

SCHOOL IMPROVEMENT PLAN
[TRAINING PACKAGE]

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His Majesty's Government
Ministry of Education and Sports
Department of Education
Basic and Primary Education Section
Sanothimi, Bhaktapur

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PREFACE

Department of Education (DOE), Basic and Primary Education Section has aimed to strengthen and improve the management capacity of the schools in order to increase the learning achievement of students under Local Capacity Building component. Effective and efficient management of school can only perform the assigned tasks by the school improvement plan. To prepare school improvement plan, school management committee has a vital and crucial role. By realizing this fact, this package has developed and prepared in order to develop and strengthen the management and improvement skills of School Management Committee (SMC) members. SMC, community and parents are the user groups of the schools. Therefore, they knew better than us about school. Our motto is " Let us improve our school by ourselves". It has been realized that School Management and Education Management Information System (EMIS) are the component of school improvement. Therefore, these components are also included in this package.

Now, this is the third edition of the package. Mr. Tekendra Bahadur Karki, Padam Dhungana, Hari Prasad Lamsal, Bedraj Parajuli, Basanta Raj Sharma, Bashudha Pandey and Pradeep Lama have contributed in the first and second edition of the package. A six days workshop was the basis of the third edition, participating from district level to central level agencies. Moreover, the experience of the different workshop and feedback received from districts have also included during the revision of the package. The EMIS form is taken from statistics section of DOE.

We would like to thanks all involved in the preparation of package either directly or indirectly. Our special thanks go to Director General and Directors of DOE for providing their valuable suggestions and guidance.

At the end, we are always expecting suggestion, comments and feedback in order to revise the package from all concerned.

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SCHOOL IMPROVEMENT PLAN (SIP)

Introduction

The main concern of school education system is to achieve the optimum result by mobilizing available resources in an effective and efficient way. This can only be achieved by improving the management efficiency of school. So, school must take initiation to achieve the optimum result. If school does not take initiation to change itself, it is very difficult to create change from outside. Sustainable development will only occur when the changes come from internally. School needs to think about how effective schools look like; what are the features of effective schools. Some features of effective schools are given below:

- **Clear vision/Mission statement:**

School will have a clear vision that provides a framework for all the activities of the school and fundamental changes in the school not only marginal adjustments or refinement. In other word, school will have a hypothesis for school development and all the proposed activities will be directed to achieve the goals.

- **Clear objectives:**

School will have specific and measurable objectives. Objectives will be formulated from stakeholders' common consensus and discussion. All stakeholders think that the proposed objectives are common to all and commit to achieve them.

- **Strategies:**

Strategy is a plan of activities for fulfilling the stated objectives. School will clear about how the proposed objectives can be achieved. Effective school already set the strategies as per vision statement and objectives. It includes curriculum, teachers, administration, students, community and facilities. It helps for stakeholders to make adjustment and improvements overtime.

- **Delegation of Responsibilities**

Responsibilities to all stakeholders (parents, teachers, students and community) are assigned. All of them have active involvement for the strategic decision made by school.

- **Active participation of stakeholders:**

Stakeholders have a chance to participate in decision-making. There is clarity about which decisions are left to teachers, parents, community, students and which are reserved to the entire stakeholder. Therefore, stakeholders will have a feeling of ownership in schools' activities.

- **Active learning:**

Schools assign responsibility to students for their own learning. Teachers adopt such method in which the students are highly engaged on teaching learning process. Students are familiar with what

they learn, when they learn and how they learn. They are highly active and teachers play a facilitator role.

- **Standards:**

Schools set clear and high standards for the behavior, activities and performance of all their members. Standards are clearly defined.

- **Resource Mobilization:**

To achieve the optimum result, an addition expenditure of energy, time and resources are required. Getting more resources are not easy. However, school manage that how the resources are getting and mobilizing effectively. It must be noticed that school should be clear that community resources are great and vital.

In totality, such type of school is considered as an improved school, which can ensure the optimum learning achievement of all students. The aim of school improvement program is to make school able where all students can complete determined level of schooling with expected learning outcomes of the curricula within the given time frame by controlling educational wastages through proper time and resources management. All schools need to geared their efforts for their improvements by considering and focusing this purpose. Now, the concern is that from where and how this improvement should be started. The answer of this question gives the ways for school improvement.

To search the answers of such types of questions, school should analyze its surroundings and present status with its internal and external problems, difficulties and constraints. In addition to this, school should be clear about all these circumstances. The steps of school improvement planning include some strategies decisions, which are taken after the wide discussion among school, community and stakeholders. Such as what the present educational needs are, what are the problems and constraints to ensure these needs which should be removed, how needs can be fulfilled etc. In this process of decision-making, community, teacher, parent and SMC should discuss widely about their roles and responsibilities and they need to be clear on how these roles can be maintained.

