



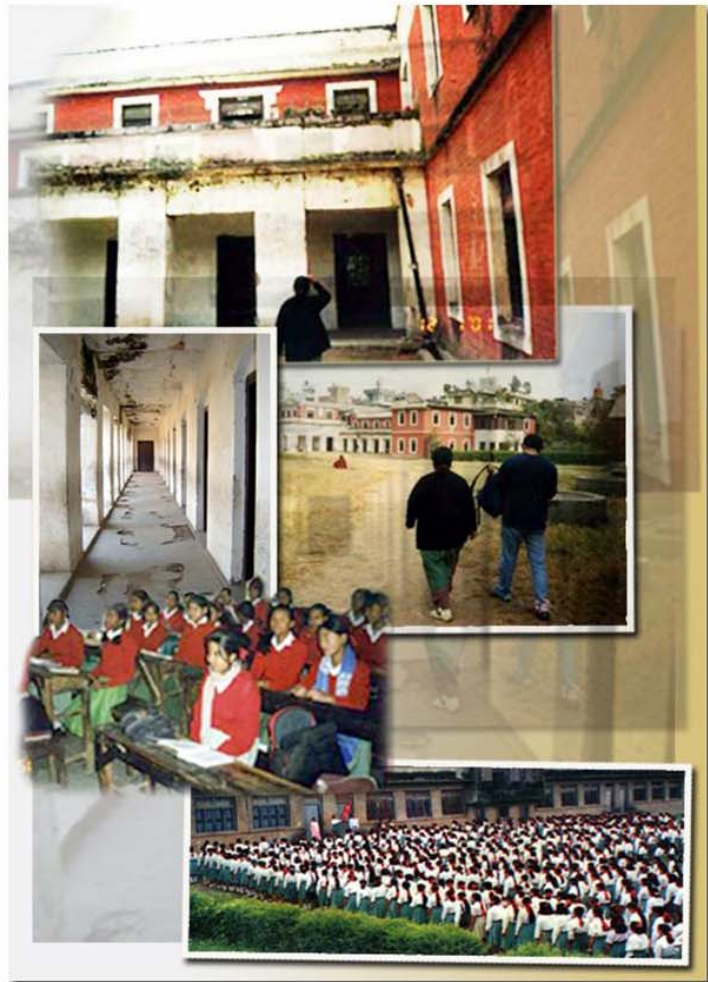
KANYA MANDIR

REHABILITATION PROJECT

NEEDS

ASSESSMENT

SURVEY



BOARD MEMBERS

Community Members Interested - U.S.

Jayjeev Hada - Chairperson/General Secretary

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Mr. Narayan Prasad Neupane - District Education Office Representative

Mrs. Sanu kumari Nepal Bhattarai - Member Secretary

Mr.Ram Prasad Shrestha - Founder Member

Mr.Nagendra Bahadur Bista - Teacher's Representative

Mr.Rameshwor Prasad Shrestha - Member

Mr.Subhan Kumar Shrestha - Member

Mrs.Usha Malla Pathak - Member

Mr.Bishwo Nath Neupane - Member

SURVEY TEAM

COMMITTED - U.S./Nepal

Jayjeev Hada - Project Execution

Sanjeev Rana - Formulation and Analysis

Dinesh L. Shrestha - Coordination

Rajasudan Pradhan - Coordination

Arati C. Pradhan - Coordination

Lokesh Rajbhandary - Report Graphics

December 11, 2006

Dear Management Committee Members,

We are pleased to present to you the needs assessment survey conducted by our organization in spring of 2006. The primary purpose of the survey was to assess the needs expressed by the entire school population and to develop a strategy to rehabilitate your historic school. The survey results will be used to prioritize and implement the needs through a master planning process.

The survey subjects were staff and students from grades six to grade 12 with a goal to capture immediate and long terms needs of the school. Because the survey had substantial number of respondents we feel the document reflects an accurate need analysis. We encourage that you consider the ranked items indicated in each category and work with us to implement them accordingly. The open ended categories provided us an opportunity for the students to be specific with any issues they were concerned with. These issues are not reflected in this report and will be addressed during the master planning process.

