

Project Evaluation Report

Quality Education Through Teachers' Magazine



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Project Evaluation Report

Quality Education Through Shikshak Magazine

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Kathmandu
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Acknowledgements

Shikshak monthly magazine is one of its kinds published for the first time in Nepal with its primary objective to reaching school teachers and educators with a mission to enhancing quality of primary education in public schools. Since its first publications in January 2008, Shikshak has, in these four years, gone through several milestones and learning cycles and is gradually becoming mature and meaningful.

As an education person by profession, I personally feel it rewarding to have been trusted by Save the Children International to carry out an independent evaluation of Shikshak magazine. For this opportunity, I would like to express my sincere gratitude to the senior management and colleagues at Save the Children, especially Mr. Udaya Manandhar, Assistant Country Director; Mr. Deepak Koirala, Director, Human Resources Department; Mr. Deergha Narayan Shrestha, Senior Program Coordinator-Education; Mr. Gyanendra Shrestha, Education Program Manager; and SC colleagues at Kathmandu, Nepalgunj and Biratnagar office. Without the trust and support made available through Save the Children, it would not have been possible to visit the district and schools selected for this evaluation.

I would like to extend my sincere thanks to school teachers, distributors and sellers of Shikshak magazine, staff at the District Education Offices, colleagues at NGOs with whom we have had the opportunity to interact in order to enrich our understanding about efficiency and effectiveness of Shikshak magazine.

My friend and colleague Mr. Ramkrishna Subedi, Chief District Officer, Bardiya; Mr. Jay Acharya, District Education Officer, Bardiya; and Kishor Jung Karki, Regional Director, Public Service Commission, Surkhet in particular made my stay in Bardiya and Surkhet districts highly productive and memorable. I would like to express my sincere thanks for their cooperation.

It was also rewarding to find that the Shikshak team in Kathmandu is very much open and receptive to suggestions for improvements, which made our job more balanced and meaningful in highlighting areas of strengths and shortcomings within Shikshak. In particular, I am impressed with Mr. Rajendra Dahal, Editor of Shikshak magazine who is an experienced and most senior journalist in the media sector with his open mindedness to receiving constructive suggestions. Likewise, I am also thankful to Mr. Sudarshan Ghimire, Sub-editor; and Mr. Pitamber Kattel, Chief Executive Officer, Shikshak Magazine for their continued support for this evaluation.

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Kathmandu
February 15, 2011

Vishnu Karki
Team Leader

Executive Summary

Background

Save the Children (SC), an international non-government organization, working in Nepal for over 30 years with a mission to improving children's wellbeing in general and their education, health and protection in particular, came out with an out-of-box kind of thinking to improve quality of education in schools through a magazine. SC in partnership with HIMAL Association brewed this concept further around mid 2007 by conducting consultation with experts and stakeholders renowned in education and media sector. A small team of professionals gave further impetus by determining basic quality and contents for a monthly magazine and labeled this initiative as "Shikshak". The magazine got its first issue rolling out in January 2008. Since then, with exception to a few issues, the magazine is regularly out in the market every month on time in almost all 75 districts in Nepal.

The initial capital investments for this venture were made available by SC under the "Quality Education through Teachers' Magazine "Shikshak" project with an understanding that the magazine would become self-sustainable in three to five years. The magazine targeted to reaching schools and teachers in all 75 districts in Nepal with at least 15,000 copies printed for each of its monthly issues.

Although the magazine came out in the market in January 2008, the project agreement was signed only in August 2008. Nevertheless, the project has gained some experience in past three years and therefore SC felt that it is time for an independent evaluation of this project. With this realization, a team of professionals were assigned to conduct evaluation of Shikshak. The ToR (see annex 1) was provided with seven thematic areas as the objectives for this evaluation which constitute the basic framework for this evaluation.

Methodology

A mixed design was utilized by combining both qualitative and quantitative approach to gather information required for this evaluation. The seven thematic objectives required a variety of information to be collected for which the approach to collection of information also had to be made versatile. The primary sources of information were school teachers and educators who were regular subscribers and readers of Shikshak magazine. Likewise, distributors, DEO

personnel were also assessed in the field to get a closer look into the status of Shikshak. Both primary and secondary sources of information were equally relevant for this evaluation. The primary sources were teachers and educators who were directly interviewed and also focus group discussion was organized. Secondary sources included document review and review of circulation data made available from Shikshak office.

Altogether 8 districts were sampled covering from east to the far-western region and also from terai to the mountain districts. However, due to frequent closure and road blocks, the selected mountain district could not be visited and thus the evaluation is based on 7 districts. The evaluation covered a total of 21 schools from 7 sample districts (3 from each district), and 63 schoolteachers from 21 schools (3 schoolteachers from each school). Likewise, 14 bookstores (2 from each district), regional distributors, district education officers, educationists and other stakeholders were also interviewed.

The strategies and tools were developed in consultation with the SC team and piloted in three schools in Kathmandu valley. The results of the piloting were analyzed and necessary modifications were made in the tools and approach to this evaluation.

The objectives of the evaluation were:

1. To assess overall distribution and selling copies of the Shikshak Magazine
2. To assess the content of the magazine as per the objectives of the project
3. To assess the utilization of the magazine by the teachers
4. To assess how the magazine contributed in project specific objectives
5. To assess the teachers responses on the objectives and performance of the project
6. To find out the key achievements and areas to be improved including other emerging issues and lessons learnt
7. Suggest possible ways to make the publication self-sustained

Findings

Shikshak magazine has reached to all 75 districts but the number of copied that each district receives vary greatly from as little as 2 copies to over 2,100 copy in a district. The list provided by Himal Association includes designated distributors for only 64 districts but the claim is that

neighboring districts collect through local distributors and also through regional distributors located in Pokhara and Biratnagar.

Interaction with school teachers, educators and distributors in the field revealed higher demand for Shikshak magazine in the district. Gradual improvements in the number of returned copies over the past few years also suggest that the market for Shikshak is growing.

The target to reaching over 190,000 school teachers and over 32,000 schools in the country with only 15,000 copies of Shikshak magazine is less pragmatic. It is less than 10 percent of the total teaching force in the country. Availability of Shikshak magazine is confined to the district centers. Teachers and schools in the remote areas have rarely seen this magazine.

Readerships among subscribers and interested readers was found to be mixed with a majority (59%) belong to an occasional readers category whereas only about 10% were regular readers. Almost half of the readers receive their copies directly from the bookstore, which is encouraging to note.

Content of Shikshak magazine is slightly imbalanced with its high coverage on policy related matters. There are also contents related to improving teaching and learning skills but compared to policies these are much less. Likewise, the magazine has yet to develop as a platform engaging teacher and students for regular dialogue. Reaching into the school community is another area where the contents are lacking.

In terms of its use, Shikshak magazine was found to be dominated by knowledge upgrade but its use as reference materials was relatively limited. The view of schoolteachers and educators was that the magazine cannot be fully utilized as teaching and learning materials. But, quite interestingly, teachers have liked the magazine as it is - covers contemporary issues, is informative as well as explorative, and serves the diverse reading needs of the teacher.

The areas of contributions and skills as reflected by teachers basically include almost the entire teacher related and teaching and learning related concerns. Given that it has limited circulation in and around the city center areas, these claims are less comprehensible.

Teachers and educators did not know about SC's contributions in the magazine. In one or two issues of the magazine, collaboration between SC and HIMAL Association were reflected. However, none of the people met during the course of this evaluation expressed any knowledge

about this partnership. Nevertheless, all the respondents were found to have one view that SC's support was for genuine cause and that Shikshak must continue. They believe that this is the only magazine dedicated to teachers and education and therefore its continuity is essential.

On effectiveness of Shikshak magazine about two percent believe that it is not effective. The reason for its ineffectiveness is found to be associated with its limited circulation and its coverage that is Kathmandu focused.

Enhancing intellectual capacity among readers and in increasing the respect to teaching profession are a few areas where the impact of Shikshak is discernible. Changing teachers' attitudes towards and making teaching and learning student friendly is another significant achievement that that the magazine made among teacher who have read it. Over 80% of the teachers believe that they have learned some form of skills.

Frequent domination of Kathmandu related coverage in Shikshak was suggested to improve by bringing best practices from other part of the country as well. Reaching schools and teachers in remote and rural areas for collection of articles and their best practices were strongly suggested.

The magazine has made improvements over the time in its contents and themes but these changes are made rather arbitrarily than in planned way. A perspective plan would help Shikshak develop as national magazine.

The management of Shikshak has changed from Himal Association to an independent cooperative – Gyan Bigyan Shaikshik Sahakari Sanstha Ltd which has 45 members including school teachers. A seven to nine member executive committee manages the cooperative including timely publication and distribution of Shikshak magazine.

It is found that there is no investment made thus far on publicity of the magazine. Some jingles and advertisements that are seen in a few magazines and heard on a few FM stations are made possible through joint collaboration between these media as an exchange of platform for publicity.

The Shikshak team has strictly controlled the number of advertisements that are relevant to the intent of the magazine. Consequently, the cost of the magazine had to be revised twice in last three years.

Conclusion

In the last three years, Shikshak magazine has gained reader's interest across the country and the demand for the magazine is ever growing. The credibility about Shikshak is that the magazine usually arrives within a week of its publication and that most subscribers get a copy at their expected time. However, limited circulation within and around the periphery of city areas have left many schoolteachers and schools in the outlying areas deprived of this intervention.

The contents in the magazine are slightly skewed with higher content on policy related matters. However, and a matter of fact, teachers have appreciated content of policy changes in the magazine as it has become an easy source to update policy changes in education sector in the country.

Shikshak has been viewed by many as a magazine and its characteristic features as being informative, explorative, and analytical is cherished by almost all of its readers who were interacted. In this respect, the magazine appears to be as good as it with regard to its utilization.

The most important contribution of Shikshak is that teachers have felt self pride to find a magazine that is dedicated to them, and is about their roles in the society. It has boost teacher's morale to by giving recognition in the society.

Enhancing intellectual capacity among teachers is one of the noteworthy achievements that would eventually help improve teaching and learning in school. Likewise the magazine has also helped bringing change in teachers' attitude in making teaching and learning a child friendly activity.

Recommendations

While there is need to increasing the number of prints of Shikshak magazine, reaching districts and schools in remote and rural areas also needs to be worked out. Creating district chapters by involving school teachers, educators and distributors in each district would substantially improve magazine's objectives as well as its sustainability.

In view of diverse reading interest among school teachers and educators, it is necessary that the content in the magazine are balanced to satisfy variety of taste making it more informative, explorative, and interactive.

To sustain the magazine there is need to invest the initial capital to reach at par with break-even. Simultaneously, there is also the need for making initial investments in marketing with desired level of advertisements. Education related advertisements such as about publication and availability of teaching and learning materials, books and CDs, etc can be included in the magazine.

It is now high time that the government and non-government agencies are also brought to join the bandwagon for the mission in common. A little promotion and recognitions from the MOE and Department of Education and from like minded institutions would significantly help not only to sustain the magazine but also to achieve the common goal –quality education. In this respect, it is necessary that the government and non-government actors are approached with planned strategy.

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Evaluation of the Project

“Quality Education Through Teacher’s Magazine” Shikshak

Chapter I: Introduction

Save the Children International (SC) has been dedicated for the welfare of children in Nepal for more than 25 years now. It has continuously been executing various plans and programs of short and long term nature in different areas to bring sustainable change in the lives of children across the country. As part of which, SC has acknowledged education as one of the major tools for overall betterment of children in the long run and initiated a project “ Quality Education Through Teachers’ Magazine ‘ Shikshak” in 2007 in partnerships with Himal Association.

The main aim of the project is, obviously, no other than the quality education for children in primary level. For which, it aims to well equip teachers with better teaching skills and competencies through this magazine.

Save the Children, in collaboration with Himal Association, started this project with the objectives of inspiring and motivating school teachers to improve teaching learning process in the classroom, providing a forum to showcase best practices in improving school education in both national and international level, developing teachers’ skills through the contents of the magazine and making teachers’ aware of changes in education policies.

The project has already crossed three years and is now running into 4th consecutive years. Save the Children now thinks it is a high time to measure the relevance, effectiveness, efficiency, impact and sustainability of the project before giving continuity to the project. With this in view, SC assigned experts team to conduct an independent evaluation of the magazine with its specific objectives (See the ToR in annex 1).

This is the final report of the evaluation of Shikshak magazine prepared after interview with key stakeholders, discussion with Save the Children staff and Himal Association staff and review of

documentation including observations. The evaluation comprises study of selling and distribution of Shikshak magazine across the country, reader's perceptions and opinions on utilization and effectiveness of the magazine, and content analysis among others. During the study, the evaluation team has reached selected districts and schools in the country and collected information from the field through questionnaire, observation and interviews with teachers, magazine distributors and other stakeholders.

The study covered 21 schools from 7 sample districts (3 from each district) on the basis of circulation of Shikshak magazine. Regional (Mountain, Hills, and Terai; and from east to the far-west) variations were also taken into consideration while selecting the sample districts. Fourteen bookstores (2 from each district), regional distributors, district education officers, educationists and other stakeholders were also interviewed. The result received from the pilot study in the Kathmandu valley is also included in the overall reporting of the findings. During the study, at least three teachers (Shikshak readers) in each school were asked to complete the semi-structured questionnaire. Focus group discussion among school teachers was also conducted in every schools visited. The focus group discussion has added additional value to the evaluation to assess the project's specific objectives.

The objectives of the evaluation were:

1. To assess overall distribution and selling copies of the Shikshak Magazine
2. To assess the content of the magazine as per the objectives of the project
3. To assess the utilization of the magazine by the teachers
4. To assess how the magazine contributed in project specific objectives
5. To assess the teachers responses on the objectives and performance of the project
6. To find out the key achievements and areas to be improved including other emerging issues and lessons learnt
7. Suggest possible ways to make the publication self-sustained

Chapter II: Methodology

A mixed approach combining both qualitative enquiry supplemented by empirical evidences formed the design for this evaluation work. Since the nature of the evaluation demands perception of school teachers, educators and other subscribers on relevance of Shikshak magazine, qualitative inquiry was necessitated. Similarly, printing and distribution of Shikshak magazine required some quantitative information to be analyzed. Thus, a mixed design was deemed most appropriate for this kind of evaluation.

In order to facilitate collection and compilation of information from a variety of sources, a multipronged approach was utilized. A set of semi-structured tools and interview/focus group guides were prepared covering each objective as set forth in the Terms of Reference. For each evaluation objectives, a set of strategies appropriate to it were developed and indicator(s) to measure the objectives were also determined. The discussion below is organized in the order of evaluation objectives highlighting on the approach taken in this evaluation:

2.1 Evaluation Objectives and Approach

1) Assessment of overall distribution and selling of Shikshak magazine.

Strategies

- a) Study of the circulation of Shikshak based on records at Himal Association.
- b) Interview with major distributors (at least 1 from each sample district)
- c) Review of the audit report
- d) Interview/verification with Himal Association
- e) Interview/verification with Save Office

Indicators

- a) Achievement (of distribution and sales) against the target.

2) Assessment of the contents of Shikshak magazine.

Strategies

- a) Study of Shikshak magazine from its first print to the latest, at least 6-8 prints on a random basis, with a focus on its contents.
- b) Interview with regular subscribers (collection of their perception)
- c) Interview with school teachers, educators and policy makers (collection of their perception)
- d) Interview with the editor and assistant-editor
- e) Interview/verification with SC Office

Indicators

- a) Relevance of contents against the objectives

3) Utilization of the Magazine by the teachers

Strategies

- a) Interview with the school teachers about the use of the Magazine.
- b) Teacher's perceptions on the best utilization of the Magazine

Indicators

- a) Use of the magazine – e.g., used in the library, personal collection, as teaching/learning aid/material etc.

4) Magazine's contributions in project specific objectives.

Strategies

- a) Content analysis
- b) Interview with school teachers.
- c) Interview with major distributors
- d) Interview/verification with Himal Association

Indicators

- a) Achievement against the project objectives – include the measures such as relevance, effectiveness, efficiency, impact, and sustainability

5) Teacher's perception on objectives and performance of the project.

Strategies

- a) Interview with school teachers

Indicators

- a) Relevance, effectiveness, efficiency, impact, and sustainability

6) Lessons learned.

Strategies

- a) Interview with school teachers.
- b) Interview with major distributors
- c) Interview with local vendors in selected districts
- d) Interview/verification with Himal Association

Indicators

- b) Relevance, effectiveness, efficiency, impact, and sustainability

7) Recommendations for improvement.

Strategies

- a) Interview with school teachers.
- b) Interview with major distributors
- c) Interview with local vendors in selected districts
- d) Interview/verification with Himal Association
- e) Interview/verification with SC office

Indicators

- c) Relevance, effectiveness, efficiency, impact, and sustainability

2.2 Sampling Strategy

Selection of sample follows partly purposive and partly representative procedure. It was partly purposive because the primary interest was to seeking views and concerns from school teachers and educators who have been the regular readers of Shikshak. Finding out locations with districts and schools with regular circulation of Shikshak magazine was thus purposive to some extent. It was also representative as considerations were given to make representative selection of districts from all development regions and also from the hills, mountain and the terai regions. Likewise, selection of schools from each district also followed, as far as possible, at least one from urban areas and one from rural areas within the district.