It is believed that effective and efficient management of school can proceed improvement ahead smoothly. To identify the effective and efficient management of school, following things need to be considered: what is school management? What are the characteristics of effective school? Who will do what tasks? What will be the responsibility of different stakeholders? How can be ensured the participation and involvement of the stakeholders? Before preparing the school improvement plan,

the above-mentioned questioned must be discussed with parents, community members, teachers, students and SMC.

Educational data and information are necessary to determine present status of educational information of school, to forecast future needs by analyzing them and to estimate the required facilities and resources. All of them will help to prepare school improvement plan. Therefore, it should be discussed on the collection, analysis and interpretation of reliable data before preparing the plan. The main aim of this training package is to provide necessary skills for the effective management of school and educational data in order to prepare school improvement plan.

SCHOOL MANAGEMENT

School management

Activity No. 1

- a) What does management mean? Please discuss in the group and present it
- b) Why effective management is necessary? What are the aspects of better management? List the points by discussing in groups and present them.
- c) Discuss the required skills for management in the group and present them.

Summary:

Management is the creation of appropriate environment in which person or groups will be directed collectively in order to achieve the desired goals. In other words, directing all members towards desired goals by developing the feeling of ownership is often refer to management. Desired goals will only be achieved through a disciplined team members. The main responsibility of a good manager is to formulate plan aiming to achieve goals, determine programs/activities and implement them in an effectively. Other aspects of manager are providing leadership for the success of institutions, empowering employees, delegating authorities, directing, controlling and evaluating the performance.

Activity No. 2

- a) What does school management mean? Please discuss in the group and present it

- b) Discuss on the importance of school management and present your conclusion derived in the group discussion
- c) List the managerial skills of successful school manager and present them.

Summary:

School implements several activities in order to achieve the desired objectives. Resources are always shrinking. By mobilizing limited resources, schools have to acquire maximum output through effective management. Therefore, management will certainly help for the effective operation of school activities.

Effective school management includes following points:

- 1. To estimate the present status of school*
- 2. To develop/prepare school development plan*
- 3. To determine/formulate activities/programs for achieving desired goals.*
- 4. To mobilize resources and manpower for the success of implemented programs*
- 5. To provide leadership, coordination, control, monitor the performance of the ongoing activities and evaluate the completed activities.*

Activity No. 3

Study the following conditions of school and distinguish between strength and weak aspect of school

Ram Janaki school has one to five grades. This school has permanently certified by the His majesty's Government/Nepal. Three teachers, including one female, are working there. The total number of student is 240 according to the school register. During the school supervision, only 40-50 students found present in the school. When asked to the head teacher for low attendance of students, he presented various reasons for not attending students in the school such as wedding ceremony, rainy season and special cultural events and so on so forth.

School has not prepared daily timetable. "All teachers know that in which class they need to teach in which period" Head teacher said when asked about the timetable. He further added that he does not need such plan. School has also not prepared monthly and annual plan. Even though, school has lockable rooms, all documents were kept at head teacher's home. Teachers and students are not regular in school and even in the classes. SMC meetings have not taken place since long time. SMC chairperson and its members do not visit the school even once at a month. When asked with them why they are not visiting the school. The responses were simple. They said that it is the duty of head teachers and teachers, but not their. They also claimed that the management of school is the responsibility of the

government. Educational data and information are not well managed. Every time they calculate or count or search the data on the case of asking from others or outside. Furniture is not duly maintained. Therefore, shortages of furniture exist in the school. Walls, doors and windows are cracked and found in worse conditions.

- a) What are the strength and weak aspects of the school described above? List them by discussing and present them

Strength aspects:

Weak aspects:

- b) What are the weaknesses of Head teacher and SMC to operate this school smoothly and effectively? List and present it.
- c) Make a presentation on the steps or efforts that should be carried out to improve the management aspect of this school.

Activity No. 4

Functions, duties and rights of the school management Committee (SMC) as introduced by the existing education act are given in the annex 1. Read and discuss on these functions, duties and responsibilities.

- a) Mention those functions, duties and rights of SMC given in education act and rule which are being implemented in your schools.
- b) Mention the functions, duties and rights of SMC that are given in education rule but not implemented in your schools. Give your reasons why these particular functions, duties and rights could not be implemented.
- c) Whether are these functions, duties and rights sufficient for effective management of school? If you think these are inadequate/insufficient then what are your suggestions to add on it?
- d) What is the rationale on your recommendations? Why these are essential? Give your reasons.

