

A Report on District Capacity Profile for Secondary Education Planning

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Submitted By:
Bhanu Raj Aryal
Forum for Economics Studies (FECOST)
Putalisadak, Kathmandu

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Acronyms

ADB Asian Development Bank

BPEP	Basic and Preliminary Education Program
BS	Bikram Sambat (Nepal's Official Calendar)
CDO	Chief District Officer
DANIDA	Danish International Development Aid
DDC	District Development Committee
DEC	District Education Committee
DEP	District Education Plan
DEO	District Education Office/Officer
DoE	Department of Education
EMIS	Education Management Information System
HT	Head Teacher
HMG/N	His Majesty's Government of Nepal
INGO	International Non-Governmental Organization
LDO	Local Development Officer
MOES	Ministry of Education and Sports
MTEF	Mid-Term Expenditure Framework
NGO	Non-Governmental Organization
NTC	Nepal Telecommunication Corporation
PAT	Program Advisory Team
PC	Program Coordinator
RC	Resource Center
RED	Regional Education Directorate
SEDU	Secondary Education Development Unit
SESP	Secondary Education Support Program
SEDEC	Secondary Education Development Centre
SLC	School Leaving Certificate
SMC	School Management Committee
SMT	Secondary Master Trainer
SPIP	School Physical Improvement Plan
SS	School Supervisor
TOT	Training of Trainer
UK	United Kingdom
UPS	Undisturbed Power Supplier
VDC	Village Development Committee

Background

The 10th plan has set many targets to reform the education sector. On the basis of the Ministry of Education and Sports' (MOES) policy and planning papers (10th Five-Year plan, sector papers to MTEF, etc.) and a number of preparatory studies undertaken by and on behalf of DANIDA and the Asian Development Bank (ADB), Ministry of Education and Sports (MOES) have jointly initiated an exercise to support to secondary education. This led to the preparation of a Core Document for the Secondary Education Support Programme (SESP).

While preparing the programme, MOES and Danida identified the need for an Interim Project for Secondary Education to prepare the institutional ground for the SESP. One among several areas identified to support under the interim project is the development of the 'School Improvement Plan' and 'District Education Plans' for secondary schools. The development, implementation, and management of such local based processes require local stakeholders at all levels (HTs, SMCs, DDCs, VDCs, etc.) to take on new types of roles and to respond to new demands. In order to identify the gap in terms of capacity levels, it was felt necessary to obtain a more comprehensive detail picture of the present capacities of the districts and sub-district levels. In this context with the objective of understanding and documenting the situation of different components related to secondary education. (Specific objectives are listed in Appendix 1) Doti and Humla districts were preferred for the baseline study.

Both qualitative and quantitative data were used to understand the administration capacities of Doti and Humla with regard to secondary education. Qualitative information was drawn from interviews, observations, and review of reports. The interviews were conducted with the district and sub-district level personnel, involved in secondary education. Kathmandu based professionals and the government officials were also consulted in this respect. The people consulted are listed in appendix 15 and 16. Quantitative data was drawn from

school records, DEO records and EMIS report. The units visited in the districts are presented in the following table:

District	Visited Units		
	RC	Schools	SEDU
Doti	1	4	1
Humla	1	2	---

Types of schools selected for the study included newly recognized, well-established, resource school and a proposed school in Doti district, but in Humla all the schools were closed. It was very much risky to go to the inner part (such as Darma, Shree Nagar, Limi, Bargaun VDCs) of Humla district, because of the security situation. Therefore, only one resource center and a school were visited. The districtwise information gathered from the field and other related reports, documents is presented below under different headings.

Doti

District Education Plan (DEP)

In 2056 BS, the government (HMG/N) adopted a policy to develop a 'District Education Plan (DEP)' of each district. The DEP of Doti¹ was the product of that very policy of the government. The centre (MOES) gave the guideline for DEP development. Nevertheless, the experience and outcomes of 'Seti Project' also inspired the Doti DEP. In this district, DEP was first developed in the year 2056 BS (1997-98). After two years, in 2058 BS the plan was revised in order to better implementation of the proposed policies and programs.

Process

A district education planning team was formed in coordination of DEO and DDC. The then Acting District Education Officer was the coordinator of the team. Other team members consisted of a Section Officer of DEO, along with a school supervisor and two RPs. The list of the committee members revealed that there was no representation from teachers (practicing teaching in any school), disadvantaged communities, Dalit, and women. The representation from these groups was not mandatory and this might be the reason for not including them in the DEP preparation. Availability of educated person from Dalit, disadvantaged groups in Doti is difficult even in these days.

¹ The DEP mentions nothing about the process and training provided for its preparation.

A consultant from the centre was assigned to train the team. The consultant provided a six day training to the team. The training was focused more on introducing the DEP manual prepared by the department (DoE). It also included technicalities of quantitative data analysis and projection. This trained team collected the required data or information. Mainly suggestion of RPs and SSs, and the government plan and policy were applied to collect the information. The feedbacks and suggestions of school supervisors, RPs, SMC members and interested community members were valuable inputs during the DEP preparation. The team submit the DEP to the DDC and the DDC endorsed the prepared plan, which was later forwarded to the 'Department of Education'. The DEP, after 2 years was modified for better implementation. However, no body knows in the DEO that who proposed amendment and the members of the team for amendment.

At present only two of the DEP, team members are left in Doti but they were not available during the field visit. All other members are transferred to other districts; hence, the skill was not transferred. The Program Coordinator (PC) who did most of the writing during the DEP preparation felt himself incompetent in developing district level thorough plan. He expected intensive guidance of the experts in DEP preparation. Present DEO also felt that the DEP team members were not skilful enough and also disagreed with the guideline provided for. All the consulted personnel argued that the six-day training was not adequate to accomplish a new and comprehensive task like DEP. The DEO staff also viewed that since the training and guidance concentrated on the set contents there was little room for incorporating the local needs and realities.

Product

Three overarching targets guided the Doti DEP. Those targets were (a) increased participation and access in primary level education, (b) enhanced learning achievement and quality education of primary level and (c) improved physical condition of the schools.

The following five objectives and/or policies were set to achieve the targets:

1. To increase the enrolment rate of primary school age children, especially girls and children from disadvantaged communities,
2. To increase internal efficiency,
3. To conduct school mapping exercise,
4. To increase the quality of learning, and
5. To enhance the capacity of DEO employees, SMC members, HTs, and Teachers in decentralised school management system.

The DEP was supposed to cover district's overall education sector. However, the major focus rested only on primary and basic education. The Doti DEP mentioned very little about the secondary level. It described only that there is a need of improving the secondary level education in the district, considering mainly the results of SLC examinations. But, the DEP did not arrange any policy for the improvement. The Doti DEP, which was envisioned during the basic and primary education program (BPEP) implementation, might have been one of the reasons for this.

The DEP has analyzed more geo-political situation, festivals, language spoken, composition of the population etc. of the district rather than education. The DEP has focused on physical improvement of schools. Maintenance and construction of furniture, building maintenance, separate toilets facilities for boys and girls, pure and safe drinking water are some of the examples. Besides, it has also set targets for teaching learning quality, community mobilisation, awareness campaigns, and extra curricular activities. Nevertheless, it has mentioned very little about the policies that may need to be materializing the objectives.

Additionally, DEP has developed strategies to strengthen 18 RCs of the district to improve the quality of education. Unfortunately, observations showed that the RCs were limited to organizing inter-school quiz

contests and medicine distribution against worms. The HT of Dilpeshwor Secondary School, one of the RCs, said that the performance and activities of the RCs depend much more on the activeness of the SS and RP. The RP of Silgadhi agreed with this statement totally. The DEO also has observed and/or realized such type of cases.

The DEP has focused to increase easy and equitable access to basic and primary education especially for girls and disadvantaged group. For this, DEP has targeted to establish at least one primary school in every two wards. But, the topography made it difficult even though the target of school establishment could be implemented. It took minimum 2 hours to go school. Most of the schools are far as two hours distance. This time consuming factor has hampered access little bit. But the DEP is determined to provide easy and equitable access to primary education for all the children of age group 6–10. To increase the enrolment rate of Dalit and disadvantaged group the DEP has developed "Pocket Areas" where the population density of such groups is higher. In those 'Pocket Areas', DEP has planned to distribute more scholarships

At present, the district has 116 secondary teachers and number of students is 1992 in 36 primary schools as of 2002. Out of 1992 students, only 460 (23% of total) were girls. The student/teacher ratio is 17.17:1, which is not so uncommon to the national plan. At the same time, each school has only 3.22 teachers. This teacher school ratio does not seem different to the national plan. Nevertheless, in some schools, there are more than 300 students and in some schools; there are less than 24 students. So teacher/classes ratio varies school to school. In such situation, each teacher has to take 1.78 or 2 classes in a day. In that sense, there is deficiency of teacher in the district. The teachers are qualified but the deficiency in SEDU's training and other trainings; hence, the performance is not satisfactory.

Implementation of any supportive education development plan whether software or hardware, should not rely on only the DEP; since, the DEP was developed by unprofessional personal the report is not perfectly implemental. The targets set by DEP, reviewing that, it is hard to say that it will be fulfilled because only the topography is enough to make them exhaust. The DEP is more concentrated on verbal explanation rather than local needs. There are no strong policies and programs to capacity building and improving quality of learning and teaching. In addition, there was no record of achievements of 1 year of plan period. Hence, the DEP needs revision and should involve professionals to prepare a plan.

The DEP identified some issues to increase participations and access². These are:

1. Average no of schools in each VDC is only six schools which seems enough. But, the times to go to school make trouble to increase learning capacity. Additionally, growing density of students demand more admission in schools.
2. The mass poverty is another problem DEP identified. Because of poverty, the people of this region think that it is better to be engaged in firm rather than go to school. Gender biasness is also attached with low girls' enrolment. According to the DEP, besides these issues, low consciousness, mass unemployment, cast discriminations are responsible for low enrolment and low achievements rate.
3. High GER and low NER with class repetitions and dropouts are also big issues for DEP. To solve these problems DEO has established 15 early childhood development centres, but these 15 centres are very few according to population. At the same time, 'primary education for Dalit and unprivileged class' is another issue of DEP.
4. The DEP realised that the 'Primary Cycle Completion Rate' of this district is 16% which is very low as compare to target of 80% set by BPEP II.
5. The DEP wants to reorganize the SMCs as a real responsible helping agency to the schools. For better performance the DEP advocate for involvement of those persons having purely education supportive mentality.
6. Limited budget for schools is another problem. Untimely release of budget, low maintenance & supportive material budget, untimely salary payment, are some budget related issues identified by the DEP.

Besides these issues, scarce of needed data, lack of qualified human resource and transfer of officials are also troubling issues that needs to be neutralized. Lack of master trainers needed to the district so that the district can develop DEP and other plans should be solved as soon as possible.

School Improvement Plan (SIP)

SIP is a plan developed by the school with support from the community. In order to materialize decentralization in education, BPEP II initiated school based planning process. It was envisioned that the SIP would give communities more control and ownership over their schools and increase accountability of the teachers and SMCs towards the communities. However, due to lack of funding, skilled human resources, and proper follow up hardly any school has developed SIPs. If there was any, the DEO have no record about

² Source: District Education Plan, Doti, 2058, DEO, Doti.

this. Instead, schools have developed School Physical Improvement Plan (SPIP). The schools have developed SPIP because the DEO has request them to develop such type of school physical improvement plan and in future, the DEO would provide donation under BPEP II for their school improvement plan. Besides, no school have developed any development plan correlated to the 'software issues'.

Process

Six-day SIP preparation training was organised for some selected head teachers and teachers of Doti in the year 2001. The basis for selecting trainees is unknown. Four days covered the theory part, whereas remaining 2 days, the practical part. The SIP trainer from the centre and the DEO of Doti agreed that due to lack of funding and professional inputs, the schools could not accomplish such task. The Head teachers of the visited schools accepted SIP development process as a creative work however, required professional qualities in doing so. Obviously, the schools did not have expertise to develop the plans. They found it extremely difficult task. However, according to the overseers of the DEO, 71 schools³ have prepared SPIP and submitted to DEO for grant. The rest of the schools of the district are also developing SPIPs.

The new acting DEO said that he has been requesting HTs to develop plan or policies to improve teaching and learning environment, but no school has develop such plan or policy yet. Lack of supervision and regulating mechanism of the schools, seemed, the crux of the problem. The SIP training was provided to selected teachers and HTs. But those schools having trained personal also did not develop the SIP. Lack of fund for developing SIP at school level did not seem satisfactory reason.

Product

The SPIP focuses only on the development, improvement, and rehabilitation of the physical infrastructure of the schools. Building better classrooms is the primary concern of SPIP. However, it is not in a well written form, a guidance of the DEO's Engineer and Overseers have developed this SPIP. Basically, the schools fill the format for the grant and write a short note on the physical situation of the schools. It was found that HTs of schools sometime could not fill even the format. In this situation, the HTs come to the overseers and the overseers explain how to fill the format. This School Maintenance Plan is also facing problems. According to DEO, untimely payment, delay in payment and reluctance of the officials at the central level to act promptly has made this programme a headache to DEO. In the time of field visit the contractor of Desks and Bench, and a Paint Dealer were demanding payment in a hostile way as soon as possible. The SPIP type of program is also inadequate to the local need. This SPIP support schools to maintain classrooms. However, making new classrooms for new students is another strong issue of the district. The DEP has felt that the national programmes are much more concentrated on 'software issues' but the district's needs are of 'hardware' types. According to the HTs, if the DEO and other organizations help to build-up 10 new rooms in each secondary schools, all the rooms will be fulfilled with in a year. The observation also support HTs' claim. In addition, according to those HTs and DEO, because of the poor security situation and poor protection in the nearby districts, mainly from Bajura, Aacham, Kailali, Baitadi, and Dadelhdhura, students come to Doti, where security and protection status is somehow better than that of those districts. At the same time, the Dalit students said that there is strong cast discrimination and untouchability in their district so; they preferred Doti as study centre.