We thank you for your kind support in facilitating the survey. Of many schools needing help in Nepal we have chosen Kanya Mandir mainly because it is an all girls' public school and also because it has historic value. While we make every attempt to implement all the needs indicated in the survey, we would like to inform you that our organization's members here in the U.S. are working on a non-paid voluntary basis and all the funds that we receive are contributions from generous Nepali people living in the U.S. who care about your school's underprivileged students. We hope to receive constant support from your committee and the entire school population during this noble project.

Thank You.

Sincerely,



Jayjeev Hada

Chairperson/Executive Director/Founder

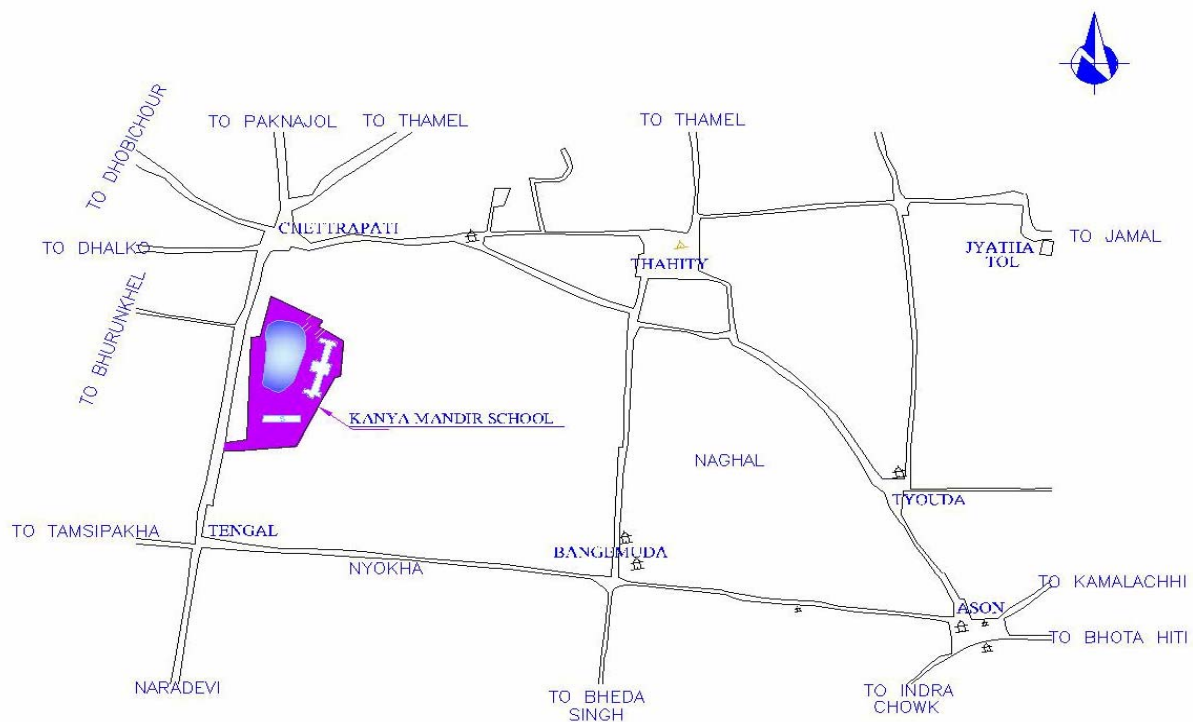
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Introduction

Kanya Mandir Madhyamik Vidyalaya (Kanya Mandir) is an all girls' school located in Nheokha Tole (See Figure 1 Location Map), in the heart of Kathmandu, Nepal. The school covers 28 Ropanis (3.52 Acres) of land that was donated by the Nepal Government in 1951 (Bikram Sambat 2007). The ex-prime minister of Nepal, Mohan Sumsher Jung Bahadur Rana, funded the construction of the main building (Block A) in 1966. Because it was one of the earlier schools it was considered a valuable asset and substantial economic attention was given to produce competitive graduates. As a result, the school stood out as an example to other emerging co-education and all girls' schools.