With these primary guidelines for selection, all 64 districts with Shikshak Magazine's circulation data was grouped into four clusters based on the number of its circulation. At least one district from each of the four clusters was selected so that there's a fair representation in terms of circulation of Shikshak magazine. The following points summarize selection of districts, schools, and teachers and distributors as sample for this evaluation:

- Five Districts – based on distribution/circulation (the highest first five)
- Three districts to balance Mountain, Hill and Terai distribution
- Altogether 8¹ districts - 4 from Terai, 2 from Hills and 2 from Mountains
- Altogether 32 schools – 4 schools from each district
- Altogether 96 school teachers – 3 teachers from each school
- 8 DEOs and 8 Book/Magazine sellers

Table 1: Circulation of Shikshak Magazine

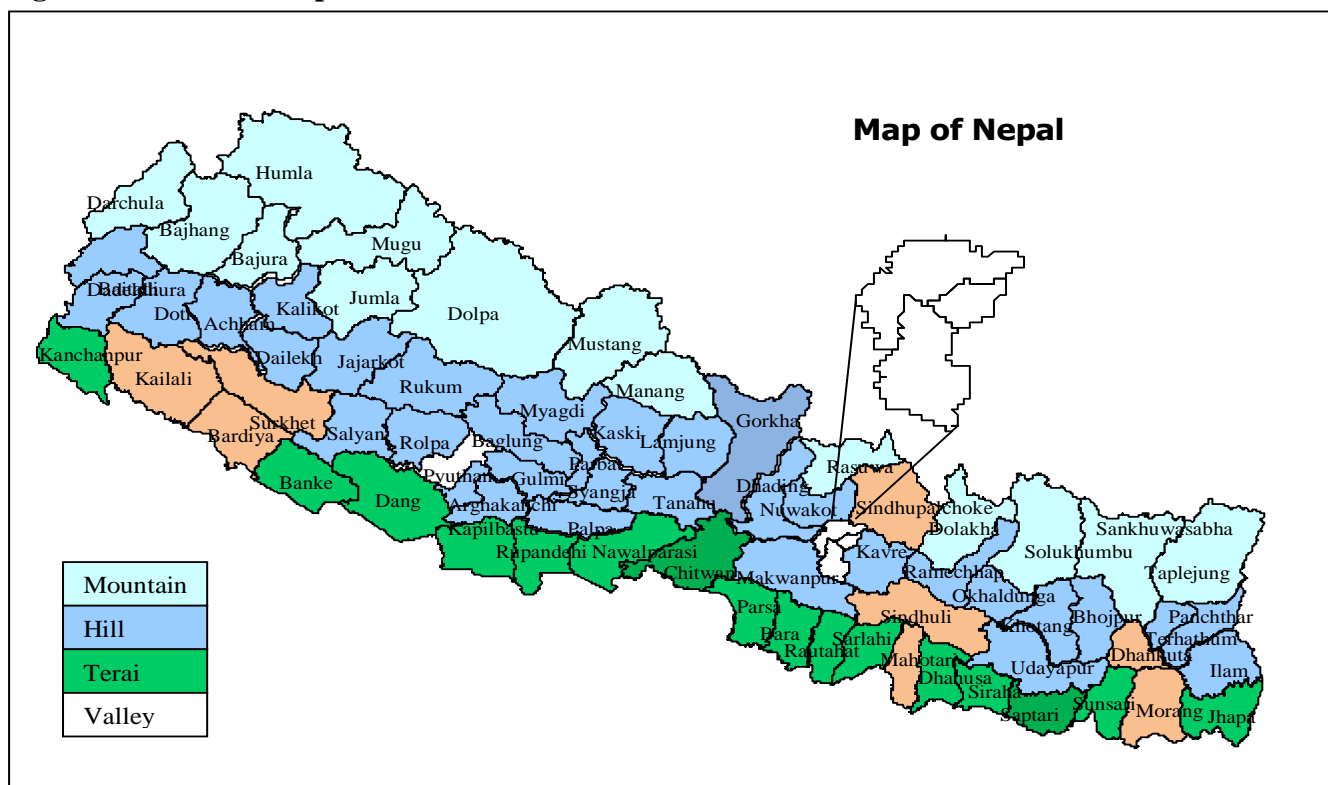
Cluster 1			Cluster 2			Cluster 3			Cluster 4		
Sn	Dist	Circ	Sn	Dist	Cir	Sn	Dist	Cir	Sn	Dist	Cir
1	Kathmandu	2120	17	Okhaldhunga	200	33	Parbat	100	49	Rukum	60
2	Morang	530	18	Udayapur	200	34	Sindhuli	100	50	Sankhuwasabha	55
3	Surkhet	450	19	Parsa	195	35	Chitwan	94	51	Bara	50
4	Jhapa	445	20	Siraha	190	36	Dolakha	90	52	Mahottari	50
5	Kailali	445	21	Pyuthan	182	37	Dhankuta	80	53	Salyan	50
6	Banke	325	22	Gorkha	180	38	Rautahat	80	54	Saptari	50
7	Bajura	320	23	Dhading	176	39	Solu	80	55	Sarlahi	45
8	Rupandehi	270	24	Bardiya	170	40	Gulmi	75	56	Jumla	40
9	Kaski	265	25	Syangja	160	41	Khotang	75	57	Kapilvastu	40
10	Tanahu	255	26	Bajhang	150	42	Nuwakot	75	58	Acham	20
11	Kavre	240	27	Dhanusha	150	43	Lamjung	70	59	Humla	20
12	Palpa	240	28	Sunsari	140	44	Arghakhanchi	60	60	Jajarkot	20
13	Kanchanpur	230	29	Ramechhap	124	45	Bhojpur	60	61	Doti	15
14	Makawanpur	220	30	Nawalparasi	115	46	Dadeldhura	60	62	Mugu	10
15	Baglung	200	31	Sindhupalchowk	105	47	Myagdi	60	63	Dolpa	5
16	Dang	200	32	Ilam	100	48	Rolpa	60	64	Terhathum	2

¹Please note: The team-leader made two attempts, but failed to reach Sindhupalchowk district due to strike called by transport entrepreneurs demanding closure of Syndicate System. Therefore the evaluation report is based on information collected from 7 districts only.

Sampled Districts

SC District		MWH	Surkhet	450	CH	Sindhuli	94	Mountain	1
Shikshak		FWT	Kailali	445	EH	Dhankuta	80	Hill	3
		MWT	Bardiya	170	CT	Mahottari	50	Terai	4
					CM	Sindhupalchowk	105		
			Kathmandu		ET	Morang	530		

Fig 1: Location of Sampled District



2.3 Tools development and finalization

Set of tools specific to evaluation objectives were developed and discussed with the Evaluation Advisory Committee (EAC) prior to its piloting in two schools in Kathmandu. The results of the

piloting were shared with EAC. Necessary modification in the tools and evaluation designs were made as suggested by the committee. The following, mostly semi-structured tools were developed and used for gathering information from sources appropriate for evaluation:

- 1) *Tools for school teachers* – School teacher’s perception with regard to the use and application of Shikshak magazine constitute primary set of information needed for this evaluation. The questionnaire basically focuses on their perception on the use and importance of Shikshak magazine including areas of concerns and their suggestions for improvement. Teachers were assessed individually with the questionnaire as well as also assessed in a group in the school.
- 2) *Tools for local distributors* – Major distributors in each of the sampled districts were assessed in terms of the circulation of Shikshak magazine. Their comparative views against other similar magazines were also assessed. In particular their recommendations for improvements were also helpful in many stances.
- 3) *Tools for DEO/PNGO* – District education offices were also assessed to receive their support in determining the status of Shikshak in the sampled district. The primary purpose of this assessment was to incorporate DEO’s personnel’s impression about the magazine.
- 4) *Interview guides to assess Himal Association and the Save Office* – Guides were also prepared to assess the objectives and strategies adopted by Himal Association for launching, marketing and sustaining the magazine.

2.4 Implementation strategies

The evaluation work was conducted in 3 phases making sure that all the appropriate steps are taken properly and timely. The first phase began with the preparatory as well as administrative works that included initial consultation with SC team for clarification of the concept followed by development of strategies and tools for the evaluation and its piloting.

The second phase was the heart of this evaluation as it involved the actual consultation, interaction and gathering information for the evaluation. Visit to the sample district and schools and interaction with school teachers and others were conducted in this phase.

The third and a final phase was writing the report itself and consultation with SC, Himal Association and other stakeholders for its validation. The results of this exercise helped produce the final report in its current form.

Phase 1: Preparation and development

- Preliminary consultation with the SC team for clarification of purpose and objectives of the evaluation

- Review of agreement document and several issues of Shikshak magazine
- Development of evaluation tools and strategies – shared with SC team
- Piloting of evaluation tool in schools in Kathmandu and Lalitpur districts.
- Prepared field plan for SC's approval

Phase 2: Fieldwork and Consultation

The team was split into two – one to cover the eastern region and another to cover the mid and far-western region. A research assistant was assigned to help locate schools, teachers, and the distributors in respective district.

Consultations were made with the staff at the District Education Offices, school teachers and head-teacher in three schools, and at least two distributors/stationery shop owners in each district. Three teachers were asked to fill-in the semi-structured questionnaire and were followed by a group discussion among school teachers in all sampled schools.

Phase 3: Verification and Report Writing

Based on the review of field work experience and initial analysis of findings, further consultation was carried out with the representatives of Himal Association. The consultation with the Himal Association team was helpful in further verification of the initial findings.

The Draft Report was submitted on 9th February 2011 to SC for review and comments. Prior to the submission of the Draft Report, sharing of initial findings/impressions was organized in SC Office at Nepalgunj and also at the Kathmandu office. Based on the feedback received during these consultations and also from concerned stakeholders, this final report has been prepared.

Limitations

The evaluation of Shikshak magazine was carried out in seven districts out of 75 and 21 schools out of 32,000 schools in the country. Limited samples selected for the evaluation may have some implications to generalize the overall findings and conclusions. However, the seven districts selected for the evaluation includes districts from east to the far western region and also from hills and Terai region. It was also noticed that the response have almost reached to a level of saturation as after a few consultations and interactions with school teachers and educators the

field team found repetition in their responses. Therefore, although the sample size is small, findings and conclusions are valid and can be generalized.

Chapter III: Discussion on Findings

The Context

The idea of publishing Shikshak magazine came at a time when the country was going through a painful process of social and political transformations. The result of 12 year long insurgency in the country was just being directed by historic peace accord signed among different political parties. Issues related to governance, integration of combatants, and restoring peace in the country had become the major national agenda for debate leaving most other critical areas such as education, health and welfare at the backburner. Needless to mention, the progress thus far have been the least in resolving national agenda. Nevertheless, the long and tedious transition process had left many school teachers and educators at bay as education was least in the priority of national agenda. Escalating frustration and depressed morality among school teachers and educators were high, for a number of reasons. Just to list a few, frequent closure of schools and academic institutions, regular threat to and extortion from school teachers, and looming uncertainty about career prospects were associated with growing frustrations. At such a time, the concept of reaching and boosting teachers' morale through Shikshak magazine was indeed a welcome move, but was equally challenging to establish it as credible endeavor.

Save the Children (then it was Save the Children, Norway) in collaboration with Himal Association (HA) conceived the idea of giving birth to a publication of a monthly magazine dedicated to education in late 2007. As a result, the first print of "Shikshak" magazine came out in the market in January 2008. However, the agreement between Save the Children and Himal Association was signed only in August, 2008. Since then the Shikshak magazine is being regularly published and distributed through its office established with key personnel, experts, and office support staff in Patan. From January 2008 till now, there were however three instances in the life of Shikshak magazine when it could not be published. The first issue that couldn't be published was in Jestha 2065. Subsequent issue that came out in Asadh was made a joint issue covering both Jestha and Asadh. The second issue that couldn't be published due to lack of funding support was in Bhadra 2065. The Kartic 2065 issue also didn't come out because of the delay in payments to support staff and due to Dashain festival which has caused many staff already left for their homes.

Discussion on findings

Discussion on findings is also organized in accordance with the 7 key thematic objectives as suggested in the terms of reference (see annex 1). In order to supplement the discussions, data analysis is presented in graphs and charts, whereas the data tables are included in Annex 4.

3.1 Overall distribution and selling of Shikshak Magazine

The agreement signed between Himal Association and SC indicates, under the “Scope of Partnership”, printing at least 15,000 copies of Shikshak magazine and reaching approximately 16,000 teachers and other concerned education persons. The agreement has also endorsed that each issue of Shikshak magazine shall be made available to all 75 districts.

The list provided by Himal Association (see annex 2) includes 71 districts with the name and address of distributors in contact in each district. HA claims that although there are no vendors in contact in four districts –Baitadi, Kalikot, Manang and Mustang – copy of Shikshak magazine is received regularly from the nearest districts and contact points.

While interviewing one of the distributors in Surkhet district, it was found that a group of school teachers from neighboring districts Dailekh and Jajarkot regularly come to Surrkhet to collect their copies. Likewise, discussion with the regional distributor located in Morang district revealed that several distributors in the region collect directly from its outlet. In Dhankuta district also, subscribers and booksellers from other districts collect their copies regularly. Thus, it is likely that Shikshak magazine has reached to all 75 districts.

The question of overall distribution and selling of Shikshak magazine is another issue, though. There are over 190,000 school teachers at basic level throughout the country. In view of the number of teachers in the country, 15,000 copy of Shikshak magazine is quite insignificant. Nevertheless, the list provided by HA indicates around 11,000 copies are distributed through designated distributors and vendors (see annex 3), while a few hundred are circulated through other means such as contact with NGOs and INGOs. Likewise, a few hundred copies are circulated as complimentary to organizations including SC and other individuals. Initially, the magazine was introduced in the market through circulation of complimentary copies to draw reader’s interest in the magazine, but it has stopped free circulation for sometimes now. The team believes that free and bulk distribution would only do more harm than benefit to sustain the

magazine as the readership and its circulation becomes largely dependent on the availability and interest of external support. Thus, as a sales strategy, bulk and free distributions have been discouraged by Shikshak team.

The HA has endorsed a zero return policy which is yet to be enforced in several areas. In media, it was told by media persons that, a return of up to 10% is quite normal and hence it is considered as no returns. In other words, if returned copies of the magazine are below 10% it is considered as 0 return. The HA team, nevertheless, admits that there may have been returns in the range of 20-22%. The management has made improvements in its contents and design since last year and the returns have substantially reduced. The start-up circulation had to utilize the networks of Himal News Magazine. Distribution of Shikshak Magazine to 64 districts, as listed on the last page of Shikshak magazine, has been made possible through Himal contacts. The main distributors of Shikshak Magazine in Biratnagar and Pokhara originally belong to Himal. Thus, Himal contacts have proved to be instrumental in reaching most of the districts with Shikshak Magazine within short time.

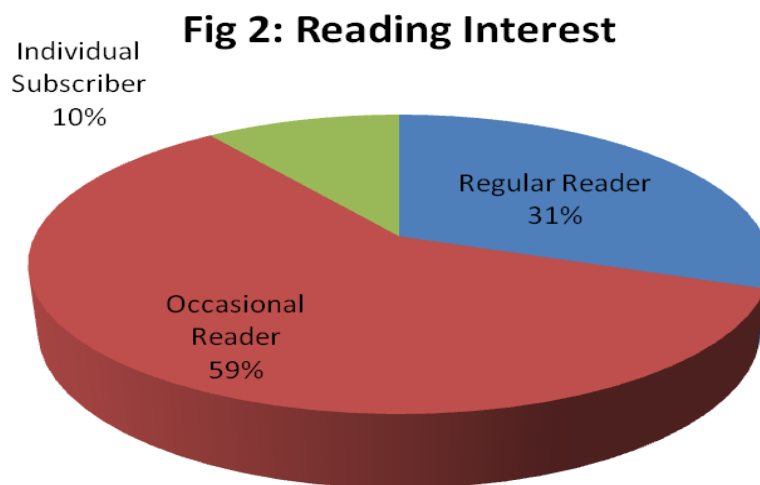
There's no agent in every district but the Magazine is available in all 75 districts. There's no agent in Mugu, for example, but the development agencies such as Care, CADE providing support to distribute Shikshak Magazine in the district.
Rajendra Dahal,
Editor, Shikshak magazine

The demand of the magazine is seemingly high as most teachers interacted in schools revealed that the magazine is usually not available easily. The reason that most teachers who were interested to read couldn't receive a copy is its low circulation. Copies of Shikshak magazine that districts receive ranges from a few copies (only 2 copies in Terhathum) to 2150 copies in Kathmandu district (Table 1). The list of circulation (in Table 1) enlists 64 districts. Out of 64 districts, 33 (50%) districts receive 100 copies or less; likewise 51 (80%) districts receive 200 or less copies of Shikshak magazine whereas, there are over 425 schools, in an average, in each district. As a result, one copy of Shikshak magazine is shared among teachers in school. There are about 32,000 schools throughout the country and even if all the magazines are sent to the school, less than 50% will be able to receive one copy. Considering these facts, printing and circulation of about 15,000 copies of Shikshak magazine is much less to cover schools and teachers in the country.

The magazine has one thing very much appreciable, that it arrives in almost all bookstores within the first week of each month. This has helped subscribers to collect their copies in a fixed time. Subscribers from neighboring districts and distant schools do not have to return empty handed as they know exactly when the magazine will be available at the book stand.

Readership and the sources of Shikshak magazine

Interaction with school teachers and readers of Shikshak magazine revealed that a majority of them (59%) are occasional readers and that only a marginal proportion (about 10%) of them are individual subscribers (Fig 2). The reason for higher rate of occasional readers is likely to be associated with the fact that the magazine is available in limited copies in districts and in schools (see Table 1).