School Management Committee (SMC)

In Doti, out of 324 schools, almost all the schools have SMCs established under old Act. But many are not functioning at present. However, the number of not functioning SMCs is uncertain, because there was no record about SMC meetings in DEO and it was impossible to visit every school. Some of them have not met for the last 2.5 years. This type of schools found unable to arrange meeting because of different political motto of the members, clash between or among members etc. In one case, it was found that the SMC members are engage in their own profession and this type of member can not come in the meetings. Moreover, because of the lack of minimum quorum, SMC meeting could not hold. About in 90 schools (informal number) according to the DEO, new SMCs are being made under 'Education Act, 7th Amendment'. The schools tried to follow the guideline or criteria provided by the 7th amendment of the Act in forming the committees. However, the district reality made the schools compromise with the criteria set by the Act. For example in many cases, the schools could not find people with prescribed educational qualification for SMC. Mostly Dalits and women members are illiterate or inadequately literate, so that they are left out. Even at present, mostly Dalit and women are not literate. The attitudinal untouchability toward Dalit in the district is very strong. An overseer of the DEO was threatened by the owner of the house when he along with his one Dalit friend went to his room. The owner of the house said that if he continues meeting such Dalit, he will not allow the overseer to inter the house.

³ In Doti, there are 324 schools altogether; out of which 241 are primary, 47 lower secondary, 31 secondary and 6 higher secondary. For further details pls. see Appendix 5 & 6

According to HTs, teachers and DEO staff, the existing SMCs rather utilize their position for political reasons than for school improvement. In their observation, SMCs have been selected wrong persons as teachers. The DEO thus said, "In such a situation, planning and implementation of basic and primary education by the community is impossible. The composition and role of SMC members need revision for effective transfer of school management to the communities". He also thinks that the DEO should have some control over SMC. He argued for regular supervision of SMCs, and DEO's approval before hiring new teachers in order to avoid politically motivated decisions and to make sure that the SMCs address only educational issues. He thinks that the activities of the SMCs such as their meeting schedule, basis of decision taken on hiring teachers, background of the SMC members should be monitored.

When the DEO was reminded about the new law that handover the power to the SMCs, he replied that he is not against the law, but the SMC members should be guided by experienced administrators. He added that at present, the SMC most of the members are uneducated or inadequately educated and they could not take right decision. The local political leaders are taking advantage of this situation. A local leader, in one incident, was found giving pressure to the DEO to appoint a new teachers and SMC members (teacher representative) of his group.

Dalit and illiterate members feels overlooked and humiliated in meetings. A RP said that sometime, Dalit member are forced to stay far in the meetings and/or everywhere from so-called high caste members. According to the RP, Dalit members seldom come to the meetings, and if they come they do not give or express their view about anything. At the same time high caste members have opposite feelings. One of the SMC members (teacher representative) told that he feels he was wrongly pushed into a group of illiterates. He also admitted that he seldom gives vote to those subjects passed by majority; rather he thrusts his own opinions.

A DEO staff stated that the DEP should have room to plan periodic training for SMC members. Basing upon the local people's perception in this district, the DEP should also have planed to train (or organized awareness programmes to) SMC members against caste based discrimination. SMC members are not aware of the functions of SEDU, VDC, VEC, and DDC. This has also added to the problem in school management said, some of the respondents. Moreover, the teacher representatives, on one hand are dissatisfied with their limited rights as SMC members and on the other are adamant to accept the non-literate and Dalit SMC members as their partners. It seems the teacher representatives as well as the DEO want veto in SMC.

When some SMC members are explained a little about SIP and the government policy to involve them in the education development process, they showed more interest in SIP. They told that they would participate in any training programs. They added that they can develop SP provided proper and frequent trainings to the SMC members. However, they showed their ignorance about the 'software issues' related to SIP. Nonetheless, how, why, and what they think about SIP is another issue to be solved before the SESP implementation.

Secondary Education Development Unit (SEDU)⁴

Primarily, the SEDUs were established to train teachers of lower secondary and secondary levels in teaching Science, Mathematic, and English. Nevertheless, in 1993 this science project was overhauled with added responsibilities of training teachers in other subjects and training HTs in management as well. Secondary Education Development Centre (SEDEC) directly manages SEDU; hence, all the programmes run by SEDU have to be approved by SEDEC.

The basic responsibilities of SEDU are as follows:

1. To provide gradewise and subjectwise in-service training to lower secondary and secondary level teachers,
2. To provide management training to HTs,
3. To provide professional advise to teachers,
4. To organise extra curricular activities and programmes in inter school levels,
5. To supply books, instructional materials and other supportive materials to selected schools.

During the field visit, too many complains against the SMT and SEDU was encountered. Virtually, the number of trainees is to be selected in accordance to the quota with approval of the DEO of related districts, the authorised institution to select the trainees. The reality is different to the policy. The present DEO of Doti said the SMT has never asked to the DEO's approval while selecting the trainees. However, according to the SMT of Doti SEDU, the approval of DEO is just a formality and he (or SEDU) does not need to have DEO's approval; SEDU can independently make decision. There are presently 4 staffs in SEDU. They are: SMT, an assistant to SMT, a peon, and a guard.

The DEO said that theoretically, the SEDU has to coordinate with the DEO, but in reality, this has not happened. The SMT select the teachers for trainings. He uses his own discretion in doing so. As a result, some teachers have taken training in English, Science, as well as Social Science. But, a large number of teachers are still untrained and have

⁴ See Appendix 12 & 13 respectively for the master trainers and facilities available in Doti SEDU.

not taken even a single training. The SMT did not agree that some teachers have taken trainings in more than a subject. However, in the SEDU Bulletin, the lists of the trained teachers and subjects are given; in which more than 2 teachers have found taken training in more than one subject. While selecting trainees, SEDU makes a list, sends to the DEO, and request to dispatch the trainees. But, the DEO wants to check who needs what types of training, according to the need of the schools. Therefore, the DEO wants to have a meeting along with the HTs of related schools before selecting the trainees. In addition, DEO and schools want replacement teachers in the place of trainee teachers.

During the field visit, it was found that SMT has also misused the facilities provided for SEDU purposes. For example, some respondent and DEO staffs said that a SEDEC support to build a science laboratory in a public school was used in building science laboratory in a privately owned school. The SMT happened to be one of the shareholders of that private school. It was also informed that supplying science equipments and accessories to the private school from SEDU store has been a regular event. At the time of SEDU visit, a training workshop of 'Red-Cross' was being held in the SEDU's meeting hall. The DEO staffs and the teachers of Dilpeshwor Secondary School of Dipayal, where the SEDU is located said that the SMT is busy with other engagements that he hardly spends time in SEDU.

The teachers, trained from SEDU on the other hand, complain about the inadequacy of the allowance provided during training (according to the SMT, now there is no provision of extra allowance other than DA). They also find the training not so fruitful as there is no difference in grade/allowance and hierarchy between trained and untrained teachers. DEOs, RPs, and SSs suggested that there should some kind of positive discrimination be applied to trained teachers so that teachers would begin to have positive attitude towards trainings. But whether their teaching style and behaviour would change with positive discrimination is another issue for discussion.

The EMIS

In the process of developing EMIS⁵ at first, five master trainers for five regional headquarters were developed. Those five master trainers gave simple, short-period training to all the schools of the district. About 85 teachers took that training, according to a statistics officer of DEO. The trained teachers of the schools sent the data required to EMIS. The report was developed at district level and was upgraded annually. The centre produced the format. For reporting, the schools were requested to fill the forms. The lack of proper training and regular supervision according to the DEO, the EMIS report contained false and wrongly managed information. The teachers involved in making EMIS said that the training given for EMIS was not sufficient. The schools thought that they would receive funds according to the data provided, so in many cases schools provided wrong data related to girls, Dalit and students from disadvantaged groups.

Additionally, the rumour of giving fund for schools basing upon the numbers of Dalit and girls in the school had played a vital role in data inflation. This was revealed in HTs meeting⁶. However, skilled human resource and regular monitoring and data verification is lacking. Though RPs at sub-district level and RED at regional level are responsible for approval and monitoring respectively.

Intervention From non-Government Sector

There are 8 INGOs and 12 NGOs working for different purposes. Some might have been working in education sector. However, their systematic records are not available in the DEO. One of the HTs said that the NGOs and INGOs have developed a district profile containing schools' information. They have been helping the schools in various aspects basing upon profile. Some NGOs have distributed scholarship to the children from Dalit and other disadvantaged groups. But schools present false number of students and try to get more scholarships from these helping institutions. At the same time, the schools obtain help from government sources as well.

CARE Nepal has just begun (in 2002) school support program. Under this program 76 schools have been identified for furniture and roofing supports. The schools were selected in with the DEO's consultation. Thus, those schools receiving support from PAT's Teaching Learning Improvement pilot project are avoided in CARE's support program. Feminist Dalit Organization (FEDO) has been organized non-formal education, scholarships to the Dalit and awareness programmes. Equality Development Centre (EDC) and Federation of Forest Users, Nepal (FEFUN) are also working and organizing literacy classes. Their awareness raising programs have contributed to increase school enrolment. Besides these, Save the Children (UK) has given training to 70 teachers on "Community Based, Decentralized Children Education System" in 2001. In the year 2002, Educational Manpower Development Centre also provided training in "Primary Teacher, 4th package" for 133 primary teachers. However, neither DEO nor (I) NGOs has tried to establish mutual understanding between them regarding education development.

Human Resource Status of the DEO Doti

⁵ See Appendixes 5-9 for details about the education sector of Doti and Humla Districts.

⁶ See appendix 3 for the name of participants and schools of the meeting.

Presently there are 22 staffs in DEO Doti⁷. Out of which 5 are B. Ed. Only acting DEO is Master degree holder. Almost all the staffs have taken in-service training except 3 peons and one storekeeper. 2 SLC passed are assistant accountant and one BA not B. Com degree holder is accountant in the office. Three staffs: 2 Na. Su. (Non-Gaggetted class five), and one Kharidar (Non-Gaggetted class four) are temporarily working in the office. No post is vacant at present. One engineer and 4 Overseers are in contact basis. They are a part of the SPIP program. One section officer was involved in DEP working committee and has taken DEP training. At present, he is the only person who has knowledge of planning. Most of the staffs, mainly DEO, overseers, engineers, RPs, and SS have been transferred in 2 to 3 years.

No body in the DEO is from Dalit class or local tribe or disadvantaged groups. All are from Brahmin and Kchettri castes. Only one RP is female and only one RP is from Taraian disadvantaged class. The majority of Brahmin, Kchettri, and Newar have been ruling the DEO. 5 RPs are overloaded with 2 to 3 RCs for each. No body is computer expert or can handle computer in the office, although there are two computers. Other aiding materials such as Photo Copy machine, Fax, OHP, are lacking.

The Security Situation

The security situation all over the country is not good at present. People are suffering from both the Maoist and the security force sides. The same is happening in Doti. One RP said that sometime by the police/army and sometime by the Maoist they are suffering from torture. The case of school children kidnapping is a normal phenomenon. Recently (Jan, 2003), the Maoist kidnapped 132 children from schools of Lana Kedareshwor and other VDCs for their movement. According to the 'Kantipur', some children were released after 2 weeks and some after 1 month.

In Tallokot, Maoist even threatened to destroy the school, said the HT of Harihar Secondary School, Pachanali. In most of the VDCs such as Lana Kedareshwor, Barchain, Laxmi Nagar, Bhaibera, inner to the district headquarters, have these types of problems. Many adults and young have left the village and this trend was increasing. The Rupedia Boarder Security said that about 1000 people go each day through this boarder came from Maoist affected areas. A shopkeeper at Dipayal said that these days the situation of Doti is being worse off. However, the district headquarters is safer than other surrounding areas. One army camp in Saaule, Dadaldhura, three armed police training centres in nearby places, one army camp in the district headquarters and one Radio Station Security Force in Dipayal might be the reason for the safeness. However, the rest of the areas are not safe. The acting CDO advised not to go inner VDCs as there is too much risk. The army also give trouble to those who have come from these remote areas; it was witnessed during the field visit. In addition, it is very hard to know who is Maoist and who is army, as both wares almost the same type of dress. Though, self-motivated volunteers of JICA, CARE Nepal etc., were working in these remote areas, no case of kidnapping or killing or torturing these volunteers by Maoist has been found. According to the DEO, these volunteers might have been giving donation to the Maoist. It is also possible that the Maoist does not want to irritate the donor or an international community that is why these volunteers were safe.

