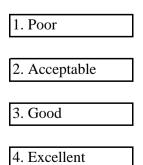
 $TL_5$  Of what materials is the floor of the respondent's house made?



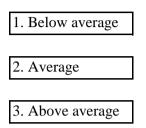
 $TL_6$  Respondent's understanding of the questions was:



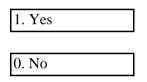
TL\_7 Respondent's ability to articulate answers was:



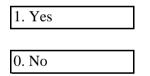
TL\_8 How would you describe the respondent's vocabulary (the variety of words the respondent used to describe his/her thoughts)?



TL 9 Did the respondent have any other visible disabilities?



TL\_10 Was a third person present during any portion of the interview—not just walking through the area where the interview was being administered, but listening to or taking part in the interview process?



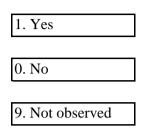
TL\_11 Where was the interview conducted?

1.Inside respondent's house

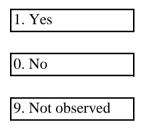
2.Immediately outside respondent's house

3.At another location

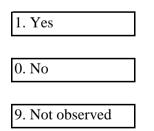
TL\_12 Were all visible rooms of the house/apartment dirty or not reasonably clean? (Examples: trash strewn around, dirty dishes in kitchen, floor and furniture have not been cleaned or dusted fairly recently)



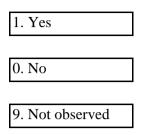
TL\_13 Were all visible rooms of the house/apartment noticeably cluttered? (Examples: visible rooms are messy or are cluttered with clothes, vacuum cleaner, children's schoolwork, shoes and socks, other objects)



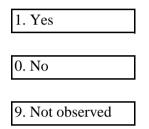
TL\_14 Was inside of home crowded? (Examples: Many people living in a very small house or apartment, difficult to find a private place to interview respondent, frequent interruptions and people bumping into each other)



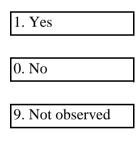
TL\_15 Did you see a television inside the home?



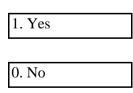
TL\_16 Did you see a computer/laptop inside the home?



TL\_17 Did you see a motorcycle?

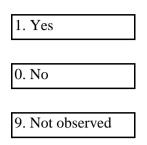


TL\_18 Did you see a car?

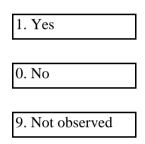


9. Not observed

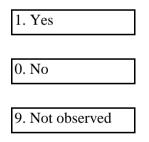
TL\_19 Did you see a tractor?



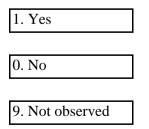
TL\_20 Did you see a pumpset for irrigation?



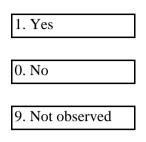
TL\_21 Did you see a gobar gas plant?



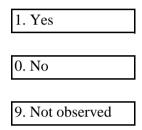
TL\_22 Did you see a thresher, chaff cutter, sprayer, corn sheller, or any other kind of farm tool?



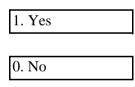
TL\_23 Did you see a drinking water source, such as a tap or well?



TL\_24 Did you see a toilet?

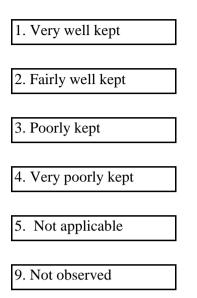


TL\_25 Did the housing unit have any obvious problems that are in need of repair? (e.g. cracks or holes in walls, ceiling, or floor; broken plaster; peeling paint; exposed wires; broken or cracked windows)



9. Not observed

TL\_26 How well kept are most of the buildings on the street?



TL\_27 Was there garbage, litter, or broken glass in the street or road, on the sidewalks, or in yards?



Interviewer Experience



Call Record				
Description	First Time	Second Time	Third Time	Remarks
Date				
Name of Interviewer				
Final Result*				
Гime				
Date for Next Visit				
* 1. Complete 4. Refusal	2. No one at home		3. Partially complete	
. Refusal . Others (Specify)	5. House vacant		6. Address not available	