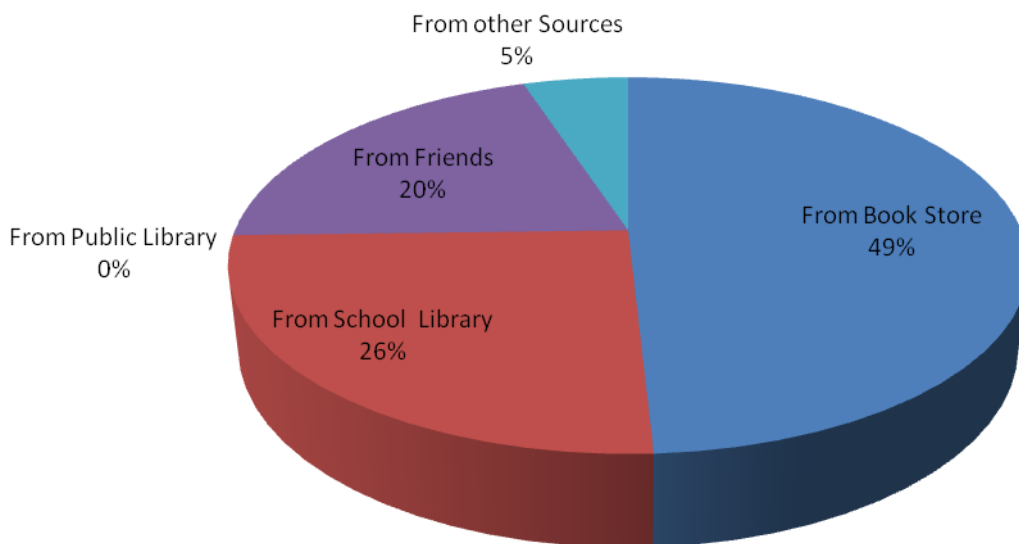
In a question where do most readers get their copies of Shikshak magazine, it is found that nearly 50% receive their copies from a book store (Fig 3). Since the number of regular individual subscribers is only about 10%, the higher percentage receiving copies directly from the book store include occasional readers. The teachers tend to visit district headquarter for variety of reasons and when Shikshak

I saw a magazine with a title Shikshak at a book store. I bought it and read it. I have made five schools in my area including my school to subscribe to the magazine. I personally collect it from Surkhet and deliver to all five schools.

A Secondary School Teacher
Saraswati Secondary School, Simghat-8,
Sahara, Surkhet

magazine is seen at the book stand, it is hard to resist not to buy it. Unavailability, of the magazine in their rural and remote areas confines these interested school teachers and educators to become an occasional reader. Moreover, lack of marketing and publicity of the magazine is another potential reason why not all readers go to the bookstore. Furthermore, it is also noteworthy to mention that the magazine was initially supported by SC and I/NGOs for its circulation directly to schools as a kick-off support.

Fig 3: Source of Shikshak



3.2 The content of the magazine as per the objectives of the project

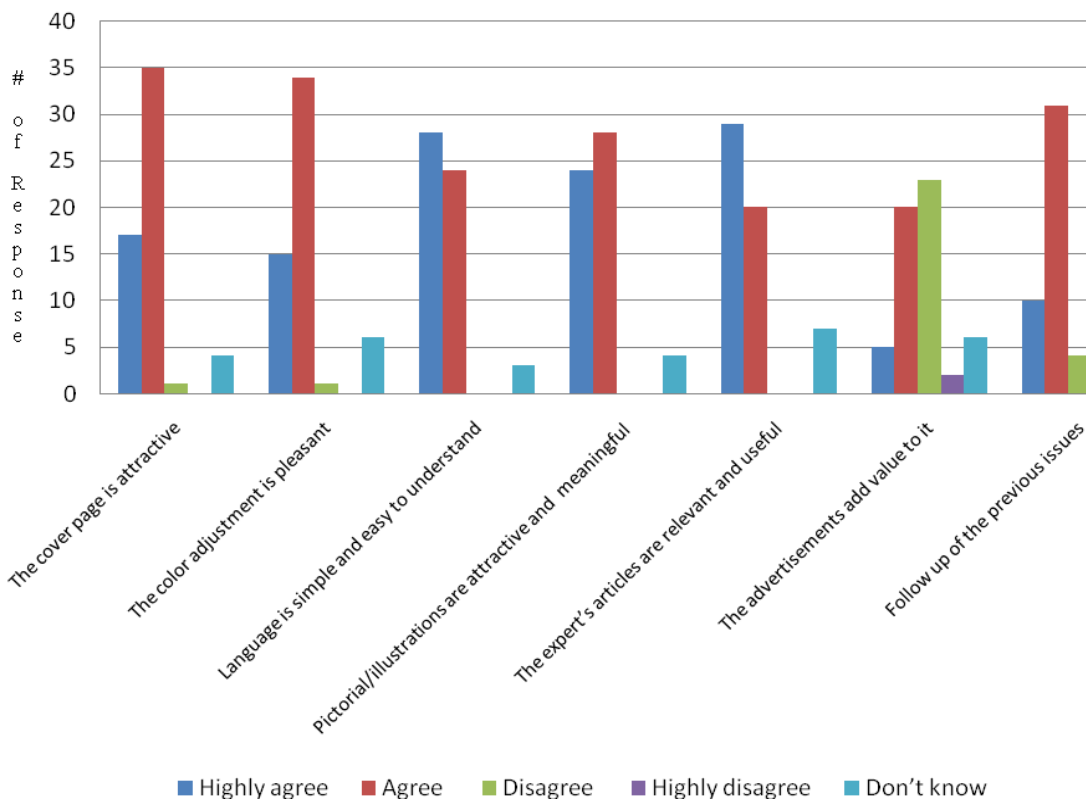
Improving teacher's performance in classrooms by equipping them with the skills and providing a platform for school teachers to exchange their lessons learned are the two primary objectives of the magazine. The quality of education reflected through improved learning achievements among students was expected as an outcome of this venture.

Contents of the magazine, as assessed among school teachers, is found to be relevant and inspiring (Fig 4). Essays and articles on subject specific teaching methods and materials development were highly received among school teachers. Specifically, English and Math subject related articles were found to be high on demand among school teachers.

Likewise, articles on teacher’s morale and disciplines, roles and responsibilities, and teacher’s best practices are highly rated among teachers’ circle. Teacher’s habit of using stick in the classroom has considerably reduced as an impact of Shikshak magazine. Teachers believe that articles that are most relevant for teachers, students and schools are properly sorted and are included in the magazine. However, the magazine rarely reaches to student and parents for reasons that its circulation limited to a few schools and libraries. Consequently, the use and contribution of Shikshak magazine to students and parent’s benefit is redundant to assess.

Majority of school teachers believe that articles and coverage of the magazine is appropriate and useful for teachers, students and parents. In particular, coverage of latest change in education act and regulations are well covered in the magazine (Fig 4).

Fig 4: Journalistic Quality of the Magazine



The above illustration (Fig 4) reveals that almost all of the respondents agree that experts’ article is relevant and useful, language is simple and easy to understand, and pictorials and illustrations in the magazine are attractive and meaningful. Likewise, a significant majority have also agreed

that the cover page is attractive and its color adjustment is pleasant. Quite a large number of teachers disagree that the advertisements would add any value to Shikshak magazine.

Results of the table below (Table 1), however, shows that policy level information has been covered more (28 count) than other subjects in the magazine. The less covered areas are “dialogue between teachers and community” and “teachers –students’ relationship”. Providing a platform through Shikshak magazine for dialogue between teachers and community and between and among teachers is one of the primary objectives of the project. In this respect, content analysis however reveals that this particular purpose – the purpose of providing a platform for dialogue and interactions between and among teachers and teacher and students has not been met satisfactorily.

Table 1: Analysis of Contents in Shikshak Magazine

Columns	Dialogue between teachers and community	Increasing teachers skills and capacity	Increasing respects to the teaching profession	Teachers-students relationship	Policy level contents	International practices	Total
Volume 2064 Fagun							
Editorial	1						1
Expert article							
Opinion/experience			1		1	1	3
Report	1				1+1		4
Discussion							
Analysis			1				1
Classroom		1					1
Research findings							
Volume 2064 Asar							
Editorial					1		1
Expert article		1			1		2
Opinion/experience			1	1	1+1	1	5
Report					1+1+1		4
Discussion							
Analysis							
Classroom		1					1
Research findings							
Volume 2065 Asoj							
Editorial			1				1
Expert article					1+1		2
Opinion/experience			1+1		1+1+1		5
Report			1+1		1+1+1		5
Discussion			1				1
Analysis							
Classroom		1+1					2
Research findings							
Volume 2065 Fagun							
Editorial			1				1
Expert article							
Opinion/experience		1+1		1		1	4
Report		1	1				2
Discussion							
Analysis							
Classroom		1					1

Research findings							
Volume2066 Magh							
Editorial			1				1
Expert article					1	1	2
Opinion/experience					1		1
Report			1+1		1		3
Discussion							
Analysis					1		1
Classroom		1+1					2
Research findings							
Volume2066 Chaitra							
Editorial		1					1
Expert article		1					1
Opinion/experience		1					1
Report					1+1+1		3
Discussion							
Analysis					1		1
Classroom							
Research findings							
Total	2	14	14	2	28	4	64

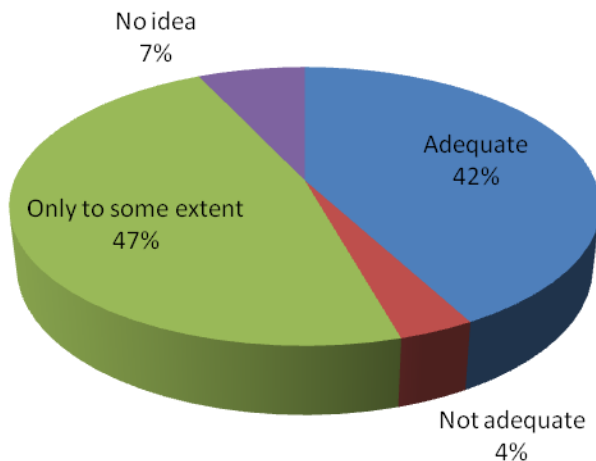
Contents that would potentially help to increase skills and capacity of teachers, such as preparing action plan for an interactive classroom, developing materials for use in the classroom, applying different intuitive methods, and the use of technology are found at moderate level with only 14 results in 8 issues of Shikshak magazine analyzed. Likewise, contents that would potentially help to restore prestige of teaching profession are also found to be at moderate level with only 14 results in 8 issues analyzed. The contents regarding information on international trends and practices of education are found to be much less covered.

Content analysis (Table 1) thus indicates that the magazine is focused more on policy information and is less oriented towards increasing skills and capacity of teachers in teaching learning process. The magazine should have balanced its contents fostering dialogue between teachers and the community, building teacher student relationships and creating a platform for teacher student interactions. Content analysis revealed more than double the contents on policy related matters than those that are directly related with improving teaching and learning skills among school teachers.

What is most important here is that teachers and stakeholders acknowledge that they have found it convenient to update change in education policies by just reading Shikshak magazine. This brings at least one very strong reason for teachers and educators to find the magazine and to read it. The next step is to balancing its content so that teachers and educators find other matters equally useful and appropriate for use in the classroom and also in enhancing their skills and

capacities. For this particular reason it can be argued that the investment on Shikshak magazine is making its impact although slowly but certainly.

Fig 5: Volume of Investigative and research Based Content



With regard to educational contents in Shikshak magazine, about 51% (47+4) of the respondents believe that investigative and research-based educational contents in Shikshak magazine is limited. On the other hand, 42% of the respondents believe that investigative and research based contents are adequate (Fig 5).

Shikshak magazine, except in its few issues, cannot be used fully as a teaching and learning material. However, the magazine is good as it is. There are different materials available in the market that can be used as reference material in the classroom. We want to see it developed as a magazine which is informative, explorative, and is focused on teachers' issues.

Focus Group Discussion with a group of school head-teachers in Bardiya.

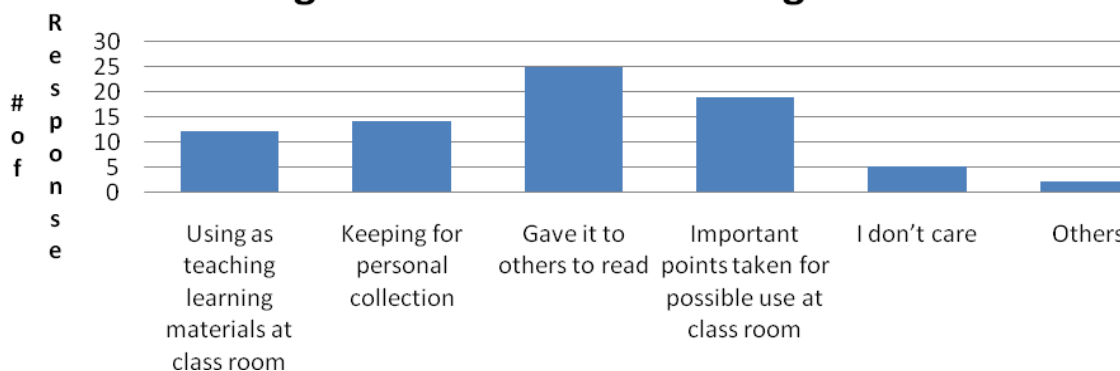
3.3 Utilization of the magazine by the teachers

Use of Shikshak magazine as reference materials was found to be relatively limited compared to other uses of the magazine (see Fig 6). It was, however, admitted that Math related articles published in the magazine with examples and tips provided for teaching in classrooms were highly useful. Although this was exclusively the teacher's expression, whether or not students also had similar feeling was not assessed for reason that the magazine has yet to trickle down its

contents and focus from teachers to parent and student level. Apart from a few cases, most teachers in a focus group discussion expressed their views that the magazine has yet to be developed in a way that it could be used as teaching materials. At the same time, it is noteworthy that a significant majority of teachers fear that the magazine might lose its exuberance among readers if it is developed as classroom teaching and learning material. It is good to be a magazine covering contemporary issues, be informative, explorative, and serve the diverse reading needs of teacher and educators.

As over 45% of the readers tend to use school copy or friend's copy (Fig 3), reading for knowledge update is the primary use of the magazine. Schools and teachers who have been regular subscribers have mostly kept the copy in their libraries.

Fig 6: Utilization of the Magazine



3.4 Contribution of the magazine

Focus group conducted among school teachers have pointed out several important areas where they have felt that the magazine has made contributions in their profession by increasing the knowledge. Such areas include:

- Acquiring knowledge on the latest teaching methodologies
- Learning from the experiences of teachers
- Gaining ideas on how to handle the classroom during the teaching of difficult topics
- Acquiring knowledge on teaching skills through investigative articles and contents
- Being informed about the trends and practices of teaching in other schools
- Learning from readers suggestions and comments to the teachers
- Reading contents that help for better teaching practices
- Learning from the stories, poems, gossips that are related in improving the teaching skills
- Following the teaching practices that have been adopted by successful schools

- Being informed already about the possible hurdles in the class room during the time of teaching difficult topics
- Learning the techniques and methods for student's evaluation
- Learning mathematics formulae
- Developing positive thoughts in teaching learning process with the help of the contents of the magazine
- Learning student friendly way of teaching

In areas of skills as well Shikshak has made several contributions. The following response was helpful to trace out those contributions:

- Student centered and participatory model of teaching
- Interesting and humorous way of teaching
- Pleasant way of teaching
- Teaching through stories, games, pictures and from other entertainment ways
- Way of addressing students with respectful manner and practicing non-violent punishment
- Various options to keep control over students other than corporal punishment
- Difference between parroting and real understanding of the lesson for students

The areas of contributions and skills listed above, in fact reflects almost all of the major areas that are usually a concern among teachers. While it can be genuinely argued that the magazine has covered whole lot of many different areas in its contents from its first issue to the latest ones, these contributions are limited among teachers and educators who have had access to the magazine and read it regularly.

Moreover, given the fact that quality of schools and teachers across the country vary greatly and that quality concerns are different from one school to another, improving quality of education through introduction of Shikshak magazine appears to be rather an ambitious venture. It is more so especially in a Nepali school culture where teachers have yet to develop the reading habit. Secondly, and most importantly, distribution of the magazine is limited to less than 10% of the teachers. In this backdrop, it is less prudent to claim any particular change in teacher attitude due to the magazine.

3.5 Teachers responses on the objectives and performance of the project

It is quite obvious that school teachers did not know about SC's support to this project as it was not propagated by any formal means to let the school teachers know about collaborations

between SC and Himal Association. Editorial in the first issue of Shikshak magazine (January 2008) did have acknowledged SC's support and collaboration with HA. But this issue, being the first issue of Shikshak, apparently reached to accessible areas only and to a few who did have access to its first copy.

All of the teachers interacted during evaluation learned about SC's funding to Shikshak magazine upon the team's information. Hence, project performance has been assessed through their perception on Shikshak magazine as to how they value this investment.

In a question as to how they would like about spending this contributions from SC to Shikshak magazine, teachers were found to have common reflections that the support to Shikshak should continue. The responding teachers believe that this is the only magazine dedicated to teachers and education and therefore its continuity is essential. There were a number of suggestions given to improving Shikshak magazine, but no one was found to have any different opinion against its continuity. Among various suggestions given, distribution of Shikshak to all schools and if possible to all the teachers were the most common response.

Teachers have provided the following response in favor of Shikshak magazine which is also the reason for their interest to continue reading it:

- Qualitative contents
- Teacher's forum (To express and exchange their opinions, problems and grievances)
- Inclusion of teaching methods
- Restore respects of the teaching profession
- Student friendly contents
- Wide knowledge on education sector
- National and international information on teaching and teachers
- Being a monthly magazine totally concentrated on education
- Intellectual materials and expert opinions and articles
- Information about policy level decisions on education sector
- Enhancing student-teacher relationships
- Interactions on teaching issues
- Contents about professional rights and duties of teachers

INGOs and NGOs have regularly fund to improving quality of education with different program and activities. Shikshak is quite different and a unique approach. It is dedicated to teachers and we feel proud to be a teacher when we read this magazine.