Humla

District Education Plan (DEP)

The DEP of Humla was developed by the same reason as Doti develop. The DEP of Humla was the product of the government policy. The centre gave guidelines for DEP development. This district developed DEP in 2056 BS (1997-98). However, at the time of field visit, DEP (product) was not available in the office. According to the acting DEO, 4 to 5 copies were made. One copy was given to the DDC office. Nevertheless, the staffs of DDC said that the DEO did not send even a copy. Observation found that the DEP report was not even listed in the record book of DDC. The acting DEO assured to give the DEP next day (23 Jan, 2003) of field visit. But, the next day he apologized and explained that he could not find the report. So, only interviews of the DEO staffs were the source of the information.

Process

A district education planning team was formed in coordination with DEO and DDC. The District Education Officer was the coordinator of the team. Other team members consisted of a Section Officer of DEO (member secretary), one School Supervisor, and three teachers from different schools. There was no representation of female, Dalit, and disadvantaged groups. Representation of local ethnicity and/or tribe was also excluded. All the members were Brahmin. Exceptionally, the District Education Officer was from hill-tribe class.

A consultant provided six-day training to the team. This team organized area level seminars with the help of DEO. In the final stage, a district level seminar was organized. Moreover, an Advisory Committee⁸ was also made in the presidentship of the chairman of the DDC. However, according to the acting DEO, in the time of developing DEP, the team was more focused on the guideline rather than suggestions of RPs, teachers, and local needs. This team collected the required data or information from various means. The DDC endorsed the prepared plan, which was later forwarded to the department. Amazingly, the consulted personnel of DEO

⁷ For detail see Appendix 3.

⁸ See Appendix 2

agreed that the six-day training was enough to accomplish the DEP. Because, they think that the centre has provided the guideline, the DEO was just to follow the format. At present, all the team members except one section officer of DEO are transferred. Therefore, handover of skill did not occur.

Product

Mainly 4 government policies: (a) increased intuitional capacity and access in primary level, (b) physical and academic upgrading of schools (c) increased access to primary education especially for girls and disadvantage children, and (d) enhanced learning achievement and quality education of primary level guided the Humla DEP.

To achieve these targets, the DEO would organize trainings for teachers; mobilize community with the help of DDC and for physical improvement of schools (I)NGO support should be searched. The government policy of developing DEP was supposed to develop an overall district education plan. However the main focus of the DEP rested only on primary and basic education. The acting DEO said that there are very few secondary schools and students; therefore, it has focused more on primary education. The DEP has analyzed very little about the process of education development. Rather, it has presented the data related to schools and students.

The DEP has focused on physical improvement of schools. Maintenance and construction of furniture, building maintenance, separate toilets for boys and girls, pure and safe drinking water are some of the examples. Besides, it has also set targets for teaching learning quality, community mobilisation, and extra curricular activities. Moreover, because of the security situation, students from remote areas such as Shree Nagar, Limi, Kermi, and Rodikot VDCs could not come to the schools. The students were frequently threatened while coming to the schools by the Maoist. The Maoist strained them to join the movement. In one case, a girl student of Rodikot left the school because of the Maoist threaten. Therefore, the DEP has targeted to build hostels in some schools so that the students can complete study without any trouble. For example by the same policy, a hostel building with attached bathrooms was made in Mansarobar Higher Secondary School, Simikot. However, lack of proper maintenance of drains, the bathrooms and toilets were of no use.

The RCs were supposed to coordinate all the activities of the feeder schools. However, observations showed that the RCs were doing nothing. The security situation and lack of supervision have added problems to the RCs, according to a RP, teachers are bothered more. One of the reasons behind it was political attachment other than in the Maoist of the teachers. At present, (during the field visit) no RP was in his RC. Accordingly, the RPs who has strong relationship with DEO and the centre make arrangement to transfer himself temporarily in RED or centre. Therefore, some RPs knows very little about their related RCs and feeder schools.

Presently, there are along with 90 primary, 13 lower secondary, 8 secondary, and 1 higher secondary school 112 public schools in total, in the district. Out of total 420 teachers, presently only 12 (permanent) are female and teaching in lower secondary and primary levels. Other 43 female teachers are in temporary basis. There is only one female teacher in secondary and zero in higher secondary levels. In such situation, the objective of SESP, which the female teacher may finally help to increase girls' enrolment in the school, seemed poor in this district. Moreover, at present 4 permanent and 21 temporary secondary teachers in the district (all are male). In the year 2001-2, there were 449 students in total in secondary and higher secondary levels (392+57+). Out of which only 52 were girls. The teacher/ student ration is about 1:14 in secondary and 1:29 in higher secondary levels⁹. Besides, the DEO has been organizing 6 mobile schools in summer and winter seasons in different VDCs of the district.

School Improvement Plan (SIP)

SIP is a plan developed by the school with support from the community. In order to materialize decentralization in education, BPEP II initiated school based planning process. It was envisioned that the SIP would give communities more control and ownership over their schools and increase accountability of the teachers towards the communities. However, due to lack of funding, skilled human resources and proper follow up, hardly some schools basing upon their own discretion have developed SIPs.

The training for developing SIP was not given to this district. Only the inspiration of some teachers was the key catalyser to develop SIP at school level. Obviously, the schools did not have expertise to develop the plans. They found it extremely difficult task. Nevertheless, most schools have SPIPs. According to the Asst. Coordinator of USC Canada, the SPIP was a by-product of incentive of USC Canada.

Product

⁹ Source: Humlama Sikcha, 2002, DEO, Humla (the data presented here is of secondary level only)

The RP of Daarma RC said that all the SPIPs are focused only on the development, improvement, and rehabilitation of the physical infrastructure of the schools. However, it is not in a written form in many schools, but some schools have their own written SPIP document. Moreover, old staffs and/or overseers and engineer were transferred from DEO Humla and they took away all the aiding materials including documents given by the schools for physical improvement of the schools. The new team do not have needed tools such as scientific calculator, measuring rulers etc. The weather also makes a problem regarding SPIP. From November to April, there will not be any work because of heavy snowfall. Additionally, no school will remain open during snowy seasons.

According to assistant coordinator of USC Canada, schools other than Simikot are in a good condition. USC Canada has been supporting to maintain and building schools since last 10 years. In inner part of the district such as Limi, Tallokot, rich members of the community are giving donation to the schools of their community. It has supported schools a lot. However, teaching and learning quality improvement is at present, strongest issue in the district. The students' performances in SLC examinations are very poor. Sometime, no one can pass the SLC. According to the acting DEO, the DEO did not care about cheating and copying in the exam. Accordingly, the DEO want good result in SLC exam irrespective of the way to pass the exam adopted by the student.

School Management Committee (SMC)

Out of 112 public schools, most schools of this district have SMCs but according to the acting DEO, no SMC is functioning. One of the major causes of this is the Maoist movement. In many schools, old SMCs were dissolved, but the DEO does not have up-to-date SMC related data. According to the DEO recently in 68 schools, new SMCs are made. The schools have tried to follow the guideline and/or criteria provided by the 7th Amendment of the Education Act, in forming the SMC, said one SS (presently acting DEO). However, the reality of the district forced the schools to compromise with the criteria set by the Act. In old SMCs, as many as 90% members, other than the teacher representative are unable to meet the criteria of educational qualification. The SMC of some schools according to HTs, teachers, and DEO staff utilize their position for political reasons than for education improvement. In their observation, SMCs selected the wrong persons as teachers. This is a just similar to the situation of Doti district.

The DEO staffs think and realize somehow that the DEO should have some control over SMC. The effect of Maoist movement can be seen in some SMCs. The local Maoist has been using their power to select SMC members of their political principle. According to one of the SS, many old and new SMCs are full of Maoist revolutionaries. The Maoist has made 'Model Village' (the Maoist have made their local government at VDC level and they would like to say it Model Village) in 5 VDCs. These VDCs are: Melcham, Shree Nagar, Maila, Kalika, and Madana. The DEO staffs said that in these model villages and in some other schools, SMC members along with teachers are involved in Maoist movement. For example, Mr. Kamal Lama was a former teacher. He resigned when he actively joined with Maoist movement. The local people said that Simikot was safer because of him. Recently, (in Dec.2002) he was shot dead in Bargaun VDC, 12 km. far from Simikot.

There was a rumour that the Maoist would attack on January 31, but the cease-fire between the government and the Maoist changed the scenario. A teacher from Shree Nagar, said that the Maoist of so-called model village gives pressure to non-Maoist teachers to join them and act according to their interest. Some non-Maoist SMC members and teachers have left and presently staying in Simikot, Nepalgunj, and Kathmandu. About 15 teachers were temporarily transferred at the DEO. In the month of April, 2003, there will be 65 teachers in DEO.

The DEP has not planned of periodic training for SMC members. In the past year, the DEO has given training for SMC members regarding education system of Nepal. At present, there is no training program for SMC members. Some parents were interested to join SMC. However, they could not join the SMC. According to one SS, the reason behind this might be the Maoist intervention in schools. At present teachers must have 'Visa' to go outside the village and permission to buy food grain from shops located at district headquarters. Moreover, the CDO office also issues 'Visa' for local people and outsiders to come and go. Therefore, some SMC members do not participate in the district level meetings and seminars. Some SMC members have left SMC because of Maoist. Some have surrendered before Maoist. According to the acting DEO, they did not have any choice except joining the Maoist.

The DEO does not know much about the SMCs of the district. Only RPs and SSs were the sources of obtaining information related to VDC and schools. However, most of the RPs and SSs do not visit their respective RCs and feeder schools. The RP of Daarma said how SMCs are functioning is a query of the DEO too. However, according to the acting DEO, the newly formed SMCs may improve the situation of the schools in the situation of the seas-fire. But, no body knows the reality behind the newly formed SMCs' and its members whether they are committed to purely education sector.

The EMIS

The first EMIS of the district was developed in the year 2057 BS (1999/2000). In the process of developing EMIS at first, two master trainers were developed according to the DoE's policy. The training was based on annual education plan. Those MTs have developed 18 district level trainers and these district level trainers gave six-day training to all the HTs of the district. Those 18 trainers along with 2 MTs gave simple, short-period training to all the schools of the district. The trained HTs of the schools sent the data required to EMIS. The report was developed at district level and it has been upgrading annually.

The centre provided the format. The schools were requested to fill the forms of EMIS. The lack of proper training and regular supervision according to the acting DEO, the first EMIS report contained false and wrongly managed information. He said that this was because in the course of training, the HTs said that they understood all the formats and rules. But at the time of filling format, they said they did not understand the format. Moreover, the data provided by the schools should have been approved by the related RP. RPs and SS are supposed to provide help needed to schools. The responsibility of monitoring and maintaining EMIS report is the RED. However, the task of monitoring and regulating EMIS is somehow irregular and hard, said asst. accountant of DEO. The problems aroused by the Maoist also a main reason for this problem. However, according to the acting DEO, present EMIS is perfect. It contains no false data and information. His claim is however, contrary to his own sayings about the SMCs and schools. At present, no body is statistician in the DEO, and it seems hard even to maintain the EMIS.

Intervention From non-Government Sector

USC Canada has been working in Humla in different areas. One of the main working areas of this INGO is schools improvement plan. It has supported education sector by providing non-formal education and adult literacy programmes in the past. Besides these programmes, the institute has been providing especial education programmes such as woman's education and empowerment programmes; Computer and basic secretarial to Test Passed students etc. It has supported 12 schools of different VDCs to build schools and hostel buildings. With the help of DEOs, it has organized three coordination meetings (2 in 1999 and 1 in 2000) in order to strengthening relation and linkages among DEO, parents, and schoolteachers. A School Management Review Workshop was held in 2000, containing 31 teachers (1 female) and 13 parents' participants. Besides these, it has partially supported salary of 18 teachers of different schools.
Human Resource Status of DEO Humla

Although there are position for 21 staffs¹⁰ excluding engineer and overseer, only 11 staffs are working presently. Out of 11, 4 are class-less peons. Out of 7 persons including DEO, 3 staffs have M. Ed. degree. 2 B. Ed., 1 I. Ed. and 1 SLC are the academic background of the staffs. All the staffs are from Brahmin and Kchettri castes. At present, 10 posts are vacant in DEO office. The posts of three overseers are also vacant. Only one RP out of six RPs is from hill-tribe caste. No body is female. Caste discrimination was also observed during the field visit. The acting DEO said that present DEO has dismissed the contract between a Brahmin shopkeeper and DEO and ordered to buy only from a Taraian shopkeeper of DEO's own caste. Moreover, no body is capable to develop education plan. One section officer has taken training of DEP development. Other old trained staffs were transferred to other districts. The DEO does not have its own building. The DDC has planed to build a new building for DEO in collaboration with DEO (MOES). Lack of furniture, book shelves, and other office material was apparent. The DoE has given a computer system along with UPS, but according to the staffs, the DEO seemed apathetic to bring the computer in Simikot from Kathmandu.

The Security Situation

The security situation of the district is very weak. Both conflicting parties; the government and the Maoist are issuing the visa for the locals and outsiders. A primary teacher from Shree Nagar said that local people, mostly teacher from Maoist Model Villages are suffering more; additionally, he added that police accused and threaten them as spy to Maoist. Observation found that the army and police torture even they are not Maoist. The police and army think that all the teachers from these villages are Maoist. One day at night, when I was in my room, the security team consisting soldiers and policemen came next to my room where a teacher from Shree Nagar VDC rested with his family including one seriously infected ill child of nine months. All the security team members were drunk. One of the members of the security team asked him some questions regarding Maoist, but he replied that he does not know much about them. However, the security team persist that he must tale about the local Maoist. But the teacher refused to say anything. Suddenly a policy man hooked him brutally in front of his wife. I heard all the dialogue between them and was right to go outside, my friend, an overseer of DEO told me not to go, because they (the security members) may beat me. Finally, the policeman warned him to leave Simikot soon. This type of torture is normal to the citizen of Humla. There was curfew at night after 7 PM. No one should light a torch. If anybody does so, the army or police will shoot immediately. The CDO office has ordered not to talk or do something after 7 Pm even in own room. A Soldier at 7.30 PM kicked an overseer of DEO when he was boiling water for night.