Figure 1. Location Map (not to scale)



Over the years private schools, with expendable financial resources, have been able to provide better education and facilities. On the other hand, due to lack of vision and insufficient funding, Kanya Mandir has been experiencing difficulty in regaining its leading position as an educational institution. The school has diminished in its ability to maintain and provide additional facilities and maintain existing ones to keep up with changing times and population increase. Nepal has faced political turmoil over the past three to four decades which has exacerbated the deteriorating conditions. Some of the current issues are: lack of potable water; failed toilet facilities; inadequate classroom space, ill-maintained facilities such as cracked walls and floors, leaking roofs; insufficient laboratory facilities, recreation, and library space; inadequate sports facilities; absence of computer classes, infirmary, and cafeteria; and unsuitable land uses in neighboring areas.

Community Members Interested (COMMITTED), a non-profit organization, and the school's management committee joined hands to revive the school's glorious history by:

- I. Assessing existing physical conditions;
- II. Identifying immediate and future needs;
- III. Implementing immediate needs;
- IV. Developing a master development plan for future needs; and
- V. Implementing plan components.

As the initial step to achieve the actions above, COMMITTED conducted a survey to identify the needs expressed by the students and staff of the school. This report will form the primary platform for the development of the master plan, which will also address phasing and funding aspects of implementing the components of the plan.

Needs Assessment Survey

A self-administered paper survey was used to assess Kanya Mandir's needs. The survey, administered in English, asked the respondents to prioritize perceived needs according to four separate categories. The first eight items collected demographic information about the respondents including: date of administration, sex, age, economic indicators, and role (student or non-student). Items 9 through 11, separated into four distinct categories, were rank-based questions, 1 being the MOST

important choice, and 4 (or 5) being the LEAST important choice. The items listed were based on needs identified by the management committee of Kanya Mandir. Other appropriate items were added to the list based on typical facilities and programs provided by other schools in the surrounding area. Finally, items 12 (“Other categories”) and 13 (“Other comments”) provided an opportunity for the respondents to indicate any items not addressed by the survey. This approach was intended to assess the priority for other items not captured by the school’s management committee.

Subjects

The study population was the staff and students of Kanya Mandir, grades 6 through 12. A convenience sampling was employed. The survey was administered in-class by COMMITTED-Nepal staff members. Prior to the administration, a COMMITTED-Nepal survey administrator gave a brief explanation for the items on the survey. The students were given 15 to 20 minutes to complete the paper survey and return their responses to the survey administrator. The staff members provided responses to the instrument at their convenience and returned their responses to the survey administrator.

Survey Management

Responses were entered into a Microsoft Access database in the office of COMMITTED-Nepal (Screenshots shown in Figures 2 and 3). Data validation, such as drop-down lists with limited values, had been built into the database to reduce data transposing and data entry errors. SPSS, a statistical analysis software, was used to conduct frequency analyses and cross-tabulations of the responses gathered from the survey.

Figure 2. Survey Database Screenshot 1

Survey

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Survey Administration

1. Respondent's full name:

2. Today's date:

Demographic Information

3. Sex:

4. Age:

5. Current residence:

a) District:

b) Locality:

c) Ward:

6. Affiliation with school:

Student Section

7. Student at the school?

If yes.

a. Class attending:

b. Current class size:

c. Does your parent/guardian work?

i. Father's Occupation:

ii. Mother's Occupation:

Teacher/Staff Section

8. Are you employed by the school?

If yes.

a. Title:

b. Position:

c. Education:

Figure 3. Survey Database Screenshot 2

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Tables 9 - 12

9. Educational

a. Computer Lab:

b. Arts_Crafts Room:

c. Science Lab:

d. Bachelor's Program:

e. Library:

10. Common facilities

a. Cafeteria:

b. Health clinic:

c. Toilet:

d. Auditorium:

11. Other

a. Staff/Teacher Room:

b. Pre-School Room:

c. Bus Service:

d. Pond:

12. Other categories

13. Other comments:

Analysis

A total of 339 responses were received from the students and staff. The majority of the responses were from the students (325 out of 339, 95%). Table 1 illustrates the rates of response for the survey. Due to the large difference in the number of students and the staff, the responses were adjusted to account for this disparity. In order to compensate for the unequal selection, the student response was multiplied by a factor of 0.05 and the staff response was multiplied by a factor of 0.95.