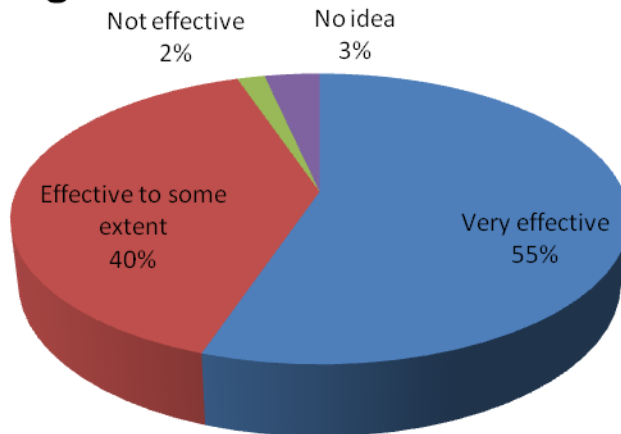
*Focus Group Discussion with
Schoolteachers
Sukra Higher Secondary School
Taratal, Bardiya*

The District Education Office staffs on the other hand have different reasons to count high on Shikshak magazine:

- Discussions and debate on educational issues at national level
- Interaction among policy level officials, teachers and stakeholders
- Bridging between teachers and policy level officials (national, regional and local level) on education
- Means of providing qualitative education through enhancing teacher’s capabilities
- Help teachers to teach students in better way
- Exposure (revelation) of issues and facts related to teachers and teaching profession

School teachers are almost divided when it comes to the effectiveness of Shikshak magazine. It was explored whether they feel that the magazine has effectively served the purpose of providing a platform for school teachers and educators to exchanging their views, lessons and best practices. About 55% of them believe that it is very effective in meeting the purpose whereas 40% of the teachers believe that it is effective only to some extent. About 2% have had strong feeling that the magazine is not effective (Fig 7).The reason for being not effective was linked with its limited circulation and coverage being dominated by Kathmandu valley related contents.

Fig 7: Effectiveness of Shikshak

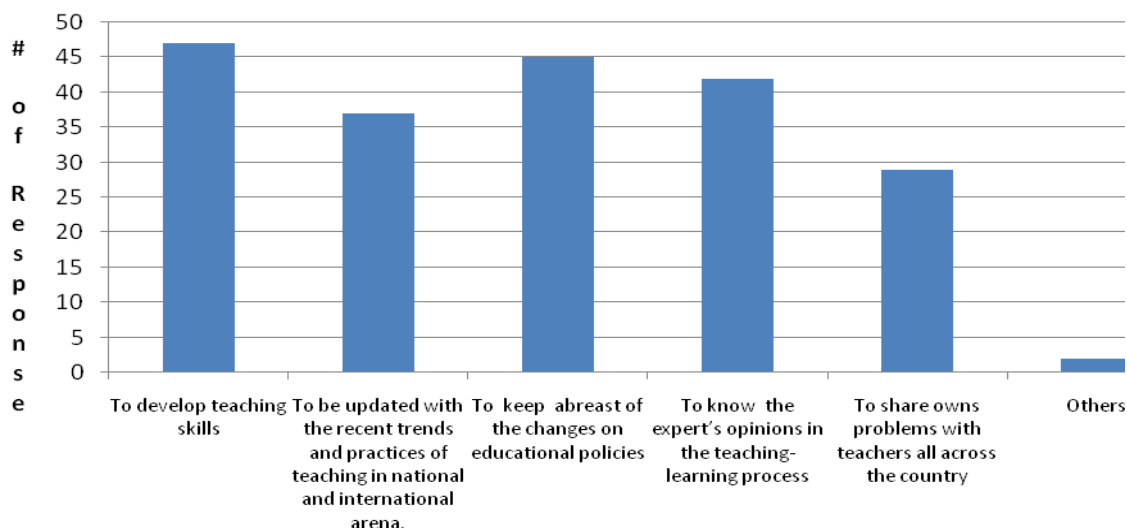


3.6 Key achievements and areas to be improved

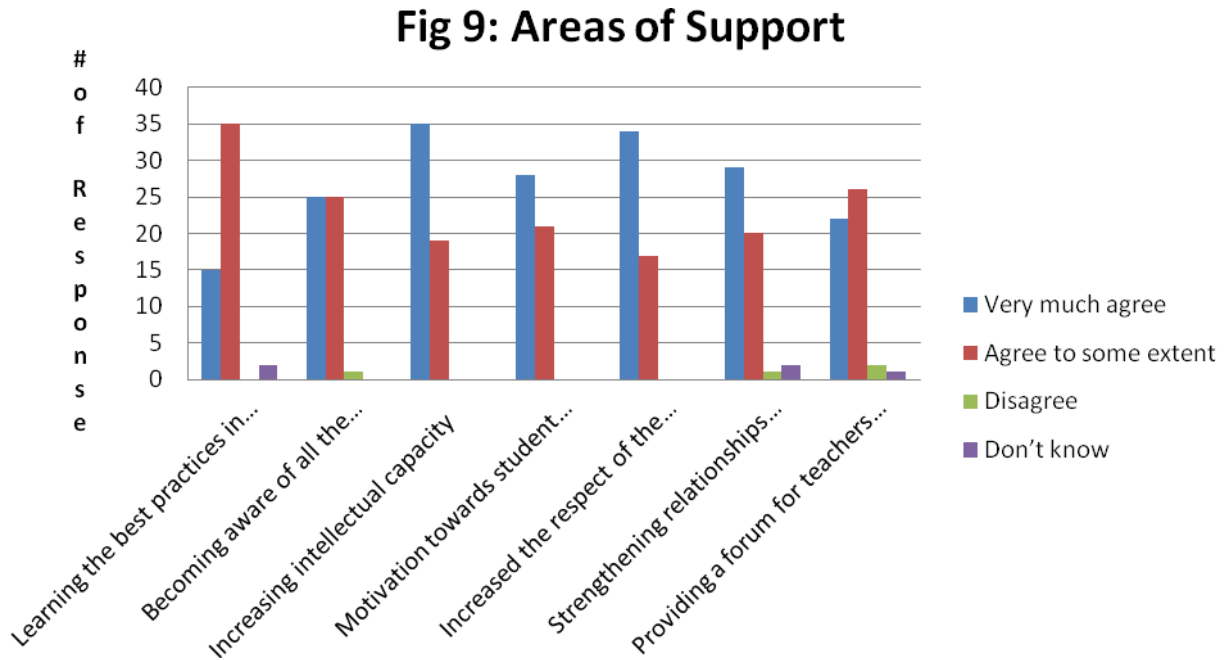
Through interaction with school teachers and readers of Shikshak magazine it was found that teachers and educators, who have read Shikshak magazine once, have come back searching to read it again and again. This trend suggests that, limited circulation and limited marketing has caused many school teachers and educators to remain unaware about this magazine. Quite a significant number of teachers and educators who are now regular readers are found to have seen the magazine for the first time in a book store to their surprise. As the title was related with their profession, they bought it with curiosity and read the magazine. This reminds lapses on the part of marketing Shikshak magazine.

In a question as to why school teachers read Shikshak magazine, a mixed response were found. Among variety of reasons mentioned, developing teaching skills was found to be the most important reason followed by keeping abreast with changes in education policies (Fig 8). However, this reflection contradicts with content analysis and earlier reflections made by same teachers. Using Shikshak magazine as a platform for sharing issues and lessons among teachers was although mentioned as one of the reasons, it was found to be among the least preferred reasons. Since it is one of the objective areas of Shikshak magazine and both content analysis and teacher's response have also provided this as least covered area, there's a need to improve the magazine to developing it more like a platform for dialogue.

Fig 8: Reasons why people read Shikshak

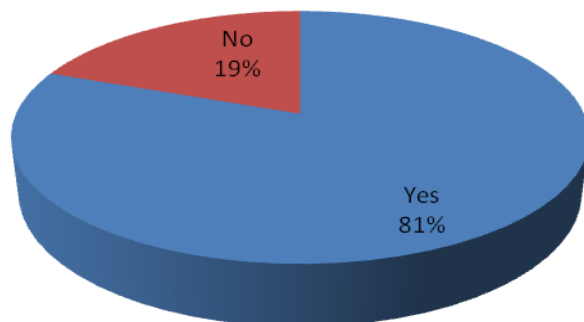


The area where Shikshak magazine has made significant achievement is in enhancing intellectual capacity among readers and in developing respect to teaching profession. Changing teachers' attitude towards and making teaching and learning student friendly is another significant achievement that the magazine achieved among teachers who have read it (Fig 9).



With regards to learning skills from Shikshak magazine over 80% of the teachers believe that they have learned some form of skills (Fig 10). This findings also suggests that there are areas to be improved in the magazine

Fig 10: Specific Skills Learned



Other Emerging Issues

While earlier discussions have focused more into objective areas of Shikshak magazine, the section below describes issues identified by teachers and educators during the course of interactions. These issues are equally genuine and might have significant implications on achieving the overall objectives of the magazine.

Kathmandu Domination

Some of the school teachers categorically pointed out that the contents in the magazine are heavily dominated by Kathmandu valley. Their argument was that articles collected from teachers and expert almost always comes from people living in and around Kathmandu valley. Stories of schools and teachers included in the magazine are usually from Kathmandu valley. This trend has given rise to feelings as if there are no best practices or lessons that can be learned from outside Kathmandu valley.

Collection of articles

Some school teachers claimed that their articles were not published in the magazine and as a result they are discouraged from writing any further in the magazine. The response from Shikshak magazine team was that each issue of the magazine carries a special theme and that articles are called in advance to meet the special theme. In case the article arrives late then it is difficult to include it in another issue as it becomes irrelevant to the theme of the new issue.

It is found that school teachers and educators willing to send their articles have to rely exclusively on the post-office mail system. Although, the post-office system has significantly improved its efficiency in recent years and that the delivery is quite timely, there is however still some sort of disbelief among people with this system. Nevertheless, a collection center at each district would have made collection of articles and best practices lot more convenient for those interested to sharing their experience.

Screening of articles

Selection of article to be included in the magazine is done by a professional team of journalists and support staff at the Shikshak magazines' office. Most articles and stories published in the magazine are obviously related to education and schooling as it is the primary purpose of the

magazine. However, the panel that does the screening for selecting articles consists of journalists which may or may not have the taste that an education expert would have. Thus the need to have an educational lens while screening essays and articles is also deemed necessary. It was found that the Shikshak team seeks technical support from education experts at times of screening and selecting articles for publishing.

A long-term vision and planning

The magazine by now, as per the agreement between SC and HA, should have become self-sustained. But the reality is that it is running at loss in its every issue. The magazine has gradually improved over the years in its contents and presentation. However, these improvements would have been more productive had these been followed through as planned activity. The agreement signed between SC and HA does not specify, other than its sustainability, as to what after three or five years. A perspective plan for making Shikshak a nationwide magazine would have guide the next course of actions.

3.7 Suggestion for making the publication self-sustainable

Management

Management and marketing of Shikshak magazine has been found to have significant lapses. While the objectives of the magazine is to reaching all 75 districts including most schools and teachers in country, the management however has no extension with its branch or outlets to support in the region or at the district level.

From the field experience the demand for Shikshak magazine is found to be quite huge. In Kathmandu valley alone there are over 15,000 teachers (including institutional school teachers). Planning to reach these teachers would bring the current stock of Shikshak magazine consumed in the valley alone. Therefore, significant and visible effort from Shikshak team in promoting its subscriptions even within the valley is lacking.

There are a few schools in Kathmandu which has made decision for all its teachers to become regular subscriber of the magazine. It was reported by Shikshak team that every school in Baitadi district has subscribed to Shikshak. These are just a few examples that demonstrate interest of

schools and teachers to subscribe the magazine. What it appears to be lacking is the plan and strategies to reaching every district, every school, and possibly every teacher.

The management of Shikshak magazine has been changed from its earlier management under the Himal Association. It is being managed since last year by an independent cooperative – Gyan Bigyan Shaikshik Sahakari Sanstha Ltd which has 45 members that also includes school teachers. Among others, publication of Shikshak magazine is one of the activities of the cooperative. A seven to nine member executive committee manages the cooperative including timely publication and distribution of Shikshak magazine. Yet, reaching to all 75 district and most schools in the country is seemingly not possible with the current centralized arrangement.

Teacher believe that creating district chapters by involving school teachers, educators and distributors in each district for: a) collection of articles, educational issues, and best practices, 2) conducting monthly discussion/interaction sessions, and 3) distribution of the magazine to all schools and educators interested; would substantially improve magazine's objectives as well as its sustainability.

Expansion of cooperatives to regional and sub-regional would be required to keep up with the objective of Shikshak magazine and to reaching all 75 districts with reasonable size of its circulation. Moreover, the expansion of cooperatives into districts or at least to regions would also help in collection of relevant articles for the magazine.

Marketing

Expenses thus far incurred in publishing Shikshak magazine include large sums, close to 70% spent on production costs. No investment has been made on the publicity of the magazine. Although some jingles are aired by about 30 FM stations and by 4 national televisions, payments to them, according to Shikshak team, are yet to be made. In most cases there is collaboration between Shikshak and FM/TV stations for exchange of platform for publicity. Shikshak has recently entered an understanding with Republica for exchange of platform for publicity. As a result, Nagarik daily has started to include small advertisement of Shikshak magazine. This kind of collaboration is likely to benefit both publishers in the long run.

The target group and potential readers are found to have come to learn about Shikshak magazine by chance and through their peers who have read it. Thus the publicity of Shikshak magazine is

likely to enhance its demand among schools and teachers. This may, however, not resolve the issues related to its overall cost and price per copy of the magazine. Thus, another important aspect of marketing is to attracting business house/corporate for advertisements. Advertisements could form a good source of income to sustain the magazine.

Unlike many other similar publications in the market such as Himal, Nepal, Samaya, etc, Shikshak magazine has strictly controlled its advertisements to a limited number and that too, except in one or two cases, are related to educational matters. Unfortunately, the cost of the magazine usually depends on number of advertisements it has. As a result, the cost of Shikshak has increased twice in the past. The Shikshak team believes that advertisement would distract reader's interest and is also against the intent of this magazine. The results of a focus group among school teachers also revealed their perception that unrelated and unnecessary advertisement would adversely affect credibility and trust that Shikshak magazine has earned.

While the market of Shikshak can grow substantially, there's the need to think seriously about ways and means to expanding its coverage and to maintaining the quality and cost of the magazine. Potential areas to venture lies within the domain of advertisements, however to maintain the quality and credibility, it is crucial that the advertisements are selected exclusively on the basis of its educational intent. Teachers and educators have also suggested to including advertisements related to educational materials, training, and orientation programs and so forth.

Making an alliance with district education office, NGOs and INGOs at the district level for their contribution and involvement in development and circulation of the magazine might also help improve its ownership and sustainability.

Scope of Shikshak Magazine

Shikshak magazine has focused more on basic education and that its coverage almost always is about community schools. Although in one issue of the magazine a cover story about private school was published and there were also few articles included about secondary and higher secondary schools, there's still the need to make it a balanced magazine. Expanding scope of Shikshak magazine to include school education covering both community as well as institutional schools would increase its target group and also enhance its sales. Teacher in community schools raised their concerns to learn about what makes private schools so much cherished among

parents and guardians and what is it that a community school cannot do. Teachers also offered that there are many things that private schools can also learn from the experience of public schools. Thus, it was suggested that the magazine should also include more balanced examples and experiences from private schools as well.

A pragmatic discourse whether the magazine is “for the teacher” or it is a “teacher’s” magazine is likely to bring more interesting debate. A few teachers who were more interested in the debate brought interesting points that, calling it a “teacher’s” magazine might impart a wrong message as if the magazine is run by teacher unions and soon this may be tainted politically. Likewise the concern made by a few that, “for the teacher” might also limit its reader’s circle into teachers only. The reflections were largely in agreement that the name of the magazine “Shikshak” itself is good enough and is balanced. Making a label on it with “for the teachers” or a “teacher’s” magazine is of no great concern.

Initial capital to sustain Shikshak Magazine

The initial capital required for making Shikshak self-sustainable was estimated to be around NRs 40-50 million at the face value of 2008 market price. These funds were estimated largely to pay off the establishment costs that include management and setting-up work environment; production costs that tend to incur mostly on paper, printing, and distribution costs; and initial running capital that includes marketing, publicity, and to manage funds to running credits with distributors.

Shikshak magazine is currently running at a loss of about NRs 15-20 per copy which adds up to about NRs 200,000 per month. This is a huge sum for magazine like Shikshak to manage and to survive. Broadly speaking, there are generally two likely options that require to be assessed finding ways to keep Shikshak running: a) bringing down the cost of production, and b) finding ways to increasing income from the magazine.

In the first option, bringing down the production cost is rather impractical as the demand for Shikshak is much higher and reaching more school and teachers will require printing more copies of Shikshak. Printing more copies will only add up printing cost and the loss per copy. There is, however, one possibility of cutting down the cost by quite a significant proportion. Cost of paper and printing are the two major cost items in publishing. Buying paper in bulk, for

example to supply for the entire year, through Letter of Credit (LC) would save at least 20% of the cost in current market price. Shikshak is currently buying required paper from local market. In simple terms, 20% savings in paper would minimize the cost of the magazine by about 7 rupees per copy. This would be huge savings to cut down the production cost. However, this savings is possible only when investment capital is made available to open LC to procure paper. An initial investment of NRs 10 million would be required to open the LC which will bring down the loss to Shikshak by almost 50 percent.