¹⁰ See Appendix 3

The security situation in VDCs other than Simikot is very poor. Even police and army could not go nearby villages. Local people said that Maoist would certainly shoot if they believe that the outsider is a spy, whatsoever may be the reality. Many teachers were forced to leave the village because of Maoist threaten. Some teachers have lost their houses and grains because the Maoist burnt their assets. Almost every teacher who was presently staying in Humla is giving levy to the Maoist. The Maoist has set the criteria or the amount of levy according to one's income or the position. Teachers from so-called Model Village said that the Maoist do not attack those people related to Health and Education sectors, unless he is giving levy. But, in many cases, their promises have broken.

Appendix 1

Specific Objectives of the Study

- 1) To analyse the human resource situation including staffing levels, positions in the place, educational background of the staff including training received at SMCs, HTs, VDCs, DDCs, DEOs, Master Trainers, Resource Persons, SEDU, etc.
- 2) To assess the human resource capacity situation with respect to its adequacy for the requirement of local government and school level planning
- 3) To unite the number of teachers listed by schools including distribution of female/male teachers by qualification.
- 4) To analyse the situation of schools having and functioning SMCs
- 5) To analyse the status of EMIS and SIP
- 6) To analyse the status of DEP
- 7) To analyse the adequacy of information with respect to EMIS, DEP, SIP etc.
- 8) To assess the security situation in the districts.

District Education Committee Doti

Name	Sex	Caste	Designation in DEC	Background
Bharat Bdr. Khadka	M	Kchettri	President	President DDC, Doti
Taranath Gautam	M	Brahmin	Vice-president	CDO, Doti
Gagendra Thakali	M	Hill tribe	Member	LDO, Doti
Muktinath Sharma	M	Brahmin	"	HT, Pravat H. S. School, Dehimandu
Ratan Bdr. Shah	M	Kchettri	"	HT, Dilpeshwor S. School, Dipayal
Raj Psd. Joshi	M	Brahmin	"	Representative, Nepal Teacher Org.
Narendra Raj Sharma	M	Kchettri	"	Representative, Nepal National Teacher Org.
Yadunath Joshi	M	Kchettri	"	Representative, Nepal National Teacher Parisad
Bhakta Bdr. Ojaha	M	Kchettri	"	President, Tijali VDC
Haribhakta Bhandari	M	Kchettri	"	President, SBO, Rampur S. School, Buder
Bishnu Maya Shrestha	M	Newar	"	Female Representative, Padma P. S. S. Silgadhi
Hemraj Pujara	M	Brahmin	Secretary	Act. DEO, Doti

District Education Plan Working Committee

Name	Sex	Caste	Designation in Working DEP Committee	Background
Hemraj Pujara	M	Brahmin	Coordinator	Act. District Education Officer, Doti
Khandra Psd. Joshi	M	Brahmin	Member	Section Officer (Administration) DEO, Doti
Deviram Aryal	M	Brahmin	"	School Supervisor, DEO, Doti
Udhav Bdr. Malla	M	Kchettri	"	Resource person, DEO, Doti
Yadav Psd. Phulara	M	Brahmin	"	Resource person, DEO, Doti

Appendix 2

District Education Committee Humla

Name	Sex	Caste	Designation in DEC	Background
Dandapani Baral	M	Brahmin	President	LDO
Hum Psd Adhakari	M	Brahmin	Vice-president	CDO
Chavi Lal Panthi	M	Brahmin	Member	HT, Mahadev Seconday School, Darma
Jay Bdr. Rokaya	M	Kchettri	"	Social worker
Bishnu Bhusal	M	Brahmin	"	----
Mrs. Laxmi Lama	F	Hill tribe	"	Social Worker
Surendra Bdr. Karki	M	Kchettri	"	SMC Presedent
Jhabendra Raj Acharya	M	Brahmin	"	Representative, NNTO
Shiva Sharma Paudyal	M	Brahmin	"	Representative, NTO
Danda Pani Jha	M	Brahmin	Member Secretary	DEO,

District Education Plan Working Committee Humla

Name	Sex	Caste	Designation in DEP Working Committee	Background
Eak Raj Rai	M	Hill tribe	Coordinator	Act. District Education Officer,
Khem Psd. Acharya	M	Brahmin	Member	School Supervisor, DEO,
Dharmajit Shahi	M	Kchettri	"	Section Officer (Admi.) DEO,
Krishna Raj Paudyal	M	Brahmin	"	Teacher
Resmi Raj Aryal	M	Brahmin	"	Teacher
Indra Psd. Upadhyaya	M	Brahmin	"	Teacher

Advisory Committee to the DEP Development Working Committee

Name	Cast	Sex	Designation Advisory Committee	Background
Jeevan Bdr. Shahi	Chattri	M	President	President, DDC
Gorakh Bdr. Bogati	"	M	Member	MP
Chakra Bdr. Shahi	"	M	Member	Ex MP
Kchtra Bdr. Bhandari	"	M	Member	CDO
Danda Pani Baral	Brahman	M	Member	LDO
Hari Pd. Gorkhali	"	M	Member	HT
Kamal Bdr. Malla	Chattri	M	Member	Secondary Teacher
Chandra Bdr. Buda	Hill Tribe	M	Member	HT
Eak raj rai	"	M	Member	DEO
laxmi Lama	"	F	Member	NGO Representative
Dharma Jit Shahi	Chattri	M	Member	Section Officer, DEO
Ganga Pd. Bhatta	Brahman	M	Member	Secondary Teacher
Birkha Bdr. Mahat	Chattri	M	Member	Vice-President, DDC
Brish Bdr. Shahi	Chattri	M	Coordinator	

Appendix 3

Available Human Resource in DEO, Doti

SN	Name	Sex	Caste	Qualification	Post	Training	Remarks
1	Ramhari Das Shrestha	M	Newar	MA	Act. DEO	In Service*	*Japan
2	Khagendra Pd. Joshi	M	Brahmin	B. Ed.	Sec. Off.	In Service	
3	Basant Kumar Karki	M	Kchettri	B. Ed.	Sec. Off.	In Service	
4	Umanath Ghimire	M	Brahmin	B. Ed.	Officer	In Service	
5	Satyaman Shrestha	M	Newar	SLC	Accountant	In Service	
6	Deepak Kumar Shrestha	M	Newar	SLC	Accountant	In Service	
7	Khem Raj Upadhyaya	M	Brahmin	BA	Accountant	In Service	
8	RamDutta Joshi	M	Brahmin	BA, B. Ed.	Na. Su.	In Service	Tempo.
9	Hari Dutta Joshi	M	Brahmin	BA, B. Ed.	Na. Su.	In Service	Tempo.
10	Krishna Bdr. Khadka	M	Kchettri	SLC	Storekeeper		
11	Amir Bdr. Bista	M	Kchettri	10 Class	Kharidar	In Service	
12	Raj Ratna Shrestha	M	Newar	SLC	Kharidar	In Service	
13	Ganga Ram Bohara	M	Newar	SLC	Kharidar	In Service	Tempo.
14	Rup Singh Khatri	M	Kchettri	Test Pass	Mukhiya	In Service	
15	Prem Bdr. Malasi	M	Brahmin	Test Pass	Peon		
16	Bale Saud	M	Kchettri	Literate	Peon		
17	Khagendra Bdr. Bohara	M	Kchettri	Literate	Peon		
18	Nabin Kumar Singh	M	Brahmin	BE	Engineer	In Service	Contract
19	Sunil Kumar Yadav	M	Brahmin	IE (Diploma)	Overseer	In Service	Contract
20	Krishna Dev Jha	M	Brahmin	IE (Diploma)	Overseer	In Service	Contract
21	Abhaya Kumar Jha	M	Brahmin	IE (Diploma)	Overseer	In Service	Contract
22	Sharban Kumar Yadav	M	Brahmin	IE (Diploma)	Overseer	In Service	Contract

Participants in the HTs Meeting of Doti

SN	Name	School	Address	Remarks
1	Krishna Kumar Shrestha	Padma Public S. School	Silgadhi	
2	Ratan Bdr. Shah	Dilpeshwor S. School	Dipayal	RC
3	Gajaya Raj Sharma	Jhimemelika S. School	Durgamandu	
4	Muralidhar Bhatta	Radha Krishna S. School	Tiltali	
5	Dhan Bdr. Khadka	Shajendreshwor S. School	Fulaut	RC
6	Gagan Singh Dhami	Durga S. School	Joshi Gaun	
7	-----	Ghanteshwor S. School	Joroyal	
8	Padma Raj Joshi	Mahakali S. School	Mudegaun	
9	Keshab Raj Sharma	Sharada H. S. School	Mudvara	RC
10	Dirga Raj Rana	Sarshwoti S. School	Ranagaun	

Appendix 4

Available Human Resource in DEO, Humla

SN	Name	Sex	Caste	Qualification	Post	Training	Remarks
1	Din Bandhu Jha	M	Brahmin	M. Ed.	DEO		
2	Dharmajit Shahi	M	Kchettri	M. Ed.	Sec. Off.		
3	Bishnu Pd. Subedi	M	Kchettri	B. Ed.	Sec. Off.		
4	Kusma Raj Upadhyaya	M	Brahmin	B. Ed.	SS		
5	Gorkha Bdr. Thapa	M	Kchettri	M. Ed.	SS		
6	-----				SS		Vacant
7	Ram Dutta Chaulagai	M	Brahmin	SLC	Kharidar		
8	Krishna Raj Paudyal	M	Brahmin	I. Ed.	LS Teacher		
9	-----				Na. Su.		Vacant
10	-----				LS Teacher		Vacant
11	-----				LS Teacher		Vacant
12	-----				LS Teacher		Vacant
13	-----				LS Teacher		Vacant
14	-----				Accountant		Vacant
15	-----				Accountant		Vacant
16	Shova Bohara	M	Kchettri	Literate	Peon		
17	Jaibir Bhandari	M	Kchettri	Literate	Peon		
18	Dant Rawat	M	Kchettri	Literate	Peon		
19	Nakche Bohara	M	Kchettri	Literate	Peon*		* Horse Care-Taker
20	Baburam Devkota	M	Kchettri	IE (Diploma)	Overseer	In Service	Contract
21	Shotantra Singh Thapa	M	Kchettri	IE (Diploma)	Overseer	In Service	Contract
22	Suman Pokheral	M	Kchettri	IE (Diploma)	Overseer	In Service	Contract
23	-----				Engineer		Vacant
24	-----				Overseer		Vacant
25	-----				Overseer		Vacant
26	-----				Overseer		Vacant

Appendix 5

Basic Educational Statistics by Levels

District	Schools					Students								Teachers							
	Pre prim	Prim	L. Sec.	Sec.	Total	Pre primary		Primary		L. Secondary		Secondary		Pre primary		Primary		L. Secondary		Secondary	
						Total	Girl	Total	Girl	Total	Girl	Total	Girl	Total	Female	Total	Female	Total	Female	Total	Female
DOTI	42	305	71	32	305	1246	511	3342	1393	5183	1174	1696	355	45	10	931	146	232	6	135	4
HUMLA	15	104	16	6	108	467	174	5351	1814	918	134	360	43	5	2	323	56	72	1	28	2

Private Basic Educational Statistics by Level

District	Schools					Students								Teachers							
	Pre prim.	Prim	L. Sec.	Sec.	Total	Pre primary		Primary		L. Secondary		Secondary		Pre primary		Primary		L. Secondary		Secondary	
						Total	Girl	Total	Girl	Total	Girl	Total	Girl	Total	Female	Total	Female	Total	Female	Total	Female
DOTI	6	7	2	1	--	173	42	495	95	151	28	89	9	29	6	131	16	60	3	36	1
HUMLA	0	1	0	0	--	18	1	42	4	0	0	0	0	1	1	24	5	0	0	0	0

Ownership of Total School Building

District	Own Building			Public Building			Rented Building		
	Primary	L. Sec.	Sec	Primary	L. Sec.	Sec	Primary	L. Sec.	Sec
DOTI	524	237	153	5	5	1	8	4	1
HUMLA	107	36	21	7	0	0	2	0	0

Schools with Facility of Toilet by Types of School

District	Types of School	Toilets for Boys		Toilets for Girls		Status of Toilets		
		Yes	No	Yes	No	Sufficient	Average	Insufficient
DOTI	Public	40.8	59.2	17.0	83.0	6.5	17.7	75.1
	Community	39.8	60.2	16.3	83.7	8.9	15.4	74.0
	Private	37.5	62.5	25.0	75.0	25.0	0.0	75.0
	Total	39.3	60.7	16.7	83.3	7.5	16.4	75.4

Appendix 6

HUMLA	Public	27.6	72.4	11.4	88.6	5.7	12.4	81.9
	Community	50.0	50.0	37.5	62.5	25.0	25.0	50.0
	Private	100.0	0.0	100.0	0.0	100.0	0.0	0.0
	Total	28.3	71.7	13.2	86.8	6.6	12.3	81.1