Things that need to be remembered

- *School could not be improved from outside. For this, school itself should take initiation internally.*
- *School improvement does not take place only by the efforts of school head teacher and SMC chair. For the improvement parents, community and others should be involved directly who are directly or indirectly affected by the activities of the school.*
- *Only planned activities can bring the (change) improvement in the school.*

EDUCATION MANAGEMENT INFORMATION SYSTEM

Education Management Information System (EMIS)

The management system including collection and dissemination of data and information relating to education is referred to Education Management Information System (EMIS).

Information system and the importance of information

Several plans have formulated and implemented in the education field. Not only implementation of educational activities, monitoring and evaluation is also going on. Information is the most required element to accomplish above-mentioned tasks. Valid and reliable information help to assess the progress of the implemented program whether the beneficiaries are benefited. Moreover, it helps to find out the impact and effectiveness of the implemented programs. Otherwise, it will be very difficult to perform the desired tasks.

EMIS provides several information relating to education; access, quality and management. It provides;

- i. Number of school going age children in the school catchment area
- ii. Out of school children and their number, number of enrolled students
- iii. Net enrollment rate of the school catchment area
- iv. How many students/children will be enrolled in the next five years
- v. Required number of physical facilities for the future and in what ways these can be achieved?
- vi. Required amount of resources and their sources.

It is considered that all of these information will certainly help to formulate the plan.

Besides them:

- i. How much has been invested in school until now?
- ii. The status of return

- iii. Standard of learning achievement of students in comparison to other schools, district and national standard.
- iv. Cycle completion rate
- v. Time taken to complete the particular grade
- vi. Educational wastage created from drop out and grade repetition

Educational information helps to identify the above factors and support to select the appropriate strategies in order to increase the effectiveness of the implemented activities.

By realizing the importance of EMIS, Ministry of Education and Sports (MOES) has been published and disseminated the educational information since four decades. MOES uses such information to prepare educational plan, to select and design educational project, to monitor the implemented activities and to make decision regarding its importance. Therefore, the EMIS received from school must be reliable, valid, true and relevant.

A well-defined form has provided to all schools and must be filled within the first two month and two weeks of academic calendar. This EMIS will be used for this particular year EMIS. Otherwise, data will be different and reliability will automatically decreases. Therefore, EMIS should be collected once a year and used in every aspect. By considering its importance, training to SMC has organized.

Activity No. 5

Study the following case study:

Let us suppose that in a district 'A', there are altogether 400 primary schools. Out of these schools, only 350 schools filled EMIS form and submitted to the District Education Office (DEO). DEO asked many times to fill and submit the form by remaining 50 schools. But none of them has responded. When Regional Educational Directorate (RED) asked to the district to submit the compile form of EMIS. Then the staff working in the statistics section of DEO, looked last academic year EMIS and made a compile of all 400 primary schools. Then, they sent them to the RED. MOES has published and disseminated the same EMIS as sent by DEO and RED. In the meantime, Janak Education Material Center (JEMC) has planned to print textbooks based on this data. JEMC published and sent textbooks to the district 'A'. It has been found that the total number of textbooks is less than the number of students. It means required numbers of textbooks are not available in the district. All students have no chance to receive textbooks. So, some of the students did not get textbooks. DEO again claimed for required textbooks to JEMC. JEMC reprinted textbooks and send them to the district. The fact is that when students have got textbooks, the most time of the academic year has nearly been finished.

- a) Who are responsible on the above event? If you were in such position, what measures would you take to overcome such problems?
- b) Based on the above event, what are the problems arises and who are the sufferer due to the lack of reliable information? Give reasons on points and present them.
- c) Besides above problems, what are the possible problems arises from above event. Please mention them.

Please study and discuss the following activities in smaller groups.

- a) School level EMIS form has given an annex 4 of this package. Please study the form. And find out the ways of supporting from the information and data given in the form to formulate the educational plan. Why these data and information are important? Please mention.
- b) If you would like to add some point in the form, please mention with justification.

Way of the flow of school level educational data

All schools should fill this school level EMIS form within two months and two weeks of academic year. This form should be sent to Resource Center (RC) and RC compile them. All RCs will submit compile form of EMIS to District Education Office (DEO) and finally DEO also compile them. School fill four copies of form and keep one copy as an office copy. The school level planning will be carried out on the basis of this EMIS. School provides this EMIS to all concerned whenever asked.

By doing so, uniformity will be maintained. School level EMIS is given in annex. The following points need to be considered important while filling the form.