Since Shikshak is a non-profit and service oriented magazine, increasing income by significant proportions is less practical. However, by increasing its circulation and by introducing some marketing schemes it is possible to attract large corporate and business house for advertisement. This will bring extra funds to cover the remaining loss in the magazine and to become sustainable. However, this will also require additional costs to increase number pages from current 64 to at least 72 pages to adjust advertisements in the magazine without compromising on the contents. Adding extra 8 pages in the magazine would tentatively require initial capital of about NRs 5 million to keep it running.

Maintaining Shikshak's credibility in the market is much crucial to sustain regularity of advertisement from trusted businesses and enterprises. Thus far, Shikshak has spent nothing on marketing and publicity. This will require fulltime input of marketing professionals and cost of publicity. The cost of the marketing professional and publicity would come around another NRs 5 million.

Thus, altogether, one time initial capital investment of about NRs 20 million is not only required to ensure Shikshak's regularity but will also make it self-sustainable. It was learned from Shikshak team that a proposal with detailed costing for one time initial capital investment was submitted to SC for consideration. The evaluation team believes that Shikshak is now at a crossroad. In the one hand, it has gained considerable popularity among school teachers and educators with it huge demand, while on the other there is the need to inject initial capital to sustain the magazine. The investment is also required not just to sustain the magazine but also to fully benefit from the gains that the magazine has earned during last three years.

Chapter IV: Conclusion and Recommendations

This section is also organized to follow the same objectives as listed in the Terms of Reference to making conclusions. These conclusions and recommendations are largely drawn from previous section – discussion on findings.

4.1 Conclusion

Objective 1: Distribution and selling copies of the magazine

Printing of only 15,000 copies of the magazine, in the first place, is much too less in view of about 190,000 school teachers throughout the country. With only 15,000 copies of the magazine bringing change among school teachers and improving the quality of education at large is in itself an ambitious venture.

The Shikshak magazine has reached to all 75 districts through dealers and other means but the number of copies that the district receives, except in a few districts, is very much negligible to count it for making any significant impact on the teaching and learning improvements in the district.

What is most promising about Shikshak is that the magazine usually arrives within a week of its publication and that most subscribers get a copy at their expected time. This is something can be maintained to build the magazine's trustworthiness among its readers. However, the more important concern is again about how many teachers actually have the access to read it. While the price of the magazine is a concern to some teachers, the reading habit among school teachers is another concern that has not been assessed seriously. Many teachers especially in junior grades have very low level of reading interest.

Objective 2: Contents of the magazine as per the objectives of the project

Although the quality and contents of the magazine is found to be generally acceptable among teachers and educators, the analysis of the contents shows that there are very few contents that could help to motivate teachers to improve the teaching learning process in the class room. The contents that could actually aid to teaching and learning in the classroom need to be enhanced are much less covered and are only periodically included.

The expert's articles and the contents of the magazine has focused more on education policy and relatively less on improving teacher's skills helpful in teaching and learning. However, the magazine has been fully successful to aware teachers about the changes in education policies as there are enough contents regarding it. As a matter of fact, teachers have appreciated content of policy changes in the magazine as it has become an easy source to update policy changes in education in the country.

The scope of the magazine is limited as it mainly includes community school and focuses mostly on primary level only. This is mainly because the objective of the magazine is to boost the quality of education in public schools. Nevertheless, the frequent coverage focusing on public and primary schools has left out an important section of school education such as the secondary and higher secondary level and also the role of private sector in school education.

Objective 3: The Utilization of the magazine by teachers

The objective of the project was to utilize the magazine as a teaching and learning aid in classrooms. Unlike the intended objectives, utilization of the magazine is limited to reading for knowledge upgrade. Nevertheless, teachers didn't like to see Shikshak being a teaching and learning material but rather wanted to see it being more informative, explorative and interactive magazine with national and international exposure on various teaching and learning practices.

There's an apparent conflict in this objective, for example, being a magazine it has certain characteristics to maintain and on the other hand making this a teaching and learning material would lose readers' interest to upgrade self knowledge and being acquainted with new knowledge. Thus the magazine is good as it is with improvements in several areas as recommended.

Objective 4: Contribution of the magazine

There is no denying that the magazine has made significant contribution but in many different ways than it was anticipated by the project. The primary contribution of the magazine was expected to be in the quality of education. For two reasons these contributions cannot make sense to be measured: a) the magazine has only been in circulation for slightly over three years now. It would be premature to assess any significant impact on the quality of education in just three years as the quality in education is a long term and a is a moving target, 2) the circulation of the

magazine is limited to 15,000 copies which is less than 10% of the total teachers in the country and that not all copies are read by the teacher. In this backdrop, making any judgment about its contribution to improving the quality of education would be impractical as well as less pragmatic.

The most important contribution of Shikshak is that teachers have felt self pride to find a magazine that is dedicated to them, about their roles in the society. It has boost teacher's morale to by giving recognition in the society. Teachers and educators have found a magazine that is all about their profession and for which they feel proud about it and feel that the magazine has helped to raise teacher's pride. Those who have read it once have returned to read the magazine again and again. In this respect the magazine's contribution is quite significant.

Objective 5: Teacher's responses on the performance of the project

Teachers and educators did not know about this project until the research team revealed about SC's support to Shikshak magazine and the purpose to support it. Nevertheless, it has come very strongly from the teachers that, whatever the purpose there may be, the magazine must continue. Teachers believe that there are many I/NGOs and donor agencies supporting regularly to the development of educational activities in Nepal, but this has been a unique kind of support which has focused on teachers' issues and has raised teacher's morale. In this respect, the performance of the magazine can be considered quite satisfactory.

Objective 6: Achievement and areas of improvement (suggestions)

Conclusions made earlier under objectives 4 and 5 has also highlighted sufficiently about the achievements made by Shikshak magazine. Enhancing intellectual capacity among teachers is one of the noteworthy achievements that would eventually help improve teaching and learning in school. Likewise the magazine has also helped bringing change in teachers' attitude in making teaching and learning a child friendly activity.

Several issues that have emerged are related about the contents in the magazine which is considered as highly concentrated in and around Kathmandu valley. There's no system for collection of articles at the district level other than through post-office, which has been less trustworthy among potential writers and interested teachers. Screening of articles for the publication is done by a group of journalist whereas educational perspectives in the magazine is

lacking. Likewise, periodic improvements made in the Shikshak magazine have not been guided by a long term planned strategy.

Objectives 7: Suggestion to make the publication self-sustainable

In view of growing demand for Shikshak magazine throughout the country, increasing its circulation does not appear to be a big issue. However, what is most lacking is its planning and management supported by a strategic marketing schemes. Even at the current level of production and although the returns of the magazine has come down significantly at marginal level, the fact is that at its current level of production, Shikshak is never going rise to a level of breakeven point. Reaching at the breakeven point would require, according to Shikshak teak, at least 25,000 copies to be in circulation with additional but reasonable amount of advertisements. While there's a need to increase its print to reaching more teachers and school, printing more copies would also increase the loss per copy. In order to make it self-sustainable, there's a need to balance it with strategic marketing schemes and collaboration with the Government and non-government actors for educational related advertisements and support.

The changed management from Himal Association to Gyan Bigyan Cooperative appears to be committed to making Shikshak magazine to last longer and be the magazine of the nation in education sector. The new management believes to have the capacity to run the magazine by adopting different schemes. The magazine has, in a rather short period, rose to a level where the target groups all over the country have slowly but surely learned about Shikshak and have felt proud about it. It will take few more years to become nationally recognized and a useful publication among school teachers and educators.

Apparently, there is a funding gap at this very moment for pushing the magazine to rise at the breakeven level. The magazine is currently running at a loss of about NRs 15-20 per copy. Making up these losses are critical to sustain the magazine. It is likely that a one time capital investment of about NRs 20 million would not only keep the magazine running but also make it self-sustainable. However, in the event if the current support is stopped abruptly, it is likely that the magazine would continue to run but it will lose its credibility and relevance as a magazine dedicated to school teachers and in improving education quality.

Expanding scope of magazine to include high school education and also to include different forms of education for example, formal, non-formal, religious and informal education will bring more interest group to read and own the magazine, Likewise, exchanging experience from both public and private institutions is equally important to minimize the gap that currently exists between these two institutions.

4.2 Recommendations

1. Current level of printing and distribution of 15,000 copies of Shikshak magazine is quite insignificant for making any tangible impact on teaching and learning in school. In order to making a visible impact in teaching and learning, there's a need to expand current level of printing from 15,000 to at least 25,000 copies.
2. Along with increased copies of Shikshak magazine, there's a need to develop strategies for reaching districts and schools. A modality can be worked out in districts within the periphery of Kathmandu valley to test and upon its successful results, the modality can be replicated in other districts. The recommended modality is to creating district chapters by involving school teachers, educators and distributors in each district for: a) collection of articles, educational issues, and best practices, 2) conducting monthly discussion/interaction sessions, and 3) distribution of the magazine to all schools and educators interested. This modality would substantially improve magazine's objectives as well as its sustainability.

Developing relationships with district level actors and interest groups such as the civil society organizations, NGOs and government agencies such as the DEO can be most beneficial to expanding the coverage of Shikshak and reaching most schools and teachers in the district. These actors can be mobilized to generate funds and interest groups to promote the magazine.

3. In view of diverse reading interest among school readers and educators, it is necessary that the content in the magazine are balanced to satisfy variety of taste making it more informative, explorative, and interactive. Current trends in the magazine indicate an inclination toward policy matters. Formation of a screening group to sort articles and essays

for publishing should include education experts, school teachers and educators, which would help make the magazine more balanced and to the taste of the teachers and educators.

As the reading habit among school teachers is generally low especially among teachers in junior grades, material to inspire teacher's reading habit is necessary to be included in the magazine. Likewise, teachers also expressed their concerns about writing skills. In this regard, the magazine could provide tips and strategies to building reading and writing habit.

The centrality and Kathmandu domination in the contents of Shikshak magazine needs to be broken by focusing and prioritizing genuine issues and concerns in rural and remote areas. Different issue of the magazine could focus on education in different regions, east to west or north to south and even by geographic regions.

4. Current scope of the magazine needs to be expanded to cover different forms of formal, non-formal and informal education including religious education being offered through Madrasa, Gumba, Vihar, and Gukul. Likewise, expanding its coverage to include high school is also necessary as it is part of the same school system. Debate between private and public education has created much of a fuss in Nepal's education sector. Although private school was included in one of the issue as cover story, a balanced presentation about these two education institutions allowing exchange of lessons from each other is quite essential also to minimizing the growing gaps between these two types of education in the country.
5. Shikshak magazine is currently running at loss and printing 15,000 copies will not help alleviate from its current status. Printing additional copies is necessary for making visible impact on teaching and learning in schools but, this will also add up the total loss. To sustain the magazine there's a need to invest initial capital to reach at the par with break-even. Simultaneously, there's also the need for making initial investments in marketing with desired level of advertisements. Education related advertisements such as about publication and availability of teaching and learning materials, books and CDs, etc can be included in the magazine. An estimated one-time investment of about NRs 20 million is critical at this stage to institutionalize the gains of Shikshak achieved in the past three years and also to sustain the magazine.

6. Shikshak has opened the door for reaching school teachers and educators with matters related to education and teaching and learning improvements with one mission – improving the quality of education. It is now high time that the government and non-government agencies are also brought to join the bandwagon for the mission in common. A little promotion and recognition from the MOE and Department of Education and from like minded institutions would significantly help not only to sustain the magazine but also achieve the common goal –quality education. In this respect, it is necessary that the government and non-government actors are approached with planned strategy.
7. A perspective plan and strategies of Shikshak is necessary to reaching most schools and teachers in the country and to making strategic improvements in the magazine, so that it meets the educational objectives.

Annex 1: Terms of Reference

Terms of reference for Evaluation of the Project on “Quality education Through Teachers’ Magazine ‘Shikshak”

1. Background

1. Project Quality education through Shikshak magazine is initiated in 2007. It is hoped in contributing to promote quality education through enhancing teachers' motivation and competency by producing monthly magazine 'Shikshak' and other resource and reference materials.

This project aims to publish a monthly magazine Shikshak as well as web page in Nepali language from Kathmandu for school teachers around the country to inspire them as well as equip them with skills for better teaching-learning practices in classrooms. Teachers are inspired by success stories in students' achievement within and outside the country. The magazine is a forum to publish and share such best practices by teachers and others involved in educating children. Besides, with better skills, teachers' performance in the schools is hoped to improve and consequently their students' achievement is better.

It was planned to print 15000 copies of Shikshak magazine, 14000 copies for selling to districts, 1000 copies for distribution to key stakeholders and education persons in each issue.

2. Project specific objectives:

- Inspire and motivate teachers to improve the teaching-learning process in the classroom
- Provide a forum to showcase best practices in improving school education (National and international)
- Develop teachers' skills through articles by experts in the area
- Make teachers aware of changes in education policies and how it will affect them

3. Expected results

- Open the door of discussion and dialogue between teachers and community on education, teaching and teachers
- Help teachers to build their competencies around educational, intellectual, emotional, motivational and professional areas and issues

- Reestablish teaching profession as a matter of social prestige and profession of choice
- Further strengthen the relationship between teachers and student and teachers and parents for meaningful engagement and learning
- Work as bridging pool for information exchange and dialogue between teachers and policy makers on teachers difficulties and expectations as well as of policy makers and government
- Collect, compile, analyze and disseminate the good practices, tools techniques and methodologies and appropriate thoughts, philosophy and research findings on education and teaching methodologies in Nepal and around the globe to all teachers and schools

4. Period to be covered in the evaluation :

2007 July – July 2010 (or, can be covered to the field work date/month)

5. Objective of the evaluation

The objectives of the evaluation are

- To assess overall distribution and selling copies of the Shikshak Magazine
- To assess the contents of the magazine as per the objective of the project
- To assess the utilization of the magazine by teachers
- To assess how the magazine contributed in project specific objectives(as mentioned in above 2), and expected results(as mentioned in above 3)
- To assess the teachers' responses on the objectives and performance of the project
- To find out the key achievements and areas to be improved including other emerging issues and lessons learnt
- Suggest possible ways to make the publication self-sustained

6. Tools and methods

- The researcher(s) will work out the tools and methodologies of the review in detail within the broad framework of :
- Interview with key stakeholders- Magazine sellers, school teachers including SC field staff and PNGO staff, article writers, District Education Officer, etc.

- Discussion with Save the Children staff and Himal Association staff
- Review of documentation-Magazine, proposal and other materials
- Case studies, remarkable cases etc

The evaluation will be concluded based on the set indicators focusing on the following five evaluation criteria:

- Relevance: is the project based on real needs of the target population?
- Effectiveness: is the project producing direct outputs as envisaged in its plan?
- Efficiency: is the project cost-effective in terms of its inputs/outputs comparison?
- Impact: Does the project have long-term impacts?
- Sustainability: Will the project be sustainable after its phase-out?

7. Evaluation Consultant(s):

There will be one team leader and one researcher from central level, who will work throughout the study period. These two persons will work predatory work at Kathmandu-relevant documents collection and study, discussion with Evaluation Advisory Committee, tools finalization and field work planning. Whereas there will be two assistant researchers to cover the field work- East and Central Regions (2), and west, Mid- west and Far-west (3). The assistant researcher will be hired at the regional level in consultation with SC Regional Offices. After preparatory work, the team leader and the researcher will be split into two groups. They will be supported by one assistant researcher to complete the field work. The team leader will have overall responsibilities of leading and preparing report including presentation of the research findings in the discussion group. Whereas researcher will prepare a draft report of the field work in which s/he will lead as well as support the team leader in preparing the final report and presentation session. Assistant researchers will be supporting only for field work activities.

8. Study coverage/Areas:

The evaluation will cover about 10 districts (one Terai district from each development region-5, three hill districts and two mountain districts). From each districts, at least 10 schools and at least 3 teachers from each school should be interviewed. The priority will be given to SC program districts for logistic support, but not limited. In each district, District Education Office and at least one book/magazine seller will be interviews.

Altogether, there will be at least 200 teachers, 10 DEO staffs and 10 book/magazine sellers excluding educationist at Kathmandu valley and the sample districts.

9. Time-frame:

SC has planned to complete this evaluation by the end of December 2010. The tentative **working days for the team leader and the researcher will be-**

- Review of literature and preparation for the field work-5 days
- Field work for 10 districts-15 days
- Report writing and debriefing-5 days

The total days for the team leader and researcher will be of 20 days, and for assistant researchers will be of maximum of 16 days.

10. Logistic Support During the field Visit:

Save the Children will support the team for managing field visits in consultation with the SC Regional Office. Districts Contact or Point and PNGOs.SC will provide necessary logistic support to the team leader during the field. SC partner NGO will hopefully cooperate in identifying school, location and help in the field work to the extent possible. All transportation costs (practicable, affordable and necessary) will be borne by SC. The lodging cost will be borne by SC as per its regulation and travel policy.

11. Expected Output:

- One hard copy and one electronic copy of the draft
- Presentation of the study report in a group
- Final report incorporating comments

12. Evaluation Advisory Committee:

- The proposed advisory committee members:
- One representative from Department of Education
- One representative from Nepal Education Journalism Association
- TarunAdhikari, Team leader- M&E,SC
- One representative, Himil Association

- Gyanendra Kumar Shrestha, Team Leader-Education

The committee will provide advice on research tools, sample size, methodology and the draft report.