Schools with Facility of Drinking Water and Electricity and Status of Drinking Water

District	Types of School	Facility of Drinking Water		Status of Drinking Water			Facility of Electricity	
		Yes	No	Sufficient	Average	Insufficient	Yes	No
DOTI	Public	52.3	47.7	11.6	25.6	62.1	1.8	98.2
	Community	56.9	43.1	9.8	30.1	58.5	1.6	98.4
	Private	62.5	37.5	12.5	37.5	50.0	25.0	75.0
	Total	52.8	47.2	11.5	26.2	61.6	2.3	97.7
HUMLA	Public	43.8	56.2	12.4	17.1	70.5	2.9	97.1
	Community	62.5	37.5	25.0	25.0	50.0	12.5	87.5
	Private	100.0	0.0	100.0	0.0	0.0	100.0	0.0
	Total	44.3	55.7	13.2	17.0	69.8	3.8	96.2

Numbers of Class Rooms by Types of School

District	Types of School	Class Rooms in School															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	>14	
DOTI	Public	52	8	24	25	20	63	13	21	11	8	4	6	4	3	15	277
	Community	22	2	15	12	5	17	2	11	9	8	4	3	3	1	9	123
	Private	1	0	3	1	0	1	0	0	0	0	0	0	0	0	2	8
	Total	75	10	42	38	25	81	15	32	20	16	8	9	7	4	26	408
HUMLA	Public	3	3	8	6	15	37	7	8	3	3	1	4	0	1	6	105
	Community	0	0	0	0	0	0	2	1	0	0	0	1	0	1	3	8
	Private	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
	Total	3	3	8	6	15	37	9	9	3	3	1	5	0	2	10	114

School Play Ground and Compound by Types of School

District	Types of Schools	Play Ground							School Compound						
		Facility of Playground		Schools with Play Grounds (in Sq. M.)					Facility of Compound		School with Compounds (in Sq. M.)				
		Yes	No	>100	100-300	301-400	401-600	>600	Yes	No	>100	100-300	301-400	401-600	>600
DOTI	Public	71.4	28.6	45.7	27.6	3.8	5.7	17.1	54.3	45.7	61.0	10.5	4.8	5.7	18.1
	Community	87.5	12.5	12.5	12.5	0.0	12.5	62.5	75.0	25.0	37.5	0.0	0.0	12.5	50.0
	Private	100.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	0.0	0.0	100.0	0.0	0.0	0.0

	Total	71.7	28.3	45.3	27.4	3.8	5.7	17.9	54.7	45.3	60.4	11.3	4.7	5.7	17.9
HUMLA	Public	83.0	17.0	28.5	15.9	5.1	11.2	39.4	75.1	24.9	40.0	6.5	3.2	6.1	43.7
	Community	87.8	12.2	25.2	15.4	4.1	9.8	45.5	78.9	21.1	41.5	2.4	1.6	9.8	44.7
	Private	75.0	25.0	50.0	25.0	12.5	0.0	12.5	100.0	0.0	37.5	50.0	0.0	0.0	12.5
	Total	83.6	16.4	28.5	17.0	4.9	11.5	38.0	75.1	24.9	41.3	6.9	3.6	5.9	42.3

Appendix 7

Schools with Facility of Teaching Materials, Status of Materials and Desk/Bench by Types of School

District	Types of Schools	Teaching Materials		Status of Materials			Desk/ Bench		Status of Desk /Bench				
		Yes	No	Sufficient	Average	Insufficient	Yes	No	>10	10 to 20	21 to 30	31 to 40	>40
DOTI	Public	86.6	13.4	9.0	50.2	40.8	76.2	23.8	40.4	17.0	10.1	7.6	24.9
	Community	82.9	13.4	8.1	46.3	45.5	79.7	20.3	33.3	15.4	9.8	13.0	28.5
	Private	37.5	62.5	12.5	0.0	87.5	62.5	37.5	62.5	25.0	0.0	0.0	12.5
	Total	83.9	16.1	8.5	47.9	43.6	75.1	24.9	41.6	18.7	9.5	7.2	23.0
HUMLA	Public	69.5	30.5	4.8	28.6	66.7	78.1	21.9	56.2	22.9	9.5	1.9	9.5
	Community	87.5	12.5	12.5	37.5	50.0	100.0	0.0	37.5	0.0	25.0	0.0	37.5
	Private	100.0	0.0	100.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	100.0
	Total	69.8	30.2	5.7	28.3	66.0	78.3	21.7	55.7	22.6	9.4	1.9	10.4

Public, Community and Private Schools by Levels

District	Public Schools				Community Schools				Private Schools			
	Pre Prim.	Primary	L. Sec.	Secondary	Pre Prim.	Primary	L. Sec.	Secondary	Pre Prim.	Primary	L. Sec.	Secondary
DOTI	23	265	41	16	14	59	45	19	6	7	2	1
HUMLA	16	103	20	7	0	0	3	4	0	1	0	0

Total Lower Secondary and Secondary Level Gradewise Students Enrolment and Disadvantage Students by Sex and Level

District	Types of	Grade Six	Grade Seven	Grade Eight	L. Secondary Level	Grade Nine	Grade Ten	Secondary Level
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	School	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	
DOTI	Public	1431	375	1056	1229	276	953	1261	271	990	3921	922	2999	594	122	472	427	101	326	1021	223	798	
	Community	7	0	7	0	0	0	0	0	0	7	0	7	44	11	33	32	2	30	76	13	63	
	Private	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	2075	513	1562	1621	355	1266	1487	306	1181	5183	1174	4009	983	204	779	713	151	562	1696	355	1341	
	Total Disadvantaged Students	37	2	35	15	0	15	7	1	6	59	3	56	5	2	3	4	0	4	9	2	7	
HUMLA	Public	378	70	308	295	40	255	238	24	214	911	134	777	167	18	149	117	12	105	284	30	254	
	Community	576	125	451	346	68	278	189	31	158	1111	224	887	348	79	269	238	44	194	586	123	463	
	Private	68	13	55	46	11	35	37	4	33	151	28	123	41	3	38	48	6	42	89	9	80	
	Total	385	70	315	295	40	255	238	24	214	918	134	784	211	29	182	149	14	135	360	43	317	
	Total Disadvantaged Students	189	18	171	102	11	91	74	6	68	365	35	330	74	7	67	27	3	24	101	10	91	

Based on Table 21, 22, 23, 24, & 28, School Level Educational Statistics of Nepal, 2000 (2057), Department of Education, Statistics Section, MOES, HMG/N, Bhaktpur.

Appendix 8

Total and Public Teacher by level, Training, and Sex

District	Sex wise	Total												Public											
		Primary			Lower Secondary			Secondary			Primary			Lower Secondary			Secondary								
		Total	1	2	3	Total	1	2	3	Total	1	2	3	Total	1	2	3	Total	1	2	3				
DOTI	M.	785	139	330	316	226	46	51	129	131	41	34	56	620	127	320	173	151	29	42	80	84	35	18	31
	F.	146	20	74	52	6	2	1	3	4	2	1	1	121	20	68	33	3	2	0	1	2	2	0	0
	Total	931	159	404	368	232	48	52	132	135	43	35	57	741	147	388	206	154	31	42	81	86	37	18	31
HUMLA	M	267	39	106	122	71	22	24	25	26	14	7	5	248	36	101	111	69	22	24	23	25	13	7	5
	F.	56	3	19	34	1	0	1	0	2	2	0	0	51	3	19	29	1	0	1	0	2	2	0	0
	Total	323	42	125	156	72	22	25	25	28	16	7	5	299	39	120	140	70	22	25	23	27	15	7	1

Note: -

1=Fully Trained, 2= Partially Trained, 3= Untrained

Based on Table 33, School Level Educational Statistics of Nepal, 2000 (2057), Department of Education, Statistics Section, MOES, HMG/N, Bhaktpur.

Community and Private Teacher by level, Training, and Sex

District	Sex wise	Community												Private											
		Primary			Lower Secondary			Secondary			Primary			Lower Secondary			Secondary								
		Total	1	2	3	Total	1	2	3	Total	1	2	3	Total	1	2	3	Total	1	2	3				
DOTI	M.	50	5	0	45	18	8	1	9	12	1	0	1	115	7	10	98	57	9	8	40	35	5	1	1
	F.	9	0	2	7	0	0	0	0	1	0	0	1	16	0	4	12	3	0	1	2	1	0	1	0
	Total	59	5	2	52	18	8	1	9	13	1	0	2	131	7	14	110	60	9	9	42	36	5	2	1
HUMLA	M	0	0	0	0	2	0	0	2	1	1	0	0	19	3	5	11	0	0	0	0	0	0	0	0
	F.	0	0	0	0	0	0	0	0	0	0	0	0	5	0	0	5	0	0	0	0	0	0	0	0
	Total	0	0	0	0	2	0	0	2	1	1	0	0	24	3	5	16	0	0	0	0	0	0	0	0

Total and Public Lower Secondary Schools Teachers by Qualification and Training

District	Types of Tec.	TOTAL TEACHERS												PUBLIC TEACHERS													
		T of T	U.SLC	SLC	Intermediate			Bachelor			Master			T of T	U.SLC	SLC	Intermediate			Bachelor			Master				
					Total	I Ed	Oth	Tot.	B Ed	oth	Tot	M Ed	Oth				N M	Total	I Ed	Oth	Tot.	B Ed	oth	Tot	M Ed	Oth	N M
DOTI	1	48	0	0	31	26	5	15	12	3	0	0	0	2	31	0	0	18	14	4	11	8	3	0	0	0	2
	2	52	0	0	38	1	37	11	1	10	0	0	0	3	42	0	0	33	1	32	6	1	5	0	0	0	3
	3	132	0	3	94	9	85	25	1	24	0	0	0	10	81	0	2	54	4	50	20	1	19	0	0	0	5
	ToT	232	0	3	163	36	127	51	14	37	0	0	0	15	154	0	2	105	19	86	37	10	27	0	0	0	10
HUMLA	1	22	0	0	15	12	3	4	4	0	0	0	3	22	00	0	15	12	3	4	4	0	0	0	0	3	
	2	25	0	0	21	0	21	3	0	3	0	0	0	1	25	0	0	21	0	21	3	0	3	0	0	0	1
	3	25	0	1	16	3	13	5	0	5	2	0	2	1	23	0	1	15	3	12	4	0	4	2	0	2	1
	ToT	72	0	1	52	15	37	12	4	8	2	0	2	5	70	0	1	51	15	36	11	4	7	2	0	2	5

Note: -

1=Fully Trained, 2= Partially Trained, 3= Untrained, T of T = Total of Total

Based on Table 33, School Level Educational Statistics of Nepal, 2000 (2057), Department of Education, Statistics Section, MOES, HMG/N, Bhaktpur.

Appendix 9

Total and Public Secondary School teachers by Qualification and training

District	TOTAL TEACHERS														PUBLIC LOWER SECONDARY TEACHERS												
	Type	To T	SLC			Intermediate			Bachelor			Masters		NM	ToT	SLC			Intermediat e			Bachelor			Master s		NM
			a	b	T	1	2	T	1	2	T	1	2			1	2	T	1	2	T	1	2	T	1	2	
HUM LA	FT	16	0	0	0	0	0	1	1	1	0	1	0	15	0	0	0	0	0	1	1	0	0	0	0		
	PT	7	0	0	0	0	0	6	0	6	0	0	1	7	0	0	0	0	0	6	0	6	0	0	1		
	UT	5	0	0	0	0	0	2	0	2	2	0	2	1	5	0	0	0	0	2	0	2	2	0	1		
	T	28	0	0	0	0	0	2	1	9	3	0	3	2	27	0	0	0	0	2	1	8	2	0	2		
DOTI	FT	43	0	0	0	0	0	4	2	12	2	0	2	0	37	0	0	0	0	3	2	12	1	0	1		
	PT	35	0	0	1	0	1	1	0	17	1	0	1	5	18	0	0	0	0	1	0	13	1	0	4		
	UT	57	0	0	3	0	3	4	5	43	1	0	1	5	31	0	0	1	0	2	4	24	1	0	1		
	T	135	0	0	4	0	4	10	3	72	1	0	1	10	86	0	0	1	0	7	2	49	3	0	5		

Based on Table 37, School Level Educational Statistics of Nepal, 2000 (2057), Department of Education, Statistics Section, MOES, HMG/N, Bhaktpur.

Note: -

1=Fully Trained, 2= Partially Trained, 3= Untrained

a = Under SLC, b = SLC, T = Total, 1 = Ed, 2 = Others, NM = Not Mentioned.

FT = Fully Trained, PT = Partially Trained, UT = Un- Trained, ToT = Total of Total

Total and Public Lower Secondary School Teacher by Types of Service and Sex

District	TOTAL SCHOOL TEACHER												PUBLIC SCHOOL TEACHER											
	Total			Permanent			Temporary			Contract			Total			Permanent			Temporary			Contract		
	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M
HUMLA	72	1	71	34	1	33	33	0	33	5	0	5	70	1	69	34	1	33	32	0	32	4	0	4
DOTI	232	6	226	54	3	51	142	2	140	36	1	35	154	3	151	47	2	45	96	1	95	11	0	11

Based on Table 41, School Level Educational Statistics of Nepal, 2000 (2057), Department of Education, Statistics Section, MOES, HMG/N, Bhaktpur.