Table 1: Response Rates

Response Group	Population (N)	Number of Responses (n)	Response Rate (n/N)
Grade 6	83	57	68.7%
Grade 7	91	75	82.4%
Grade 8	90	29	32.2%
Grade 9	121	96	79.3%
Grade 10	141	37	26.2%
Grade 11	45	28	62.2%
Grade 12	4	3	75.0%
<i>Students (Grades 6-12)</i>	<i>575 (95%)</i>	<i>325 (95%)</i>	<i>56.5%</i>
<i>Staff</i>	<i>31 (5%)</i>	<i>14 (5%)</i>	<i>45.2%</i>
<i>Combined</i>	<i>606 (100%)</i>	<i>339 (100%)</i>	<i>55.4%</i>

Item 9 gave the respondents choices that were categorized as educational. Almost half (44.2%) of the responses identified Computer Lab as the leading choice. Science Lab and Library were ranked as the second and third-most important choices for this category.

Table 2: Item 9 (Educational) Ranking

Ranking	Choice	Responses
First Choice	Computer Lab	44.2%
Second Choice	Science Lab	38.1%
Third Choice	Library	34.7%
Fourth Choice	Arts/Craft Room	36.5%
Fifth Choice	Bachelor's Program	41.2%

The rankings for Item 10 are shown in Table 3. Item 10 had four different choices for common facilities. Toilet Facilities (53.1%) were identified as the first choice by the respondents, followed by Health Clinic, Cafeteria, and Auditorium.

Table 3: Item 10 (Common Facilities) Ranking

Ranking	Choice	Responses
First Choice	Toilet Facilities	53.1%
Second Choice	Health Clinic	32.7%
Third Choice	Cafeteria	46.2%
Fourth Choice	Auditorium	71.7%

Table 4 shows the rankings for Item 11, a category consisting of other choices. Bus Service was ranked as the first (33.5%) choice. This was followed by Pond and Pre-School Room selections.

Table 4: Item 11 (Other) Ranking

Ranking	Choice	Responses
First Choice	Bus Service	33.5%
Second Choice	Pond	32.5%
Third Choice	Pre-School Room	35.2%
Fourth Choice	Staff/Teacher Room*	26.9%

Items 12 and 13 were open-ended questions that enabled the respondent to address any concerns of their own. There were 1036 separate responses to these questions. The majority of the responses for these questions could be categorized into: maintenance (39%) and sanitation (21%) issues. Maintenance issues included the maintenance and upkeep of the various physical facilities including the garden, playground, pond, and building structures. Sanitation issues included access to drinking water and clean toilet facilities.

* Staff/Teacher Room is listed fourth choice. However, since responses, and consequently rankings, were not mandatory for all choices, the fourth ranked choice would be Bus Service (29.9%), slightly higher than Staff/Teacher Room (26.9%).

Discussion and Recommendations

From the survey responses, it is evident that the majority of respondents ranked computer lab as their primary choice among other needs in the educational category in Item 9. Similarly, for Item 10, toilet facility was ranked as the primary choice. This choice is also supported by the responses from Item 12, where toilet facilities including other sanitation needs were expressed most frequently. Item 11 had bus services as the highest ranked response. Maintenance and sanitation issues were the most prevalent choices mentioned by most respondents in the open-ended questions.

From the survey it is evident that the students seek to install a computer lab, rehabilitate existing toilets with adequate water and sewage connections, conduct bus services to pick up and drop students and staff, and make general improvements within the school premises and the buildings. While rehabilitated toilets and adequate water and sewage conditions seem urgent, because the rehabilitated system would be linked to other areas of the school which will likely undergo renovation, the need may have to be addressed as an urgent component of the master plan. Similarly, the general improvements to the surrounding area and the building would also need to be incorporated as a future need. As for the bus service, home addresses of all students are not currently available. An attempt to gather the information was made during the survey period. However, because only 56 percent of the students and 45 percent of the faculty members responded to the survey, home addresses of the school population could not be captured. Until such information is made available a bus service cannot be planned. Therefore, from a priority standpoint, the foremost project recommended for implementation is the computer lab followed by providing a bus service and making improvements to the building that would not be affected by the outcome of the master plan. The implementation of toilet facilities along with the other components ranked second, third, and fourth within each category is recommended after formulation of a detailed master plan.