Annex 2: List of the Distributors in Contact with Shikshak Magazine

SN	Book Shop	Address	District	Count
1	SEBIKA STATIONARY & PUSTAK PASAL	SANFE HATBAZAR	ACHAM	1
2	BHABUK STATIONARY STORE	SHAPHE BAGAR	ACHAM	
3	UMESH CHAPAKHANA	SANDHIKHARKA	ARGHAKHANCHI	2
4	GYANKUNJA STATIONERY	BAGLUNG	BAGLUNG	3
5	LALCHANDRA RAJESHCHANDRA	BAGLUNG	BAGLUNG	
6	SAGUN STATIONARY	BAJHANG	BAJHANG	4
7	Srijana (Aindi) Stationary	Bajura	BAJURA	5
8	TRIVENI PUSTAK SADAN	NEPALGUNJ	BANKE	6
9	KSHITIJ NEWS CURNER	KOHALPUR	BANKE	
10	MANJUSHREE ENTERPRISES	KOHALPUR	BANKE	
11	GAUTAM STATIONERY	NEPALGUNJ	BANKE	
12	GYAN KUNJ PUSTAK	NEPALGUNJ	BANKE	
13	GyanDevCheetri	NEPALGUNJ	BANKE	
14	New Adarsha Books & Stationary	Nepalgunj	BANKE	
15	GAURI SANKAR PUSTAK PASAL	NIJGAD	BARA	7
16	ARYAL PUSTAK PASAL	BHURIGAUN	BARDIYA	8
17	JANAPRIYA PUSTAK PASAL	GULARIA	BARDIYA	
18	MEGH STATIONERS	GULARIA	BARDIYA	
19	POUDEL PUSTAK PASAL	GULARIA	BARDIYA	
20	PustakSadan&Ariniko Stationery	Bhaktapur	BHAKTAPUR	9
21	BIBHUTI PATRIKA PASAL	BHOJPUR	BHOJPUR	10
22	TRIVENI CHAPAKHANA	BHOJPUR	BHOJPUR	
23	TRIVENI STATIONERY	MUNGLING	CHITWAN	11
24	NARAYANI PUSTAK PASAL	NARAYANGHAT	CHITWAN	
25	SABITA BOOK STORE	NARAYANGHAT	CHITWAN	
26	TARA PUNJA STATIONERY	DADELHUDA	DADELDHURA	12
27	Sharma Stationary	Dailekh	DAILEKH	13
28	KHANAL PUSTAK PASAL	BHALUBANG	DANG	14
29	JANTA BOOKS	GHORAH	DANG	
30	PRAGATI PUSTAK SADAN	GHORAH	DANG	
31	RAWAL PUSTAK PASAL	LAMAHI	DANG	
32	NAVA JYOTI STATIONERY	TULSIPUR	DANG	
33	CHAULANI PUSTAK PASAL	GOKULESHWAR	DARCHULA	15
34	JANA AAGAN STATIONERY	AADAMGHAT	DHADING	16
35	HIMAL BOOKS AND STATIONERY	BAIRENI	DHADING	
36	TRIPURA PUSTAK PASAL	DHADING BENSI	DHADING	
37	NAMASTE BOOKS STATIONERY	DHARKE	DHADING	
38	ANUPAMA PATHYA PUSTAK	GAJURI	DHADING	
39	Wel come Stationery	MahadevBesi	DHADING	
40	New Dhading Stationary	NILAKANTHA VDC	DHADING	
41	SANAM BOOKS AND STATIONERY	DHANKUTA	DHANKUTTA	17
42	JAN JYOTI PUSTAK PASAL	JANAKPUR	DHANUSHA	18
43	HARATI STATIONERY	CHARIKOT	DOLAKHA	19

SN	Book Shop	Address	District	Count
44	JIRI STATIONERY	JIRI	DOLAKHA	
45	JAGIRTI STATIONERY	DHUNAI	DOLPA	20
46	JAGAT PUSTAK PASAL	DIPAYAL	DOTI	21
47	BISHNU SUMAN PUSTAK PASAL	MALLO BAZAR	DOTI	
48	GORKHA BOOK & STATIONARY	GORKHA	GORKHA	22
49	JOSHI STATIONERY	GORKHA	GORKHA	
50	NEW CHINTAN PUSTAK PASAL	GORKHA	GORKHA	
51	PRALAYA PUSTAK PASAL	GORKHA	GORKHA	
52	ROJINA PUSTAK BHANDAR & PRINTING PRESS	PRITHIVINARAYAN	GORKHA	
53	RESUNGA BIGYAPAN SEWA	TAMGHAS	GULMI	23
54	ROKYA SHOPPING CENTRE	SIMMIKOT	HUMLA	24
55	FIKKAL PUSTAK PASAL	FIKKAL	ILAM	25
56	ILAM PUSTAK PASAL	ILAM BAZAR	ILAM	
57	Matribhumi Stationary	Jajarkot	JAJARKOT	26
58	JIVICA ENTERPRISES	BIRTAMOD	JHAPA	27
59	SHRESTHA BOOK AND NEWS AGENCY	DAMAK	JHAPA	
60	SHAHI GENARAL STORE	KALANGHA	JUMLA	28
61	NILAM NEWS CENTRE	ATTARIA	KAILALI	29
62	BIPIN STATIONERY	DHANGADI	KAILALI	
63	PRABHAT STATIONERY	DHANGADI	KAILALI	
64	NEPAL PUSTAK PASAL	LAMKI	KAILALI	
65	JYOTI BOOKS AND STATIONERY	TIKAPUR	KAILALI	
66	NEHA PUSTAK BHANDAR	MAHENDRA NAGAR	KANCHANPUR	30
67	MAHAKALI SAMACHAR KENDRA	MAHENDRANAGAR	KANCHANPUR	
68	SONY PATRIKA CENTRE	KRISHNANAGAR	KAPILBASTU	31
69	KAPILVASTU SAICHIK SAMAGRI	TAULIHAWA	KAPILBASTU	
70	SRI NAGAR STATIONERY	TAULIHAWA	KAPILBASTU	
71	ARGHAUN STATIONERY	LEKHANATH CHOWK	KASKI	32
72	GORKHA PATRA BAZE	MAHENDRAPUL	KASKI	
73	JOSHI PUSTAK PASAL	MAHENDRAPUL	KASKI	
74	Safal Media House	Pokhara	KASKI	
75	A.B.G. Stationary	Budhanilakanta	KATHMANDU	33
76	Kipu Book Point	Kirtipur	KATHMANDU	
77	KASTHAMANDAP DISTRIBUTION PVT. LTD	NEWROAD	KATHMANDU	
78	Rabi News House	PharpingBuspark	KATHMANDU	
79	Bharat Adhikari	BANEPA	KAVREPALANCHOWK	34
80	PRAGATI PUSTAK PASAL	BANEPA	KAVREPALANCHOWK	
81	SANJAY STORE	DHULIKHEL	KAVREPALANCHOWK	
82	SHRESTHA TRADERS	PANAUTI	KAVREPALANCHOWK	
83	SHRESTHA BOOKS AND NEWS AGENCY	DIKTEL	KHOTANG	35
84	PATAN STATIONARY	PATANDHOKA	LALITPUR	36
85	SAMAJ UTTAN SAMUDAI SANSTHAN	BESI SAHAR	LAMJUNG	37
86	JHARANA PUSTAK PASAL	BESISAHAR	LAMJUNG	
87	RakshaPustakPasal	Bardibas	MAHOTTARI	38
88	SUKA DEV PATRA PATRIKA	JALESHWOR	MAHOTTARI	
89	PATRA PATRIKA CENTRE	HETAUDA	MAKAWANPUR	39
90	SAMACHAR KENDRA(H)	HETAUDA	MAKAWANPUR	

SN	Book Shop	Address	District	Count
91	Chandralok Stationary	Palung	MAKAWANPUR	
92	SETI GANESH JANA JYOTI PUSTAK PASAL	PALUNG	MAKAWANPUR	
93	BANI PRAKASHAN	BIRATNAGAR	MORANG	40
94	BHATTARAI PUSTAK PASAL	BIRATNAGAR	MORANG	
95	KHAGENDRA KATTEL	BIRATNAGAR	MORANG	
96	MAINALI PUSTAK PASAL	BIRATNAGAR	MORANG	
97	TRISHAKTI STATIONERY CENTRE	GAMGADI	MUGU	41
98	KAMAL STATIONERY	BENI	MYAGDI	42
99	BHUSHAL PUSTAK PASAL	ARUNKHOLA	NAWALPARASI	43
100	SRIJANA STATIONERY(K)	KAWASOTI	NAWALPARASI	
101	PANDEY STATIONERY	PARASI	NAWALPARASI	
102	MILAN PATRA PATRIKA CENTRE	SUNWAL	NAWALPARASI	
103	UTSUK GENERAL SUPPLIERS	BIDHUR	NUWAKOT	44
104	SHRESTHA PATRA PATRIKA CENTRE	OKHALDHUNGA	OKHALDHUNGA	45
105	UDAS PUSTAK PASAL	OKHALDHUNGA	OKHALDHUNGA	
106	KANTIPUR STATIONERY	TANSEN	PALPA	46
107	PALPA STATIONERY	TANSEN	PALPA	
108	SHRESTHA NEWS AGENCY	TANSEN	PALPA	
109	SARASWATI PUSTAK PASAL	PANCHTHAR	PANCHTHAR	47
110	JAY DURGA STATIONERY	KUSHMA	PARBAT	48
111	AMRIT BOOKS AND STATIONERY	BIRGUNJ	PARSA	49
112	MAISTHAN BOOK SHOP	BIRGUNJ	PARSA	
113	JHINGU SAMACHAR KENDRA	BIRJUNJ	PARSA	
114	BhandariPustakPasal	Bagdula	PYUTHAN	50
115	New Bharati stationary	Khalanga	PYUTHAN	
116	J. N. PUSTAK PASAL	MANTHALI	RAMECHHAP	51
117	MilijuliPustakpasal	Manthali	RAMECHHAP	
118	SahayatriInterprises	MANTHALI	RAMECHHAP	
119	GhimirePathyaPustak	Ramechap Bazar	RAMECHHAP	
120	LEKALI PUSTAK PASAL	RAMECHHAP	RAMECHHAP	
121	KHANAL PUSTAK PASAL	DHUNCHE	RASUWA	52
122	PRABHAT STATIONERY	CHANDRANIGAPUR	RAUTAHAT	53
123	JYOTI PUSTAK PASAL	GAUR	RAUTAHAT	
124	PURNIMA STATIONERY AND SUPPLIERS	LIWANG	ROLPA	54
125	NAVA JYOTI PUSTAK PASAL	MUSIKOT	RUKUM	55
126	HAMRO PASAL	BHAIRAHAWA	RUPANDEHI	56
127	SARAL STATIONERY	BHAIRAWA	RUPANDEHI	
128	BISHAL PUSTAK SADAN	BUTAWAL	RUPANDEHI	
129	HEMENTA PUSTAK PASAL(CITY BOOKS)	BUTWAL	RUPANDEHI	
130	NATIONAL PUSTAK PASAL	BUTWAL	RUPANDEHI	
131	BHOHARA PUSTAK SADAN	SRINAGAR	SALYAN	57
132	POUDEL PATRA PATRIKA CENTRE	CHAINPUR	SANKHUWASABHA	58
133	SHIKHAR BOOKS AND STATIONERY CENTRE	KHANDBARI	SANKHUWASABHA	
134	UPAYOGI PUSTAK PASAL	RAJBIRAJ	SAPTARI	59
135	GANESH STATIONERY	LALBANDI	SARLAHI	60
136	CHITRAGUPTA PATRIKA PASAL	MALANGAWA	SARLAHI	
137	NEW PARAJUNA STATIONERY	SINDHULI BAZAR	SINDHULI	61

SN	Book Shop	Address	District	Count
138	SUBHAKAMANA STATIONERY	BARABISE	SINDHUPALCHOWK	62
139	PRAGATI STATIONERY	BHALEFHI	SINDHUPALCHOWK	
140	KESHAV STATIONERY	CHAUTARA	SINDHUPALCHOWK	
141	TRIPURA SUNDARI BOOKS AND STATIONERY	LAMUSANGU	SINDHUPALCHOWK	
142	SITA NOVEL NEWS CENTRE	LAHAN	SIRAHA	63
143	GANGA BABA ASHOK GHARELU CHHAPAKHANA	SIRAHA	SIRAHA	
144	Bahing Books & Stationery	SALLERI	SOLUKHUMBU	64
145	MERINA (KIRANA PASAL)BOOKS & STATIONARY	SALLERI	SOLUKHUMBU	
146	DEURALI TRADERS	DHARAN	SUNSARI	65
147	PARESH STATIONERY	DHARAN	SUNSARI	
148	SONY PUSTAK PASAL	ITAHARI	SUNSARI	
149	NEW PRABHAT STATIONERY	BIRENDRANAGAR	SURKHET	66
150	Alfa Stationary	Buddhapath	SURKHET	
151	BIHANI PUSTAK PASAL	Buddhapath	SURKHET	
152	New BihaniPustakPasal	Chhinchu	SURKHET	
153	SANGAM PUSTAK PASAL	SURKHET	SURKHET	
154	ShristiPustakPasal	SURKHET	SURKHET	
155	HamroPustakpasal	Surkhet	SURKHET	
156	BIDHYARTHI PUSTAK SADAN	GALYANG	SYANGJA	67
157	PUSTAK BHAWAN	PUTALI BAZAR	SYANGJA	
158	SRIJANA STATIONERY(W)	WALING	SYANGJA	
159	MARSHYAGNDI STATIONERY	ABU KHAIRENI	TANAHU	68
160	GANDAKI PUSTAK PASAL	DAMAULI	TANAHU	
161	SUMAN PUSTAK PASAL	DAMAULI	TANAHU	
162	ABID STATIONERY	DUMRE	TANAHU	
163	NABINA SABINA STATIONERY	KHAIRENI TAR	TANAHU	
164	Pratap Books & Stationary	Main Chowk	TANAHU	
165	SARASWATI PUSTAK PASAL	TAPLEJUNG	TAPLEJUNG	69
166	ShresthaBhandar	Myanglung	TEHRATHUM	70
167	MUNAL PUSTAK PASAL	GAIGHAT	UDAYAPUR	71
168	ANUP PUSTAK PASAL	KATARI	UDAYAPUR	
169	LAXMI STATIONERY	RAMPUR	UDAYAPUR	

Source: Shikshak Magazine Office, 2011.

There is no direct contact with us in the following four districts but they collect Shikshak magazine from the nearest district book shops: Baitadi , Kalilikot , Manang , Mustang

d) Increased the respect of the teaching profession				
e) Strengthening relationships between teachers and students				
f) Providing a forum for teachers to express their difficulties and grievances to the policy makers				

6. How effective the magazine do you think?

- Very effective
- To some extent
- Not effective
- No idea

Probe reasons for the above

7. Has the magazine published research findings on educational areas sufficiently?

- No
- To some extent
- Yes
- No idea

Probe reasons for the above

9. For what purpose do you read Shikshak magazine? (Please select as many options applicable)

- a) To develop teaching skills
- b) To be updated with the recent trends and practices of teaching in national and international arena.
- c) To keep abreast of the changes on educational policies
- d) To know the expert's opinions in the teaching-learning process
- e) To share owns problems with teachers all across the country
- f) Others (specify

10. What would you do the magazine after finishing reading? (Please select as many options applicable)

- a) Use as a teaching/learning material in the classroom
- b) I keep it for my personal collection
- c) I give it to others to read
- d) I don't care
- e) I make a note from the magazine for the possible use in the class room.
- f) Others (specify.....)

11. Is Shikshak moving ahead correcting its contents as per the suggestions of readers?

- (a) Yes
- (b) No
- (c) To some extent
- (d) No idea

For the quality of the magazine with journalistic approach

1. Do you agree that (Please provide your independent ratings on the following):

	Highly agree	Agree	Disagree	Highly disagree	Don't know
a) The cover page is attractive					
b) The cover page design is informative					
c) The color adjustment is pleasant					
d) The flow of writing/language is simple and easy to understand					
e) The pictorial illustrations are attractive and meaningful					
f) The expert's articles are relevant and useful					
g) The advertisements in the magazine add value to it					

B) Questionnaire for educators and other stakeholders

1. Do you agree that (Please provide your independent ratings on the following):

	Highly agree	Agree	Disagree	Highly disagree	Don't know
a) The contents of the magazine are useful in the teaching-learning process					
b) the contents of the magazine have fulfilled the real need in teaching-learning process					
c) the contents of the magazine are effective in empowering teachers with better teaching skills					
d) the quality of the contents of the magazine is satisfactory					
e) The pictorial illustrations are attractive and meaningful					

2. In which area the magazine has contributed much?(Please select as many options applicable)

- a. Increasing teaching learning skills
- b. Providing a forum for dialogue and discussion among teachers, parents, policy makers
- c. Reestablishing teaching profession as a matter of social prestige
- d. Teacher motivation/ self-motivated and committed
- e. Just a forum to express teachers personal problems

C) Questionnaire for District Education Officials

1. Do you agree that (Please provide your impartial ratings on the following):

	Highly agree	Agree	Disagree	Highly disagree	Don't know
a) The magazine has helped you to be acquainted with the teachers perceptions on the education policies introduced time to time					
b) There is enough content which can help improve quality of teaching and learning situation at primary classes.					
c) The magazine has helped to sharpen your policy level decisions					
e) The contents contributes in an exchange of ideas, opinions between teachers and the government					
f) Teacher motivation					

2. In your opinion, what is/are the strengths of Shikshak magazine?

3. In your opinion, what is/are the weaknesses of Shikshak magazine?

4. What do you see as the future of Shikshak magazine?

5. What do you think can/should be done to improve the status of Shikshak magazine?

8. In your opinion, what is/are the weaknesses of Shikshak magazine? This question might not be relevant
9. What is the position of Shikshak in the marketplace in comparison to others such as Himal, Nepal, Samaya etc?
- (a) It occupies same place like others (b) It is Far behind (c) No idea
10. What do you think can/should be done to improve the status of Shikshak magazine?