Total and Public Secondary School Teacher by Types of Service and Sex

District	TOTAL SCHOOL TEACHER												PUBLIC SCHOOL TEACHER											
	Total			Permanent			Temporary			Contract			Total			Permanent			Temporary			Contract		
	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M
HUMLA	28	2	26	8	0	8	19	2	17	1	0	1	27	2	25	8	0	8	18	2	16	1	0	1
DOTI	135	4	131	40	2	38	68	1	67	27	1	26	86	2	84	34	2	32	49	0	49	3	0	3

Based on Table 42, School Level Educational Statistics of Nepal, 2000 (2057), Department of Education, Statistics Section, MOES, HMG/N, Bhaktpur.

School, Student and teacher Ratio by Level

District	PRE PRIMARY				PRIMARY					LOWER SECONDARY					SECONDARY				
	Std/ Sch	Tch / Sch	Std/ Tch	F. Tch/ Sch	Std/ Sch	Tch/ Sch	Std/ Tch	Std/ Tr.Tch	F. Tch /Sch	Std/ Sch	Tch/ Sch	Std/ Tch	Std/ Tr.Tch	F. Tch /Sch	Std/ Sch	Tch/ Sch	Std/ Tch	Std/ Tr.Tch	F. Tch /Sch
HUMLA	93.4	0.3	93.4	0.1	51.5	3.1	16.6	32.0	0.5	48.3	3.8	12.8	19.5	0.1	60.0	4.7	12.9	15.7	0.3
DOTI	27.7	1.1	27.7	0.2	109.6	3.1	35.9	59.4	0.5	73.0	3.3	22.3	51.8	0.1	53.0	4.2	12.6	21.7	0.1

Based on Table 43, School Level Educational Statistics of Nepal, 2000 (2057), Department of Education, Statistics Section, MOES, HMG/N, Bhaktapur.

Appendix 10

Distance from Resource Center and District Headquarters of Feeder Schools of Humla

SN	School	Address	Teachers Appointed			Distance from RC	Travel time to RC	Distance from DHq.	Travel time to D.Hq.
			Prim	L. Sec	Sec.				
1	Mansarobar H. Secondary School*	Simikot VDC (* 6-10 Class)	--	4	6	RC	--	D. Hq.	---
2	Raling Secondary School	Bargaun VDC	5	5	1	13 km.	5 hrs.	13 km.	5 hrs
3	Karnali Proposed Secondary School	Chauganfaya, Dadafaya VDC	5	4	1	RC	--	20 km.	8 hrs.
4	Maha Baudha L. Secondary School	Yalbang	3	3	--	RC	----	157 km.	5 days
5	Hilsa Naudhara primary School	Kharpunath, Lali VDC	3	--	--	RC	----	20 km.	8 hrs.
6	Malika Secondary School	Lali VDC	4	4	2	12 km	3 hrs	22 km	9 hrs.
7	Him Jyoti Secondary School *	Sarkegaun, Saya VDC (* 6-10 Class)	--	4	4	RC	---	96 km	3.5 days
8	Kot Proposed Secondary School	Rodikot VDC	5	4	2	RC	--	95 km.	3.5 days
9	Mahadev Secondary School	Darma, Dhami VDC (* 6-10 Class)	--	4	4	RC	--	132 km.	4.5 days
10	Suryodaya Secondary School	Shree Nagar VDC (* 6-10 Class)	--	4	4	RC	--	156	5 days
11	Sarshwoti Proposed Secondary School	Jair, VDC	4	4	--	21 km	9 hrs.	147	5 days
12	Dhamodaya L. Secondary School	Maila VDC	4	3	--	RC	--	157 km.	5 days

Appendix 11

Distance from Resource Center and District Headquarters of Feeder Schools of Doti

SN	School	Address	Teachers Appointed			Distance from RC	Travel time to RC	Distance from DHq.	Travel time to D.Hq.
			Prim	L. Sec	Sec.				
1	Dilpeshwor Sec. School*	Silgadhi Municipality, Dipayal	7	4	5	RC	--	15 km.	2.5hHrs.
2	Padma Public Sec. School*	Silgadhi Municipality, Silgadhi	3	5	7	15 km.	2.5 hrs.		
3	Pabitra Sec. School*	Silgadhi Municipality, Silgadhi	Not available			15 Km.	2.5 hrs.	D. Hq.	--
4	Devi Sec. School (proposed)	Khatiwada VDC-6,	3	3		5 km.	1.5 hrs.	16 km.	3 hrs.
5	Maglekh Sec. School*	Tikha, Silgadhi Municipality-11,	7	4	1	5 km.	1.5 hrs.	10 km.	2 hrs.
6	Sarshwoti Sec. School	Ranagaun VDC-9	4	3	--	10 km.	3 hrs.	6 km.	1.5 hrs.
7	Shagendrashwor Sec. School	Fulaut, Khirsain VDC	4	4	1	RC	--	6 km.	1.5 hrs.
8	Durga Sec. School	Joshigaun, Gairagaun VDC	Not Available			10 km.	3 hrs.	10 Km	3 hrs.
9	Sarshwoti Sec. School	Sanagaun VDC	--	2	5	5 km.	1.5 hrs.	12 km.	3.5 hrs.
10	Mastamandu Sec. School	Pokhari VDC	3	4	1	RC	--	10 km.	3 hrs.
11	Shishu Sudhar Sec. School	Gajari VDC	4	1	1	4 km.	1 hr.	10	3 hrs.
12	Kedareswor Sec. School	Kapalaxhi VDC	5	3	4	RC	--	9 km.	2.5 hrs.
13	Mahakhali Sec. School	Mudhegaun VDC	5	3	--	4 km.	1 hr.	8 km.	2 hrs.
14	Sarada Higher Sec. School	Mudhavara VDC	5	4	5	Rc	--	10 km.	2.5 hrs.
15	Sarshwoti Sec. School	Chudi, pachanali VDC	6	4	--	6 km.	1.5 hrs.	11 km.	2.5 hrs.
16	Harihar Sec. School	Pachanali VDC	3	5	1	4 km.	1 hr.	11 km.	2.5 hrs.
17	Sitaram Higher Sec. School	Uchhakot, Gijamandu VDC	3	4	7	RC	--	15 km.	3.5 hrs.
18	Sidhishwor Sec. School	Banlekh VDC	5	3	2	6 km.	1.5 hrs	15 km.	3.5 hrs.
19	Radha Krishna Sec. School	Tiltali, Latamandu VDC	4	3	3	4 km.	1 hr.	14 km.	3.5 hrs.
20	Radha Krishna Sec. School	Tijali VDC	5	3	2	6 km.	1.5 hrs.	12 km.	3 hrs.
21	Jhimemalika Sec. School	Vayal, Durgamandu VDC	6	3	5	RC	--	10 km.	2.5 hrs.
22	Indra Sec. School	Dumrakot, Tikhatar VDC	4	3	2	RC	--	12 km.	2.5 hrs.
23	Prabhat Higher Sec. School	Dehimandu, Mahadevsthan VDC	4	4	5	RC	--	11 km.	2.5 hrs.
24	Bhagawoti Sec. School	Talara, Lamikhal VDC	5	2	1	6 km.	1.5 hrs.	14 km.	3.5 hrs.
25	Sarada Sec. School	Mauwa, Daha Kalikasthan VDC	4	4	--	6 km.	1.5 hrs.	12 km.	3 hrs.
26	Bhavani Sec. School	Lus akot, Taleni VDC	3	3	5	RC	--	13 km.	3 hrs.
27	Janata Janardan Sec. School	Valma, Daud VDC	3	3	--	16 km.	5 hrs	11 km.	3 hrs
28	Ragunath Sec. School	Nirauli VDC	3	3	5	RC	--	22 km.	6.5 hrs
29	Navodhaya Sec. School	Gadsera VDC	4	4	4	RC	--	18 km.	5.5 hrs.
30	Khatyadi Sec. School	<i>Khatyadi, Chamar Chautara VDC</i>	4	4	5	RC	--	22 km.	6.5 hrs
31	Rampur Sec. School *	Budar, Chattiwan VDC	5	4	2	RC	--	30 km.	9 hrs.
32	Gauri Shankar Sec. School *	Gaira, Ghanteshwor VDC	2	3	--	16 km.	5 hrs.	28 km	8.5 hrs
33	Ghantashwor Higher Sec. School	Joroyal, Laxhmi Nagar VDC	5	4	5	RC	--	26 km.	8 hrs.
34	Shivapur Sec. School	Chankate, Sharaswoti Nagar VDC	--			6 km.	1.5 hrs	26 km.	8 hrs.
35	Kedareswor Sec. School	Lana, Lanakedareswor VDC	4	3	4	RC	--	28 km.	8.5 hrs
36	Birendra Sec. School	Dhagal VDC	3	3	1	23 km.	7 hrs.	18 km.	4.5 hrs
37	Barchain Sec. School *	Barchain VDC	4	3	1	RC	--	34 km.	10 hrs

Appendix 12

Available Master Trainers in Doti SEDU.

Lower Secondary Level

SN	Name	Sex	Caste	Master Trainer of	School	Qualification and Training
1	Dirga Bdr. Kathayat	M	Brahmin	Mathematics	Dilpeshwor S. School, Dipayal, Doti	B. Ed.
2	Lal Bdr. Kathayat	M	Brahmin	Mathematics	Sitaram H. S. School, Uchakot, Doti	B. Ed.
3	Ishwori Dutta Pant	M	Brahmin	Science	Sitaram H. S. School, Uchakot, Doti	B. Ed.
4	Sitaram Joshi	M	Brahmin	English	Padma Public S. School, Silgadhi, Doti	B. Ed.
5	Bishnu Bdr. Majhi	M	Kchettri	English	Dilpeshwor S. School, Dipayal, Doti	B. Ed.
6	Sher Bdr. Bhattari	M	Brahmin	English	Radha Krishna S. School, Tiltali, Doti	B. Ed.
7	Padma Singh Saud	M	Kchettri	English	Pravat H. S. School, Dehimandu, Doti	B. Ed.
8	Mukti Nath Upadhyaya	M	Brahmin	Nepali	Pravat H. S. School, Dehimandu, Doti	B. Ed.
9	Hem Raj Joshi	M	Brahmin	Nepali	Padma Public S. School, Silgadhi, Doti	B. Ed.
10	Sitaram Joshi	M	Brahmin	Nepali	Mastamandu S. School, Mastamandu, Doti	B. Ed.
11	Krishna Kumar Joshi	M	Brahmin	S. Science	Padma Public S. School, Silgadhi, Doti	B. Ed.
12	Dev Raj Joshi	M	Brahmin	S. Science	Bhavani S. School, Lucakot, Doti	B. Ed.
13	Radhe Shyam Joshi (HT)	M	Brahmin	School Management	Ghanteshwor H. S. School, Joroyal, Doti	M. A., B. Ed.

Secondary Level

SN	Name	Sex	Caste	Master Trainer of	School	Qualification and Training
1	Dirga Bdr. Kathayat	M	Brahmin	Mathematics	Dilpeshwor S. School, Dipayal, Doti	B. Ed.
2	Lal Bdr. Kathayat	M	Brahmin	Mathematics	Sitaram H. S. School, Uchakot, Doti	B. Ed.
3	Lal Bdr. Khadka	M	Brahmin	Mathematics	Satabadi S. School, Bhojpur, Bajhang	B. Ed.
4	Raghubir Yadav	M	Brahmin	Science	Magalekh S. School, Tikhatar, Doti	B. Sc.
5	Ishwornath Joshi	M	Brahmin	Science	Satyabadi S. School, Bhojpur, Bajhang	MBA, B. Ed.
6	Mukesh Thapa	M	Kchettri	English	Kulmastajan S. School, Bhatakhola, Bajhang	B. Ed.
7	Purna Bhadra Upadhyaya	M	Brahmin	English	Pasupati S. School, Tapra, Bajura	B. Ed.
8	Ram Dutta Upadhyaya	M	Brahmin	English	Satyabadi S. School, Bhojpur, Bajhang	M. A.
9	Netra Psd. Pokharel	M	Brahmin	English	Sishu Sudhar S. School, Gajari, Doti	B. Ed.
10	Krishna Kumar Shrestha	M	Newar	Pop. & Enviro.	Padma Public S. School, Silgadhi, Doti	B. Ed.
11	Muktinath Sharma	M	Brahmin	Nepali	Prabhar H. S. School, Dehimandu, Doti	M.A., B. Ed.
12	Chatra Raj Bhatta	M	Brahmin	Nepali	Radha Krishna S. School, Tijali, Doti	Sastri
13	Padma Raj Bhatta	M	Brahmin	Nepali	Rampur S. School, Budar, Doti	B. Ed.
14	Hem Raj Joshi	M	Brahmin	Nepali	Padma Public S. School, Silgadhi, Doti	B. A., B. Ed.
15	Indra Bdr. Kathayat	M	Brahmin	Social Science	Dilpeshwor S. School, Dipayal, Doti	B. A.
16	Krishna Kumar Shrestha	M	Newar	Social Science	Padma Public S. School, Silgadhi, Doti	B. Ed.
17	Harka Bdr. Bohara	M	Kchettri	Social Science	Mahadev S. School, Lin, Bajhang	

Appendix 13

Available facilities in Doti SEDU

1. Administrative Building: 2-story building; three small rooms are in the first floor, one big training hall (capacity of 25 trainees) is in the ground floor. The rooms in the first floor are very congested and unmanaged. The big hall has eight tables, one Blackboard, and some chairs. The ceiling fan of the hall is broken and the hall is very dirty and dusty. Because of use of low-grade cement in building SEDU, the ceiling and walls are seepageing, according to DEO overseer. The wood used in the windows, doors are rotten, and colour of the building is peeling off.

2. Instructional Materials: A library is in the principal's room and has obsolete books. There are very few new instruction and/or related books. Reference books are lacking. Bookshelves and racks are very old. One Science Laboratory is attached with the hall and had to go through the hall. The Laboratory has too much out dated chemicals and broken instruments. Most of Science equipments, charts, and models are in a bad condition. According to the ex-trainees, neither the SMT himself nor others allow to use these materials. Other teaching materials such as White Boards, Board Markers, and Chalk/Duster are not available.

3.Hostels: The Doti SEDU's hostel is double stories building with no toilet. The rooms are in various sizes but most of the rooms are small. Each room has 2 to 3 beds. The beds are very dirty and full of insects and dust. The bed covers in time of visit were torn and pillows were in pieces. Mosquito Net was not available. Though Dipayal is a very hot place in the country, there are no ceiling fans in the hostels. Further, the electric connection is out of current. No drains facility is seen. The drinking water tank has lickages and nor pure drinking water was available.

4. Staff-Quarters: The staff-quarter has two living rooms, one small kitchen, and a bathroom. The quarter is used by SMT. However, most of the time, he lives in Silgadhi, 15 km from SEDU building. However, during training time he lives in this quarter.

Appendix 14

List of Resource Centres and Resource Persons of Doti

S.N.	Resource Center	Resource Person	Sex	Caste	Qualification	Remarks
1	Fulauta	Gita Ram Shrestha	M	Newar	B. Ed.	
2	Pokhari	Radha Thapa	F	Kchettri	MA, B. Ed.	
3	Lusakot	Gita Ram Shrestha	M	Newar	B. Ed.	
4	Chapali	Gita Ram Shrestha	M	Newar	B. Ed.	1,3 &4
5	Dehimandu	Man Singh Dhama	M	Kchettri	B. Ed.	
6	Silgadhi	Arbinda Lal Karna	M	Dalit	BA, B. Ed.	
7	Uchakot	Udhav Malla	M	Kchettri	B. Ed.	
8	Mudbhara	Yadav Psd. Phulara	M	Brahmin	B. Ed.	
9	Kappalekhi	Nar Bdr. Shahi	M	Kchettri	B. Ed.	
10	Vayal	Nar Bdr. Shahi	M	Kchettri	B. Ed.	9 &10
11	Dumrakot	Sher Bdr. Bogati	M	Kchettri	B. Ed.	
12	Khathadi	Sher Bdr. Bogati	M	Kchettri	B. Ed.	11 & 12
13	Iana Kedareshwor	Siddha Raj Joshi	M	Brahmin	B. Ed.	
14	Barchain	Siddha Raj Joshi	M	Brahmin	B. Ed.	13 &14
15	Gadshera	Tulshidhar Bhandari	M	Kchettri	B. Ed.	
16	Nirauli	Tulshidhar Bhandari	M	Kchettri	B. Ed.	15 & 16
17	Joroyal	Bhoj Raj Joshi	M	Brahmin	M.A., B. Ed.	
18	Budhar	Dirgha Raj Bhatta	M	Brahmin	B. Ed.	

List of Resource Centres and Resource Persons of Humla

S.N.	Resource Center	Resource Person	Sex	Caste	Qualification	Remarks
1	Simikot	Buddhi Sagar Neupane	M	Brahmin	B. Ed.	
2	Chaugunfaya	Ram Naresh Thakur	M	Brahmin	B. Ed.	
3	Yalbang	Ram Naresh Thakur	M	Brahmin	B. Ed.	2 &3
4	Lali	Jas Bdr. Mahatara	M	Kchettri	B. Ed.	
5	Rodi Kot	Kusma Raj Upadhyaya	M	Brahmin	B. Ed.	SS
6	Darma	Chandra Bdr. Buda	M	Kchettri	B. Ed.	
7	Shree Nagar	Buddhi Sagar Neupane	M	Brahmin	B. Ed.	1 & 7
8	Maila	Hari Pd. Gorkhali	M	Brahmin	MA, B. Ed.	

Appendix 15

People Consulted during the Doti Field Visit

SN	Name	Background	Remarks
1	Ramhari Das Shrestha	Act. DEO	
2	Khangendra Pd. Joshi	Officer, DEO	
3	Ram Dutta Joshi	Na. Su., DEO	
4	Nabi Kumar Singh	Engineer, DEO	
5	Sunil Kumar yadav	Overseer, DEO	
6	Krishna Dev Jha	Overseer, DEO	
7	Abhay Kumar Jha	Overseer, DEO	
8	Arbinda Lal Karna	RP, Dipayal	
9	Sujana Goldi	British Volunteer	
10	Narendra Subedi	Local Shopkeeper	Supplier, DEO
11	Rajesh Shrestha	Local citizen	Social worker
12	Amrit Bishowkarma	President, Feminist Dalit Organization	
13	Keshab Rai	Sub-Inspector, Area Police Office, Dipayal	
14	Bhupendra Chaulagai	Field Officer, Micro Irrigation Program, USA	
15	Sunita Shrastha & friends	Student, Padma P. School, Silgadhi	
16	Cholendra Kumar Pandit	DEO, Banke, Nepalgunj	
17	Ratan Bdr. Shah	HT, Dilpeshwor S. School, Dipayal	
18	Indra Bdr. Kathayat	Teacher, Dilpeshwor S. School, Dipayal	
19	Naresh Man Shrestha	SMT, SEDU, Dipayal	
20	Narayan Dutta Paneru	Kharidar, SEDU, Dipayal	
21	Mrs. Gomati Shrestha	HT, Padma Public S. School, Silgadhi	
22	Krishna K. Shrestha	Padma Public S. School, Silgadhi	
23	Dirga Raj Rana	HT, Sarshwoti S. School, Ranagaun	
24	Padam Singh Saud	HT, Harihar S. School, Pachnali, Tallokot	
25	Sher Bdr. Chand	Teacher, Harihar S. School, Pachnali, Tallokot	
26	Asst. CDO, Silgadhi	

Appendix 16

People Consulted during the Humla Field Visit

SN	Name	Background	Remarks
1	Kusma Pd. Upadhyaya	Act. DEO	
2	Ram Dutta Chaulagai	Khridar, DEO	
3	Krishna Raj Paudyal	Na. Su. , DEO	
4	Jaibir Bhandari	Peon, DEO	
5	Showtantra K. Thapa	Overseer, DEO	
6	Baburam Devkota	Overseer, DEO	
7	Suman Pokharel	Overseer, DEO	
8	Chandra Bdr. Buda	RP, Darma	
9	Nar Bdr. Shrestha	Inspector, District Police Office	
10	DSP, District Police Office	
11	Sanubabu Thapamagar	ASI, District Police Office	
12	Hum Pd. Adhakari	CDO, Humla	
13	Tchiring Lama	Teacher, Limi	
14	Ms. Sita Lama	Asst. coordinator, USC Canada	
15	Keshab Thapa	Local citizen, Shree Nagar VDC	
16	Rajendra Thapa	Teacher, Shree Nagar	
17	Parash Lama	Teacher, Darma	
18	Sarita Thapa	CMA, Shree Nagar	
19	Kangri Lama	Local Citizen, Bargaun	
20	Renjhen Lama	Local Citizen, Simikot	
21	Rajan Bagale	Shopkeeper, Simikot	
22	Niranjan Subedi	Local Citizen, Simikot	
23	Kumar Rawat	Local Citizen, Simikot	
24	LDO, DDC, Humla	
25	Suresh Regmi	Sergeant, Kalibax Gulma, Simikot	
26	Karuna Acharya	Coordinator, Humla Conservation Society	
27	Jai Bdr. Thapa	Local Leader, Shree Nagar	
28	Keshab Raj K. C.	ASI, National Investigation Department, (Spy)	
29	Kusum Raj Sharma	Judge, District Court, Humla	

School Profile of Doti

Name of the School: - Harihar Secondary School, Pachanali, Talowkot. Doti.

Heading	Unit	Remarks
Total land	147852 Sq. Ft.	Largest school in terms of land ownership
No of class rooms	10 rooms in 10952 Sq. Ft.	Congested, not enough windows, old desk & chairs, Kacchi building, one office room,
School Yard	136900 Sq. Ft.	
Library	Not available	Have only few old books in a wooden shelve
Science Lab	Not available	Have few old equipment and other materials in office room
No of Teacher	10(1 female)	Primary-3, L. Secondary- 5, Secondary- 1, Private-1 for Sec.
No of Student	305	Including disable male 1, Dalit male 13 & female 6
Teacher Student ratio	30.5:1	Without private teacher 33.89
Toilet facility	Not available	Using open area as toilet even teachers
Distance from D. Hq.	25 km.	Bus is available but not usually takes 7 hrs to go there.
Helping (I) NGO	JICA,	JICA's one female volunteer was working there as a helper

Teacher's name	Sex	Caste	Qualification	Training	Teaching Level	Remarks
Padma Singh Saud	M	Kchettri	B. Ed.	--	L. Secondary	HT
Sher Bdr. Chand	M	Kchettri	B. Ed.	--	L. Secondary	
Umeshwor Saud	M	Kchettri	I. Sc.	--	L. Secondary	
Dashrath Joshi	M	Brahmin	Sastri (MA)	--	L. Secondary	
Bindeshwor Yadhav	M	Brahmin	---	---	L. Secondary	
Man Bdr. Saoud	M	Kchettri	--	SEDU*	Secondary	*10 months training
Ganesh Bdr. Malla	M	Kchettri	SLC	330 hrs*	Primary	*330 hrs SEDU
Karna Bdr. Malla	M	Kchettri	10 class	non-credit*	Primary	* B level
Devaki Bohara	F	Kchettri	SLC	330 hrs.*	Primary	*330 hrs SEDU

SMC members

Members' Name	Sex	Caste	Position in SMC	Qualification	Remarks
Karna Bdr. Malla	M	Kchettri	President	6 Class	
Dev Bdr. Malla	M	Kchettri	Member	8 Class	
Chandra Dev Saud	M	Kchettri	Member	10 Class	
Nar Bdr. Malla	M	Kchettri	Member	Literate	
Janga Bdr. Malla	M	Kchettri	Member	10 Class	
Jagannath Balayar	M	Kchettri	Member	Literate	
Subbdi B. K.	F	Dalit	Female Member	10 Class	Midwife
Padma Bdr. Saud	M	Kchettri	Member	B. Ed.	Teacher Representative
Man Bdr. Saud	M	Kchettri	Member	B. Ed.	Teacher Representative

This school was newly approved as a secondary school.

Name of the School: - Dilpeshwor Secondary School, (Resource Centre)
Dipayal Silgadhi Municipality, Dipayal. Doti, Ph. No. 094-40137

Heading	Unit	Remarks
Total land	22451.6 Sq. Ft.	More than a half of land is used by Doti SEDU
No of class rooms	16 Rooms in 8761.6 Sq. Ft.	7 primary and 9 L. & Secondary, Congested, Kacchi building, one Office room, all rooms are small. 6 rooms are in well condition.
School Yard	5476 Sq. Ft.	Doti SEDU uses rest of the land.
Library	Not available	Have only few old books in a wooden shelve in the office room
Science Lab	Not available	Have few old equipment and other materials in office room
No of Teacher	16	Primary-7, L. Secondary- 4, Secondary- 5,
No of Student	495	Including Dalit in Primary-96, L. Secondary- 18, Secondary- 8,
Teacher Student ratio	30.93=1	Without private teacher 33.89
Toilet facility	4	2 for Secondary 2 for primary. Has not separate ladies toilet.
Distance from D. Hq.	14 Km.	Bus is available but not usually takes 7 hrs to go there.
Helping (I) NGO		DANIDA PAT,
Other facility	2 PCs	But no room for computer so are in now in SEDU building

Teacher's name	Sex	Caste	Qualification	Training	Teaching Level	Remarks
Ratan Bdr. Shah	M	Kchettri	B.A. B. Ed.	--	Secondary	HT, taken SIP training
Bishnu Bdr. Majhi	M	Kchettri	B. Ed.	--	Secondary	
Indra Bdr. Kathayat	M	Brahmin	B.A.	1 month*	Secondary	* in Social education
Bhoj Raj Ojha	M	Brahmin	Sastri (MA)*	--	Secondary	*India
Ram Bdr. Shahi	M	Kchettri	B.A.	Eng. & Com.	L. Secondary	1 m. for each subject
Indar Bdr. Shah	M	Kchettri	SLC	SEDU*	Primary	*1 month training
Dabal Nath Yogi	M	Kchettri	SLC	7.5 months	Primary	*330 hrs SEDU
Bijaya Singh Kathayat	M	Brahmin	SLC	SEDU*	Primary	* 10 months
Janaki Bhandari	F	Kchettri	I.A. (India)	SEDU*	Primary	* 10 months
Bimala Kathayat	F	Brahmin	SLC	SEDU*	Primary	* 10 months
Dhan Bdr. Bhandari	M	Kchettri	SLC	SEDU*	Primary	* 10 months
Lok Bdr. Kathayat	M	Brahmin	SLC	--	Primary	
Dashrath Bhandari*	M	Kchettri	I.Sc.	--	L. Secondary	Replacement teacher
Bhupendra Bdr. Majhi	M	Kchettri	B.A.	--	L. Secondary	--
Lal Bdr. Majhi	M	Tarai tribe	B.A.	--	L. Secondary	

SMC members

Members' Name	Sex	Caste	Position in SMC	Qualification	Remarks
Janak Bdr. Majhi	M	Tarai tribe	President	10 Class	Taken new SIP training
Ghanshyam Datta Pathak	M	Brahmin	Member	I.A.	Ex Mayor
Shekhar Dutta Bhatta	M	Brahmin	Member	SLC	
Krishna Bhandari	F	Kchettri	Female Member	Middle (India)	
Nar Bdr. Kathayat	M	Brahmin	Member	Literate	
Narayan Singh B.K.*	M	Dalit	Member	Literate	Dalit Member
Indra Bdr. Shah	M	Kchettri	Member	SLC	Teacher Representative
Rattan Bdr. Shah	M	Kchettri	Member	B. Ed.	HT

This School want to have compensation from SEDU for using its land or empty the used land.