About the sustainability of the magazine

Strategy and tools:

(a) Interview with Himal Associates

(During an interview, we will try to get the information on the economics of the magazine. We will study the total cost and the revenue. We will try to explore the possibilities of income generation (through direct sales, ad etc) and cost reduction. We will find out the existing size of the advertisement revenue and will study the possibilities to increase it in the future by improving existing marketing strategy. Through interview with Himal Associates and observing the financial records of the magazine we will examine the existing gap between the cost and revenue.

(b) Interview with distributors

We will try to find the market positioning of the magazine through interview with distributors. We will take the perceptions of the magazine sellers about the sustainability of the magazine. There are two questions added for this purpose in the questionnaire (for distributors).

(c) Effectiveness versus Sustainability

Take help of the previously drawn conclusion on the effectiveness of the magazine. If the study shows the magazine is effective, creating larger impact in the society then there will be more chance for its sustainability, or vice versa.

The process/mechanism for quality assurance at Himal Associates

To assess the quality of the contents, one more indicator (The process/mechanism for quality assurance at Himal Associates) has been added, and it will be achieved through an interview with Himal officials. During the interview we will try to get information about the process of selecting the contents, verification of facts, and provision of the cross-checking of the information provided in the articles etc.

To examine whether Himal Associates has taken corrective measures or not as per the suggestions, feedback and comments of the readers on the contents- there has been added one more question in the questionnaire(for teachers).

Field Visit Plan

Janardan Bista

Date	Day	Activity	Transport
28-Dec-10	Tuesday	Kathmandu - Biratnagar	Air
		Biratnagar - Dhankuta	Vehicle
29-Dec-10	Wednesday	Field Work in Dhankuta	
30-Dec-10	Thursday	Public Holiday	
31-Dec-10	Friday	Field Work in Dhankuta	
1-Jan-11	Saturday	Dhankuta - Biratnagar	Vehicle
2-Jan-11	Sunday	Fieldwork in Biratnagar	
3-Jan-11	Monday	Fieldwork in Biratnagar	
4-Jan-11	Tuesday	Biratnagar to Mahottari	Vehicle
		Fieldwork in Mahottari	
5-Jan-11	Wednesday	Fieldwork in Mahottari	
		Mahottari to Sindhuli	Vehicle
6-Jan-11	Thursday	Fieldwork in Sindhuli	
7-Jan-11	Friday	Fieldwork in Sindhuli	
8-Jan-11	Saturday	Jankapur to Kathmandu	Air

Vishnu Karki

Date	Day	Activity	Transport
3-Jan-11	Monday	Kathmandu to Nepalgunj	Air
		Nepalgunj to Surkhet	Vehicle
4-Jan-11	Tuesday	Fieldwork in Surkhet	
5-Jan-11	Wednesday	Fieldwork in Surkhet	
		Surkhet to Bardiya	Vehicle
6-Jan-11	Thursday	Fieldwork in Bardiya	
7-Jan-11	Friday	Fieldwork in Bardiya	
8-Jan-11	Saturday	Nepalgunj to Kathmandu	Air
10-Jan-11	Monday	Kathmandu to Chautara	Vehicle
11-Jan-11	Tuesday	Fieldwork in Chautara	
12-Jan-11	Wednesday	Fieldwork in Chautara	
		Return to Kathmandu	Vehicle

List of schools visited

- 1) Chhabi Lower Secondary School, Kalagaon,-3, Surkhet
- 2) Shree Krishna Samskrit and Sadharan Higher Secondary School, Etram-8, Surkhet
- 3) Saraswati Secondary School, Simghat-8, Sahare
- 4) Ganga Primary School, Taratal-6, Bardiya
- 5) Gurash Higher Secondary School, Taratal, Bardiya
- 6)

List of school teachers and persons met

- 1) Mohan Prasad Gautam, Headteacher, Chhabi Lower Secondary School, Bardiya
- 2) Gehendra Prasad Dhakal, Shri Krishna Samskrit and Sadharan Higher Secondary School, Surkhet
- 3) Gajannath Paudel, Head Teacher, Saraswati Secondary School, Sahare, Surkhet
- 4) Devendra Thapa, Alpha Stationery, Birendranagar, Surkhet
- 5) Prakash Khanal, SangamPustakPasal, Birendranagar, Surkhet
- 6) Mahadev Gurung, Headteacher, Ganga Primary School, Taratal, Bardiya
- 7) Dil Bahadur KC, Teacher, Ganga Primary School, Taratal, Bardiya
- 8) Dilliram Sharma, Teacher, Ganga Primary School, Taratal, Bardiya
- 9) Tikaram Chaudhari, SMC Chair, Ganga Primary School, Taratal, Bardiya
- 10) Bhisma Raj Dhakal, Principal, Gurash Higher Secondary School, Taratal, Bardiya
- 11) Basanta Adhikari, Teacher, Gurash Higher Secondary School, Taratal, Bardiya
- 12) Navaraj Dhungana, President, Teacher Union
- 13) Jaya Prasad Acharya, DEO, Bardiya
- 14) Bhola Prasad Chhetri, Headteacher, BagalamukhiRadhakrishnaTharu Higher Secondary School

- 15) Hari Prasad Risal, Teacher, BagalamukhiRadhakrishnaTharu Higher Secondary School
- 16) Benu Prasad Ghimire, Headteacher, MahakabiDevkota higher Secondary School, Bardiya
- 17) Shibu Sharma, Teacher, Nepal Rastriya Primary School, Bardiya
- 18) Motiram Sharma, Resource Person, Gulariya, Bardiya.
- 19) RudraBahadur KC, Bardiya

District Education Office, Surkhet

District Education Office, Bardiya

District Education Office, Kailali

Alpha Stationary, Birendranagar, Surkhet

Sangam Pustak Pasal, Birendranagar, Surkhet

Milan Stationary, Sahare-8, Botechaur, Surkhet

Annex 4: List of Tables

Table 1 : Reading habits of Shikshak

Options	Count	%
Regular Reader	18	31%
Occasional Reader	35	59%
Individual Subscriber	6	10%
Total	59	100%

Table 2: Source of receiving the copy of Shikshak

Options	Count	%
From Book Store	29	49%
From School Library	15	25%
From Public Library		0%
From Friends	12	20%
From other Sources	3	5%
Total	59	100%

Table 3: Motivation in developing class room skills

Options	Count	%
Motivated to develop class room skills	58	98%
Not motivated to develop class room skills	1	2%
Total	59	100%

Table 4: Remembrance of specific learning skills and methods

Options	Count	%
Yes	46	81%
No	11	19%
Total	57	100%

Table 5: The areas shikshak has helped to the readers

Options	Very much agree	Agree to some extent	Disagree	Don't know	Total
Learning the best practices in improving school education both in national and international level	15	35		2	52
Becoming aware of all the changes in education policies	25	25	1		51
Increasing intellectual capacity	35	19			54
Motivation towards student friendly teaching-learning process	28	21			49
Increased the respect of the teaching profession	34	17			51
Strengthening relationships between teachers and students	29	20	1	2	52
Providing a forum for teachers to express their difficulties and grievances to the policy makers	22	26	2	1	51

Table 6: The effectiveness of the Shikshak

Options	Count	%
Very effective	32	55%
Effective to some extent	23	40%
Not effective	1	2%
No idea	2	3%
Total	58	100%

Table 7 : Volume of the investigative and research oriented educational contents

Options	Count	%
Adequate	24	42%
Not adequate	2	4%
Only to some extent	27	47%
No idea	4	7%
Total	57	100%

Table 8: Reasons behind reading the Shikshak

Options	Count	%
To develop teaching skills	47	23%

To be updated with the recent trends and practices of teaching in national and international arena.	37	18%
To keep abreast of the changes on educational policies	45	22%
To know the expert's opinions in the teaching-learning process	42	21%
To share owns problems with teachers all across the country	29	14%
Others	2	1%
Total	202	100%

Table 9: The utilization of Shikshak after reading

Options	Count	%
Uses as teaching learning materials at class room	12	16%
Keeping for personal collection	14	18%
Give it to others to read	25	32%
Maintaining a notebook comprising important points for possible use at class room	19	25%
I don't care	5	6%
Others	2	3%
Total	77	100%

Table 10: Compliance of readers suggestion

Options	Count	%
Compliance with reader's suggestions	29	51%
Compliance to some extent	25	44%
Not compliance with reader's suggestions		0%
No idea	3	5%
Total	57	100%

Table 11: Journalistic quality of the Shikshak

Options	Highly agree	Agree	Disagree	Highly disagree	Don't know	Total
The cover page is attractive	17	35	1		4	57
The color adjustment is pleasant	15	34	1		6	56
Language is simple and easy to understand	28	24			3	55
Pictorial/illustrations are attractive and meaningful	24	28			4	56
The expert's articles are relevant and useful	29	20			7	56
The advertisements add value to it	5	20	23	2	6	56

Follow up of the previous issues	10	31	4	3	8	56
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Circulation of SIKSHAK PATRIKA

Poush- 2067

AIR

SN	Book Shop	Add.	Copies	Subs.	Bill no.	Amount	Disc.	DrAmt	Area Code
1	Bahing Books & Stationery	SALLERI, SOLUKHUMBU	20		751	800.00	200.00	600.00	OFFICE
2	BIBHUTI PATRIKA PASAL	BHOJPUR	15		752	600.00	150.00	450.00	OFFICE
3	JAN JYOTI PUSTAK PASAL	JANAKPUR, DHANUSA	150		753	6,000.00	1,500.00	4,500.00	NARAYANGHAT
4	MERINA (KIRANA PASAL)BOOKS & STATIONARY	SALLERI, SOLUKHUMBU	60		754	2,400.00	600.00	1,800.00	OFFICE
5	SHIKHAR BOOKS AND STATIONERY CENTRE	KHANDBARI, SANKHUWASABHA	45		755	1,800.00	450.00	1,350.00	OFFICE
6	SHRESTHA BOOKS AND NEWS AGENCY	DIKTEL , KHOTANG	75	100	756	3,000.00	900.00	2,100.00	OFFICE
7	SHRESTHA PATRA PATRIKA CENTRE	OKHALDHUNGA	20		757	800.00	200.00	600.00	OFFICE
8	SUKA DEV PATRA PATRIKA	JALESHWOR, MAHOTTARI	30		758	1,200.00	300.00	900.00	NARAYANGHAT
9	TRIVENI CHAPAKHANA	BHOJPUR	45	45	759	1,800.00	450.00	1,350.00	OFFICE
10	UDAS PUSTAK PASAL	OKHALDHUNGA	30		760	1,200.00	300.00	900.00	OFFICE
10		Total	490	145	0	19,600.00	5,050.00	14,550.00	

Gorkhapatra

SN	Book shop	Add.	Copies	Subs.	Bill no.	Amount	Dis. 25 %	DrAmt	Area Code
11	ABID STATIONERY	DUMRE, TANAHU	100		761	4,000.00	1,000.00	3,000.00	POKHARA
12	AMRIT BOOKS AND STATIONERY	BIRGUNJ, PARSА	15		762	600.00	150.00	450.00	NARAYANGHAT
13	ANUPAMA PATHYA PUSTAK	GAJURI,DHADING,C/o Prativa Medical	5		763	200.00	50.00	150.00	MANOHAR
14	ARGHAUN STATIONERY	LEKHANATH CHOWK, KASKI	30		764	1,200.00	300.00	900.00	POKHARA
15	BHUSHAL PUSTAK PASAL	ARUNKHOLA, NAWALPARASI	5		765	200.00	50.00	150.00	NARAYANGHAT
16	BIDHYARTHI PUSTAK SADAN	GALYANG, SYANGJA	40		766	1,600.00	400.00	1,200.00	POKHARA
17	BISHAL PUSTAK SADAN	BUTAWAL, RUPANDEHI	100		767	4,000.00	1,000.00	3,000.00	POKHARA
18	GANDAKI PUSTAK PASAL	DAMAULI, TANAHU	60		768	2,400.00	600.00	1,800.00	POKHARA
19	GORKHA PATRA BAZE	MAHENDRAPUL,POKHARA	100		769	4,000.00	1,000.00	3,000.00	POKHARA
20	GYANKUNJA STATIONERY	BAGLUNG	120		770	4,800.00	1,200.00	3,600.00	POKHARA
21	HAMRO PASAL	BHAIRAHAWA, RUPANDEHI	10		771	400.00	100.00	300.00	POKHARA
22	HEMENTA PUSTAK PASAL(CITY BOOKS)	BUTWAL, RUPANDEHI	100		772	4,000.00	1,000.00	3,000.00	POKHARA
23	HIMAL BOOKS AND STATIONERY	BAIRENI, DHADING	25		773	1,000.00	250.00	750.00	MANOHAR
24	JANA AAGAN STATIONERY	AADAMGHAT, DHADING	15		774	600.00	150.00	450.00	MANOHAR
25	JAY DURGA STATIONERY	KUSHMA, PARBAT	100		775	4,000.00	1,000.00	3,000.00	POKHARA
26	JHINGU SAMACHAR KENDRA	BIRJUNJ, PARSА	60		776	2,400.00	600.00	1,800.00	NARAYANGHAT

27	JOSHI PUSTAK PASAL	MAHENDRAPUL,POKHARA	125		777	5,000.00	1,250.00	3,750.00	POKHARA
28	KANTIPUR STATIONERY	TANSEN, PALPA	100		778	4,000.00	1,000.00	3,000.00	POKHARA
29	LALCHANDRA RAJESHCHANDRA	BAGLUNG	80		779	3,200.00	800.00	2,400.00	POKHARA
30	MAISTHAN BOOK SHOP	BIRGUNJ, PARSA	120		780	4,800.00	1,200.00	3,600.00	NARAYANGHAT
31	MARSHYAGNDI STATIONERY	ABU KHAIRENI, TANAHU	15		781	600.00	150.00	450.00	POKHARA
32	MILAN PATRA PATRIKA CENTRE	SUNWAL, NAWALAPARASI	70		782	2,800.00	700.00	2,100.00	POKHARA
33	NABINA SABINA STATIONERY	KHAIRENI TAR, TANAHU	30		783	1,200.00	300.00	900.00	POKHARA
34	NAMASTE BOOKS STATIONERY	DHARKE, DHADING	11	1	784	440.00	110.00	330.00	MANOHAR
35	NARAYANI PUSTAK PASAL	NARAYANGHAT, CHITWAN	50	50	785	2,000.00	500.00	1,500.00	NARAYANGHAT
36	NATIONAL PUSTAK PASAL	BUTWAL, RUPANDEHI	30		786	1,200.00	300.00	900.00	POKHARA
37	New Dhading Stationary	Dhading,Nilkanth VDC	30		787	1,200.00	300.00	900.00	MANOHAR
38	PALPA STATIONERY	TANSEN, PALPA	10		788	400.00	100.00	300.00	POKHARA
39	PANDEY STATIONERY	PARASI, NAWAL PARASI	20		789	800.00	200.00	600.00	POKHARA
40	PATRA PATRIKA CENTRE	HETAUDA, MAKAWANPUR	50		790	2,000.00	500.00	1,500.00	NARAYANGHAT
41	Pratap Books & Stationary	Main Chowk, Damauli	30		791	1,200.00	300.00	900.00	OFFICE
42	PUSTAK BHAWAN	PUTALI BAZAR, SYANGA	80		792	3,200.00	800.00	2,400.00	POKHARA
43	SABITA BOOK STORE	NARAYANGHAT, CHITWAN	20		793	800.00	200.00	600.00	NARAYANGHAT
44	Safal Media House	Pokhara	10	5	794	400.00	100.00	300.00	POKHARA
45	SAMACHAR KENDRA(H)	HETAUDA, MAKAWANPUR	150		795	6,000.00	1,500.00	4,500.00	NARAYANGHAT
46	SARAL STATIONERY	BHAIRAWA, RUPANDEHI	30		796	1,200.00	300.00	900.00	POKHARA
47	SHRESTHA NEWS AGENCY	TANSEN, PALPA	130		797	5,200.00	1,300.00	3,900.00	POKHARA
48	SRIJANA STATIONERY(K)	KAWASOTI, NAWALPARASI	20		798	800.00	200.00	600.00	NARAYANGHAT
49	SRIJANA STATIONERY(W)	WALING, SYANGYA	40		799	1,600.00	400.00	1,200.00	POKHARA
50	SUMAN PUSTAK PASAL	DAMAULI, TANAHU	20		800	800.00	200.00	600.00	POKHARA
51	TRIVENI STATIONERY	MUNGLING, CHITWAN	24		801	960.00	240.00	720.00	MANOHAR
52	Wel come Stationery	MahadevBesi, Dhading	40		802	1,600.00	400.00	1,200.00	MANOHAR
Total			2,220	56	0	88,800.00	22,200.00	66,600.00	