Name of the School: - Sarashwoti Secondary School, (Resource Centre)
Rana gaun. Doti,

Heading	Unit	Remarks
Total land	62426.4Sq.Ft.	
No of class rooms	11	in 4 Kachhi buildings, one office room, all rooms are small. 6 rooms are in well condition, made on 10894 Sq. Ft. of land.
School Yard	49023 Sq. Ft.	Hilly topography
Library	Not available	Have only few old books in a wooden shelve in the office room
Science Lab	Not available	Have few old equipment and other materials in office room
No of Teacher	11	Primary-5, L. Secondary- 4, Secondary- 2, including 2 females
No of Student	335	Including Dalit in Primary-96, L. Secondary- 18, Secondary- 8,
Teacher Student ratio	30.45=1	Without private teacher 33.89
Toilet facility	1	Has not separate ladies toilet.
Distance from D. Hq.	6 km.	1.5 hrs to go to D. Hq. For half way, bus service is available.
Helping (I) NGO		
Other facility		

Teacher's name	Sex	Caste	Qualification	Training	Teaching Level	Remarks
Dirgha Raj Rana Magar	M	Hill tribe	SLC	5 m/Eng.	Primary	HT, taken SIP training
Padmananda Mishra	M	Brahmin	B. Sc.	--	Secondary	
Anil Mishra	M	Brahmin	B.A.		Secondary	
Tek Bdr. Bhandari	M	Kchettri	IA	--	L. Secondary	
Chet Bdr. Rawal	M	Kchettri	B. Ed.	----	L. Secondary	
Dhukhi Yadav	M	Brahmin	I. Com.	--	L. Secondary	
Raghunath Joshi	M	Brahmin	B. Ed.	--	L. Secondary	
Sabitri Rana	F	Hill tribe	SLC	4 months*	Primary	* on Nepali
Mahesh Tailor	M	Dalit	SLC	10 Months*	Primary	* on Social Studies
Mahendar Bikram Shahi	M	Kchettri	SLC	10 Months*	Primary	* on Nepali
Kabita Shahi	F	Kchettri	SLC	--	Primary	

SMC members

Members' Name	Sex	Caste	Position in SMC	Qualification	Remarks
Dhurba Bdr. Rawal	M	Kchettri	President	IA	
Padam Bdr. Shahi	M	Kchettri	Member	Literate	
Prem Bdr. Kathayat	M	Brahmin	Member	10 class	
Ganesh Psd. Joshi	M	Brahmin	Member	Literate	
Dabal Bdr. Shahi	M	Kchettri	Member	SLC	
Pinghi Sarki	F	Dalit	Female Member	Literate	Dalit Member
Padma Singh Rana	M	Kchettri	Member	Literate	
Dirgha Raj Rana Magar	M	Hill tribe	Member	SLC	HT, Teacher Representative

Name of the School: - Padma Public Secondary School, (Resource Centre)
Dipayal Silgadhi Municipality, ward no 2. Doti, Ph. No. 094- 20115

Heading	Unit	Remarks
Total land	60236 Sq. Ft.	Approximately
No of class rooms	14	Concrete buildings, one office room, made on approximately 16428 Sq. Ft. of land.
School Yard	16000 Sq. Ft.	in 2 sites
Library	Not available	Have only few old books in a wooden shelve in the office room
Science Lab	Available	In very poor condition and have few old equipment and other materials but seldom used.
No of Teacher	15	Primary-3, L. Secondary- 5, Secondary- 7, including 6 females
No of Student	570	Dalit 30%, Girls 50% approximately
Teacher Student ratio	38=1	Without private teacher 33.89
Toilet facility	1 staff toilet	Girls are using staff toilet and boys are going outside.
Distance from D. Hq.	D. Hq.	
Helping (I) NGO		
Other facility		Given by NPC but no separate room for computer

Teacher's name	Sex	Caste	Qualification	Training	Teaching Level	Remarks
Goamti Shrestha	F	Newar	B. Ed.	--	Secondary	HT
Bishnu Maya Shrestha	F	Newar	B. Ed.	--	Secondary	
Krishna Kumar Shrestha	M	Newar	B. Ed.	--	Secondary	
Sitaram Shrestha	M	Newar	B.A.	1 month*	Secondary	* On English
Ram Dutta Pant	M	Brahmin	B.Sc.	1/1 month*	Secondary	* 1/1 m. Math & Scie.
Sita Ram Joshi	M	Brahmin	M.A. B. Ed.	--	Secondary	
Sudarshan Shah	M	Kchettri	B.Sc.	--	Secondary	
Purna psd. Shrestha	M	Newar	BA	12 days*	L. Secondary	* Population Studies
Subarna Shrestha	M	Newar	B. Ed.	--	L. Secondary	
Sophi Shrestaha	M	Newar	IA	--	L. Secondary	
Bal Bdr. Bistha	M	Kchettri	I. Sc.	1/1 month*	L. Secondary	* 1/1 m. Math & Scie.
Him raj Joshi	M	Brahmin	BA	12 days*	L. Secondary	* on Nepali
Dhan Bdr. Malla	M	Kchettri	SLC		Primary	
Sabita Shrestah	F	Newar	SLC	330 hrs. *	Primary	*SEDU
Shrita Shrestha	F	Newar	IA	330 hrs. *	Primary	*SEDU

SMC members

Members' Name	Sex	Caste	Position in SMC	Qualification	Remarks
Ramchandra Bhatta	M	Brahmin	President	Madhama*	*Equivalent to IA,
Krishna psd. Shrestha	M	Newar	Member	Test Pass	
Purna Bdr. Pakhi	M	Hill tribe	Member	Test pass	
Naresh Man Shrestha *	M	Newar	Member	B.Sc., B. Ed.	* SEDU SMT
Keshav Raj Joshi	M	Brahmin	Member	BA	
Munni Devi Shrestha	F	Newar	Member	Literate	

This school is the oldest secondary school in the district.

Schools Profile Humla

Name of the School: - Mansharovar Higher Secondary School, (Resource Centre)
Simikot-4, Humla. (running only 6 to 102 class)

Heading	Unit	Remarks
Total land	38332 Sq. Ft.	Approximately
No of class rooms	8 +7*	* Hostel for girls having 7 rooms was donated by USC Canada
School Yard	21000 Sq. Ft.	In 2 sites
Library	Available	Have only few old books and not well managed
Science Lab	Not-Available	
No of Teacher	10	
No of Student	206	143 Girls approximately
Teacher Student ratio	20.6=1	
Toilet facility	1 Girls toilet	Girls are using toilet built inside hostel
Distance from D. Hq.	D. Hq.	
Helping (I) NGO		USC Canada

Teacher's name	Sex	Caste	Qualification	Training	Teaching Level	Remarks
Ganga Pd. Bhatta	M	Brahmin	MA	--	Secondary	HT
Ramji Pd. Dhakal	M	Brahmin	BA, B. Ed.	--	Secondary	
Jhabindra Raj Acharya	M	Brahmin	Sastri	1 Month,	Secondary	SEDU
Komal Bdr. Malla	M	Kchettri	B. Ed.		Secondary	
Ishwari Bdr. Raimajhi	M	Kchettri	B.Sc.	1 month	Secondary	SEDU
Raj Bdr. Buda	M	Kchettri	B. Ed.		Secondary	
Kusum Malla	F	Kchettri	C. Ed.		L. Secondary	
Dhurba Kumar Basnayt	M	Kchettri	C. Ed.	1 month	L. Secondary	Computer
Bharati Acharya	M	Brahmin	IA		L. Secondary	
Tilak Bdr. Bam	M	Kchettri	MA		Secondary	Private Teacher

SMC members

Members' Name	Sex	Caste	Position in SMC	Qualification	Remarks
Janga Bdr Rokaya	M	Kchettri	President	B. Com.	DDC Training
Laxmi Lama	F	Hill tribe	Member	SLC	Ex-Teacher
Jivan Bdr Shahi	M	Kchettri	Member	MA, Pilot	Ex-President, DDC
Brish Bdr. Mahat	M	Kchettri	Member	Test	
Lok Bdr. Rokaya	M	Kchettri	Member	Test	Ex-Teacher
Fanjog Lama	M	Hill tribe	Member	Literate	
Ramji Pd. Dhakal	M	Brahmin	Member	BA, B. Ed.	Teacher Representative
Ganga Pd. Bhatta	M	Brahmin	Member	MA	HT

Name of the School: - Karnali Proposed Secondary School, (Resource Centre)
Chauganfaya, Dadafaya-7, Humla.

Heading	Unit	Remarks
Total land	32856 Sq. Ft.	
No of class rooms	12	
School Yard	15000 Sq. Ft.	
Library	Not Available	
Science Lab	Not Available	
No of Teacher	10	
No of Student	230	
Teacher Student ratio	23=1	
Toilet facility	4	3 out of 4 toilets were donated by USC Canada
Distance from D. Hq.	28 km.	Travel Time 5 hrs.
Helping (I) NGO	USC Canada	

Teacher's name	Sex	Caste	Qualification	Training	Teaching Level	Remarks
Shukra Raj Bhattarai	M	Brahmin	BA	1 month*	L. Secondary	HT * SEDU
Laxman Thapa	M	Kchettri	IA	1 month*	Primary	SEDU
Janak Buda	M	Kchettri	B. Ed.	--	L. Secondary	SEDU
Bhavani Acharya	M	Brahmin	B. A., I. Sc	--	Secondary	
Tilak Bhusal	M	Brahmin	IA		L. Secondary	
Prem Pd. Sharma	M	Brahmin	SLC		Primary	
Dhurba Kumar Acharya	M	Brahmin	IA		Primary	
Basanta Ghimire	F	Brahmin	IA	1 month	Primary	
Other posts: 1 primary, 1 L. Secondary are vacant						

SMC members

Members' Name	Sex	Caste	Position in SMC	Qualification	Remarks
Bir Jung Shahi	M	Kchettri	President	9 Class	
Sunam Lama	M	Hill tribe	Member	Literate	
Tanka Bdr. Shahi	M	Kchettri	Member	Literate	
Bhachung Lama	F	Hill tribe	Member	Literate	
Hasta Bdr. Shahi	M	Kchettri	Member	Literate	
Chandra Bdr. Shahi	M	Kchettri	Member	Literate	
Laxman Thapa	M	Kchettri	Member		Teacher Representative
Shukra Raj Bhattari	M	Brahmin	Member		HT

Name of the School: - Mahadev Secondary School, (Resource Centre) (running only 6 to 10 class)
Darma, Dami VDC, Humla.

Heading	Unit	Remarks
Total land	13690 Sq. Ft.	
No of class rooms	6	
School Yard	8000 Sq. Ft.	
Library	Not available	
Science Lab	Not available	
No of Teacher	8	4 for lower secondary and 4 for secondary levels.
No of Student	140	18 girls
Teacher Student ratio	17.5= 1	
Toilet facility	1	Donated by USC Canada
Distance from D. Hq.	131 km.	Travel time
Helping (I) NGO	USC Canada	

Teacher's name	Sex	Caste	Qualification	Training	Teaching Level	Remarks
Chavi Lal Panthi	M	Brahmin	BA		Secondary	HT
Bhav Lal Acharya	M	Brahmin	B. Ed.		Secondary	
Tuk Pd. Adhikari	M	Brahmin	B. Ed.	--	Secondary	
Rem Lal Marasini	M	Brahmin	B. Ed.	--	Secondary	
Ashok Kumar Chaudhary	M	Tarai Tribe	I. Sc.		L. Secondary	
Brish Bdr. Shahi	M	Kchettri	I. Ed.		L. Secondary	
Chumani Gyawali	M	Brahmin	IA		L. Secondary	
Vacant					L. Secondary	

SMC members

Members' Name	Sex	Caste	Position in SMC	Qualification	Remarks
Jay Rudra Chaulagai	M	Brahmin	President	Test	
Dhan Singh Buda	M	Hill tribe	Member	Literate	
Those Kami	M	Dalit	Member	Literate	
Tika Bdr. Shahi	M	Kchettri	Member	8 class	
Laxmi Adi	F	Kchettri	Member	SLC	
Govinda Bdr. Shahi	M	Kchettri	Member	Literate	
Brish Kami	M	Dalit	Member	Literate	
Brish Bdr. Shahi	M	Kchettri	Member	I. Ed.	Teacher Representative
Chavi Lal Panthi	M	Brahmin	Member	BA	HT