MAKALU

SN	Book shop	Add.	Copies	Subs.	Bill no.	Amount	Dis. 25 %	DrAmt	Area Code
53	BANI PRAKASHAN	BIRATNAGAR, MORANG	10	65	803	400.00	100.00	300.00	OFFICE
54	BHATTARAI PUSTAK PASAL	BIRATNAGAR, MORANG	100		804	4,000.00	1,000.00	3,000.00	BIRATNAGAR
55	DEURALI TRADERS	DHARAN, SUNSARI	25		678	1,000.00	250.00	750.00	OFFICE
56	ILAM PUSTAK PASAL	ILAM BAZAR,ILAM	100		805	4,000.00	1,000.00	3,000.00	BIRATNAGAR
57	JIVICA ENTERPRISES	BIRTAMOD, JHAPA	380	2	806	15,200.00	3,800.00	11,400.00	BIRATNAGAR

58	KHAGENDRA KATTEL	BIRATNAGAR	125		807	5,000.00	1,250.00	3,750.00	BIRATNAGAR
59	LAXMI STATIONERY	RAMPUR, UDHAYAPUR	100		808	4,000.00	1,000.00	3,000.00	BIRATNAGAR
60	MAINALI PUSTAK PASAL	BIRATNAGAR, MORANG	300		809	12,000.00	3,000.00	9,000.00	BIRATNAGAR
61	NEW PARAJUNA STATIONERY	SINDHULI BAZAR, SINDHULI	100		810	4,000.00	1,000.00	3,000.00	NARAYANGHAT
62	PARESH STATIONERY	DHARAN, SUNSARI	10		811	400.00	100.00	300.00	BIRATNAGAR
63	RakshaPustakPasal	Bardibas, Mahottari	20		812	800.00	200.00	600.00	OFFICE
64	SANAM BOOKS AND STATIONERY	DHANKUTA	80		813	3,200.00	800.00	2,400.00	BIRATNAGAR
65	SETI GANESH JANA JYOTI PUSTAK PASAL	PALUNG, MAKAWANPUR	20		814	800.00	200.00	600.00	MANOHAR
66	ShresthaBhandar	Myanglung, Tehrathum	2	13	815	80.00	20.00	60.00	BIRATNAGAR
67	SHRESTHA BOOK AND NEWS AGENCY	DAMAK, JHAPA	65	35	816	2,600.00	650.00	1,950.00	BIRATNAGAR
68	SONY PUSTAK PASAL	ITAHARI, SUNSARI	130		817	5,200.00	1,300.00	3,900.00	BIRATNAGAR
Total			1,567	115	0	62,680.00	15,670.00	47,010.00	

NEW BUS PARK

SN	Book shop	Add.	Copies	Subs.	Bill no.	Amount	Dis. 25 %	DrAmt	Area Code
69	Alfa Stationary	Buddhapath, SURKHET	150		818	6,000.00	1,500.00	4,500.00	NEPALGUNJ
70	ANUP PUSTAK PASAL	KATARI, UDHAYAPUR	25	40	819	1,000.00	250.00	750.00	BIRATNAGAR
71	ARYAL PUSTAK PASAL	BHURIGAUN, BARDIYA	50		820	2,000.00	500.00	1,500.00	NEPALGUNJ
72	BHABUK STATIONARY STORE	SHAPHE BAGAR , ACHAM	10	80	821	400.00	100.00	300.00	NEPALGUNJ
73	BhandariPustakPasal	Bagdula,Pyuthan	50		822	2,000.00	500.00	1,500.00	OFFICE
74	BHOHARA PUSTAK SADAN	SRINAGAR, SITALPATI, SALYAN	50		823	2,000.00	500.00	1,500.00	NEPALGUNJ
75	BIHANI PUSTAK PASAL	Buddhapath, SURKHET	10		824	400.00	100.00	300.00	NEPALGUNJ
76	BIPIN STATIONERY	DHANGADI, KAILALI	70	2	825	2,800.00	700.00	2,100.00	NEPALGUNJ
77	CHAULANI PUSTAK PASAL	GOKULESHWAR ,DARCCHULA	150		826	6,000.00	1,500.00	4,500.00	NEPALGUNJ
78	GAUTAM STATIONERY	NEPALGUNJ, BANKE	80		827	3,200.00	800.00	2,400.00	NEPALGUNJ
79	GORKHA BOOK & STATIONARY	GORKHA	10		828	400.00	100.00	300.00	POKHARA
80	GyanDevCheetri	NEPALGUNJ	70		829	2,800.00	700.00	2,100.00	NEPALGUNJ
81	GYAN KUNJ PUSTAK	NEPALGUNJ, BANKE	5		830	200.00	50.00	150.00	NEPALGUNJ
82	HamroPustakpasal	Surkhet	40		831	1,600.00	400.00	1,200.00	NEPALGUNJ
83	JAGAT PUSTAK PASAL	PIPALLA, DIPAYAL, DOTI	30		680	1,200.00	300.00	900.00	OFFICE
84	JAGIRTI STATIONERY	DHUNAI , DOLPA	5		832	200.00	50.00	150.00	NEPALGUNJ
85	JANAPRIYA PUSTAK PASAL	GULARIA, BARDIYA	70		833	2,800.00	700.00	2,100.00	NEPALGUNJ
86	JHARANA PUSTAK PASAL	BESISAHAR, LAMJUNG	60		834	2,400.00	600.00	1,800.00	POKHARA
87	JOSHI STATIONERY	GORKHA	50		835	2,000.00	500.00	1,500.00	POKHARA
88	JYOTI BOOKS AND STATIONERY	TIKAPUR , KAILALI	50		836	2,000.00	500.00	1,500.00	NEPALGUNJ

89	KAMAL STATIONERY	BENI, MAGDY	60		837	2,400.00	600.00	1,800.00	POKHARA
90	KAPILVASTU SAICHIK SAMAGRI	TAULIHAWA, KAPILBASTU	5		838	200.00	50.00	150.00	POKHARA
91	KSHITIJ NEWS CURNER	KOHALPUR, BANKE	80		839	3,200.00	800.00	2,400.00	NEPALGUNJ
92	MAHAKALI SAMACHAR KENDRA	MAHENDRANAGAR, KANCHANPUR	130		840	5,200.00	1,300.00	3,900.00	NEPALGUNJ
93	MANJUSHREE ENTERPRISES	KOHALPUR, BANKE	30		841	1,200.00	300.00	900.00	NEPALGUNJ
94	Matribhumi Stationary	Jajarkot	20		842	800.00	200.00	600.00	NEPALGUNJ
95	MEGH STATIONERS	GULARIA, BARDIYA	40		843	1,600.00	400.00	1,200.00	NEPALGUNJ
96	MILAN KOLESI CENTRE	BIRENDRANAGAR, SURKHET	10		844	400.00	100.00	300.00	NEPALGUNJ
97	MUNAL PUSTAK PASAL	GAIGHAT, UDHAYAPUR	75	25	845	3,000.00	750.00	2,250.00	BIRATNAGAR
98	NAVA JYOTI PUSTAK PASAL	MUSIKOT , RUKUM	60		846	2,400.00	600.00	1,800.00	OFFICE
99	NAVA JYOTI STATIONERY	TULSIPUR, DANG	55		847	2,200.00	550.00	1,650.00	NEPALGUNJ
100	NEHA PUSTAK BHANDAR	MAHENDRA NAGAR, KANCHANPUR	100		848	4,000.00	1,000.00	3,000.00	NEPALGUNJ
101	NEPAL PUSTAK PASAL	LAMKI, KAILALI	130		849	5,200.00	1,300.00	3,900.00	NEPALGUNJ
102	New Adarsha Books & Stationary	B.P. Chowk, Nepalgunj	30		850	1,200.00	300.00	900.00	NEPALGUNJ
103	New Bharati stationary	Khalanga, pyuthan	25		851	1,000.00	250.00	750.00	OFFICE
104	New Bihani Pustak Pasal	Chhinchu, Surkhet	100		852	4,000.00	1,000.00	3,000.00	NEPALGUNJ
105	NEW CHINTAN PUSTAK PASAL	GORKHA	10		853	400.00	100.00	300.00	OFFICE
106	NEW PRABHAT STATIONERY	BIRENDRANAGAR, SURKHET	40		854	1,600.00	400.00	1,200.00	NEPALGUNJ
107	NILAM NEWS CENTRE	ATTARIA, KAILALI	100		855	4,000.00	1,000.00	3,000.00	NEPALGUNJ
108	POUDEL PUSTAK PASAL	GULARIA, BARDIYA	10		856	400.00	100.00	300.00	NEPALGUNJ
109	PRABHAT STATIONERY	DHANGADI, KAILALI	100		857	4,000.00	1,000.00	3,000.00	NEPALGUNJ
110	PRALAYA PUSTAK PASAL	GORKHA, GORKHA	10		858	400.00	100.00	300.00	POKHARA
111	PURNIMA STATIONERY AND SUPPLIERS	LIWANG, ROLPA	60		859	2,400.00	600.00	1,800.00	OFFICE
112	RESUNGA BIGYAPAN SEWA	TAMGHAS, GULMI	75		860	3,000.00	750.00	2,250.00	POKHARA
113	ROJINA PUSTAK BHANDAR & PRINTING PRESS	PRITHIVINARAYAN, GORKHA	100	1	861	4,000.00	1,000.00	3,000.00	OFFICE
114	ROKYA SHOPPING CENTRE	SIMMIKOT , HUMLA	20		862	800.00	200.00	600.00	NEPALGUNJ
115	Sagun Stationary	Bajhang	10		863	400.00	100.00	300.00	OFFICE
116	SAMAJ UTTAN SAMUDAI SANSTHAN	BESI SAHAR, LUMGUM	10		864	400.00	100.00	300.00	OFFICE
117	SANGAM PUSTAK PASAL	SURKHET	80		865	3,200.00	800.00	2,400.00	NEPALGUNJ
118	SEBIKA STATIONARY & PUSTAK PASAL	SANFE, HATBAZAR, ACHAM	10		866	400.00	100.00	300.00	NEPALGUNJ
119	SHAHI GENARAL STORE	KALANGHA , JUMLA	40		867	1,600.00	400.00	1,200.00	NEPALGUNJ
120	Sharma Stationary	Dailekh	25		868	1,000.00	300.00	700.00	NEPALGUNJ
121	Shree Ganesh Enterprises	Dipayal, Silgadi	5		869	200.00	50.00	150.00	NEPALGUNJ
122	Shristi Pustak Pasal	SURKHET	20		870	800.00	200.00	600.00	NEPALGUNJ
123	SRI NAGAR STATIONERY	TAULIHAWA, KAPILVASTU	25		871	1,000.00	250.00	750.00	POKHARA

124	Srijana (Aindi) Stationary	Bajura	20		872	800.00	200.00	600.00	OFFICE
125	TARA PUNJA STATIONERY	DADELHUDA, DADELHURA	60		873	2,400.00	600.00	1,800.00	NEPALGUNJ
126	TRIPURA PUSTAK PASAL	DHADING BENSI, DHADING	50		874	2,000.00	500.00	1,500.00	MANOHAR
127	TRISHAKTI STATIONERY CENTRE	GAMGADI , MUGU	10		875	400.00	100.00	300.00	NEPALGUNJ
128	TRIVENI PUSTAK SADAN	NEPALGUNJ, BANKE	30		876	1,200.00	300.00	900.00	NEPALGUNJ
129	UMESH CHAPAKHANA	SANDHIKHARKA, ARGHAKHACHI	60		877	2,400.00	600.00	1,800.00	OFFICE
130	UTSUK GENERAL SUPPLIERS	BIDHUR, NUWAKOT	75		878	3,000.00	750.00	2,250.00	OFFICE
Total			3,040	148	0	121,600.00	30,450.00	91,150.00	

NONE

SN	Book shop	Add.	Copies	Subs.	Bill no.	Amount	Dis. 40 %	DrAmt	Area Code
				0	0				
131	KASTHAMANDAP DISTRIBUTION PVT. LTD	NEWROAD, KATHMANDU	2000		879	80,000.00	32,000.00	48,000.00	OFFICE
		Total	2,000	0	0	80,000.00	32,000.00	48,000.00	

OLD BUS PARK

SN	Book shop	Add.	Copies	Subs.	Bill no.	Amount	Com.Amount	DrAmt	Area Code
132	Bharat Adhikari	BANEPA, KAVREPALANCHOWK	30		679	1,200.00	300.00	900.00	OFFICE
133	GhimirePathyaPustak	Ramechab Bazar, Ramechab	14	48	880	560.00	140.00	420.00	OFFICE
134	HARATI STATIONERY	CHARIKOT, DHOLAKHA	50		881	2,000.00	500.00	1,500.00	MANOHAR
135	J. N. PUSTAK PASAL	MANTHALI, RAMECHHAP	60	50	882	2,400.00	600.00	1,800.00	OFFICE
136	JIRI STATIONERY	JIRI, DOLAKHA	40		883	1,600.00	400.00	1,200.00	MANOHAR
137	KESHAV STATIONERY	CHAUTARA, SINDHUPALCHOWK	30		884	1,200.00	300.00	900.00	MANOHAR
138	MilijuliPustakpasal	Manthali , Ramechhap	50		885	2,000.00	500.00	1,500.00	OFFICE
139	PRAGATI PUSTAK PASAL	BANEPA, KAVREPALANCHOWK	200		886	8,000.00	2,000.00	6,000.00	MANOHAR
140	PRAGATI STATIONERY	BHALEFHI, SINDHUPALCHOWK	50		887	2,000.00	500.00	1,500.00	MANOHAR
141	Rabi News House	PharpingBuspark, kathmandu	10		888	400.00	100.00	300.00	OFFICE
142	SANJAY STORE	DHULIKHEL, KAVREPALANCHOWK	10		889	400.00	100.00	300.00	MANOHAR
143	SHRESTHA TRADERS	PANAUTI, KAVREPALANCHOWK	30		890	1,200.00	300.00	900.00	MANOHAR
144	SUBHAKAMANA STATIONERY	BARABISE, SINDHUPALCHOWK	15	16	891	600.00	150.00	450.00	MANOHAR
145	TRIPURA SUNDARI BOOKS AND STATIONERY	LAMUSANGU, SINDIPALCHOWK	10		892	400.00	100.00	300.00	MANOHAR
Total			599	114	0	23,960.00	5,990.00	17,970.00	

POST

SN	Book shop	Add.	Copies	Subs.	Bill no.	Amount	Com.Amount	DrAmt	Area Code
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146	BISHNU SUMAN PUSTAK PASAL	MALLO BAZAR,SILGADI,DOTI	10		893	400.00	100.00	300.00	OFFICE
147	CHITRAGUPTA PATRIKA PASAL	MALANGAWA	10		894	400.00	100.00	300.00	NARAYANGHAT
148	GANESH STATIONERY	LALBANDI, SARLAHI	35		895	1,400.00	350.00	1,050.00	NARAYANGHAT
149	GANGA BABA ASHOK GHARELU CHHAPAKHANA	SIRAHA, SIRAHA	60		896	2,400.00	600.00	1,800.00	BIRATNAGAR
150	GAURI SANKAR PUSTAK PASAL	NIJGAD, BARA	50		897	2,000.00	500.00	1,500.00	NARAYANGHAT
151	JANTA BOOKS	GHORAHI, DANG	70	1	898	2,800.00	700.00	2,100.00	NEPALGUNJ
152	JYOTI PUSTAK PASAL	GAUR, RAUTAHOT	20		899	800.00	200.00	600.00	NARAYANGHAT
153	KHANAL PUSTAK PASAL	BHALUBANG, DANG	20		900	800.00	200.00	600.00	NEPALGUNJ
154	POUDEL PATRA PATRIKA CENTRE	CHAINPUR, SANKHUWASABHA	10		667	400.00	100.00	300.00	OFFICE
155	PRABHAT STATIONERY	CHANDRANIGAPUR, RAUTAHOT	60		668	2,400.00	600.00	1,800.00	NARAYANGHAT
156	PRAGATI PUSTAK SADAN	GHORAI , DANG	10		669	400.00	100.00	300.00	NEPALGUNJ
157	RAWAL PUSTAK PASAL	LAMAHI, DANG	40		670	1,600.00	400.00	1,200.00	NEPALGUNJ
158	SITA NOVEL NEWS CENTRE	LAHAN, SIRAHA	130		671	5,200.00	1,300.00	3,900.00	BIRATNAGAR
159	SONY PATRIKA CENTRE	KRISHNANAGAR, KAPILVASTU	10		672	400.00	100.00	300.00	POKHARA
160	UPAYOGI PUSTAK PASAL	RAJBIRAJ, SAPTARI	50		673	2,000.00	500.00	1,500.00	BIRATNAGAR
Total			585	1	0	23,400.00	5,850.00	17,550.00	

By Office

SN	Book shop	Add.	Copies	Subs.	Bill no.	Amount	Com.Amount	DrAmt	Area Code
161	A.B.G. Stationary	Budhanilakanta , Kathmandu	10		674	400.00	100.00	300.00	OFFICE
162	Kipu Book Point	Nayabazar, Kirtipur	50		675	2,000.00	500.00	1,500.00	OFFICE
163	PustakSadan&Ariniko Stationery	Bhaktapur	50		676	2,000.00	500.00	1,500.00	OFFICE
Total			110		0	2,400.00	600.00	1,800.00	

Cash Bill

1	Chandralok Stationary	Palung,Makawanpur		38					
2	LEKALI PUSTAK PASAL	RAMECHHAP		15					Ghimire
3	Pabitra Stationary	Pyuthan	0			0.00	0.00	0.00	
4	SahayatrilInterprises	MANTHALI, RAMECHHAP		15					J.N.Pustak
Total			0	68	0				
SUB TOTAL			10,611						

SUBSCRIPTION

647

GRAND TOTAL	11,258
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Source: Shikshak Magazine, 2011