- 1) The guidelines to fill the form need to study carefully.
- 2) Please use permanent colour (pen, not pencil) to fill the form.
- 3) Every school will have its own code number and can be obtained from DEO. School will always use the same code number.
- 4) Grade wise and age wise student number should be filled. The total number of age wise and grade wise (pre-primary, primary, lower secondary and secondary) must be same in number and should not be different. Age of the student should be calculated only entering age not the completed age.
- 5) Grade repetition refers
 - Students failed in any grade and re-admit in the same grade
 - Students promoted but readmit in the same grade
 - Students failed in any grade of other schools and readmit in the same grade

- Students failed before 2-3 years and come to admit in the same grade
 - Students drop out in the middle or somewhere of the academic year and readmit in the same grade
- 6) Students' birth certificate is the main basis to calculate the age-wise students. If it is not available, then the enrollment register will be the basis of calculating age.
- 7) Income and expenditure should be filled as per the appropriate headings. In the case of not specified headings, it can be mentioned under the broad heading of 'others'

Special consideration on:

Other cases and events, which can demonstrate the importance of EMIS, can be presented during the training. Discussion on such events can be conducted which help to clarify the importance of EMIS.

PLANNING FOR SCHOOL IMPROVEMENT

The stakeholders of the school (Parents, HT, teacher, students, community and local bodies) can make joint efforts to prepare the strategies for the school improvement. The aspects of school improvement plan include several questions such as: what are the main issues of the school? What are the problems? How are these problems emerging? Or what are the causes of these identified problems? How should these problems be tackled? Determinations of all these things fall under the school improvement plan. Wide discussion and mutual understanding among the school family with stakeholders are necessary to solve the problem and to achieve the objectives (to ensure access, participation, better learning achievement and management efficiency) of the school. Such types of discussion and mutual understanding and joint effort are essential for the designing of effective planning and its proper implementation. The concept of school improvement plan considered that all parties or stakeholders work jointly for the need identification. They prioritize their needs, determine the objectives, make plan to achieve their objectives, implement the plan, and monitor and evaluate the program. It is thought that it develops the feeling of ownership among them and such type of practices promote the sustainable development, and on the other side, it makes parents more responsible in the management of the school.

School improvement plan should target the improvements related to physical improvement, regularity of teachers as well as students in the school, upliftment of the students' learning achievement, internal efficiency of the schools and so on. Management of the physical, economic and human resources is also the part of the school improvement plan. This plan gives importance on the programs, strategies as well as budgets.

In other words, school improvement plan can be defined as the process of planning formulation, implementation and its monitoring and evaluation for the overall development of the school, which ensure the sustainable development of the school to promote effectiveness of all educational programs.

School improvement plan is the strategic plan to improve the access and better learning achievement of students as per the need of the changed circumstances. Improvement leads to changes. School improvement is a process that brings changes in the school functioning through efficient management system resulting upliftment of the students' achievement. This plan helps to promote the internal efficiency of the school by reducing educational wastages, which ensure the high rate of returns.

The stages of the development of school improvement plan are as follows:

1. Identification and analysis of existing educational status through the survey of the school catchment area.
2. Analysis of the causes of the problems and identification of the possible solutions
3. Prioritization of the necessities
4. Estimation, identification and analysis of resources.
5. Setting the long term and short term objectives of the school
6. Setting the programs and identification of its rationale
7. Setting the periodic targets and the development of educational indicators.
8. Budget estimation for the implementation of programs and identification of the sources
9. Evaluation of the planning
10. Implementation of the program.
11. Monitoring of the program
12. Remedial treatment of the weaknesses of the program or improvement of the program if necessary.

School catchment area

Defining the school catchment area is one of the major activities for the preparation of the SIP. The catchment area indicates the area or the population that has to be served by a particular school.

The catchment area of the school could be determine on the basis of geographical boundaries, distance of the social periphery, distance of the school from the community and so on. Some times catchment areas of two or more schools are overlap each other. Therefore, schools can organize meetings and interactions with VDC chairpersons and ward members, SMC, head teachers, teachers and local parents as well as community leaders to determine the catchment area of the school.

It is not sure that all children of the catchment area go to the same school. However, it helps to estimate the number of children, which has to be served by the schools. Physical and financial targets and programs are set in the SIP on the basis of such types of estimation. Therefore, clear demarcation of the catchment area help to prepare more realistic SIP.

School Improvement Plan:

Detail explanation of the stages of the development of the SIP is given below. School should develop the plan on the basis of these descriptive guidelines

A. Description of the school and community

1. Location of the school

In this section, school's address should be defined clearly in terms of zone, district, municipality/VDC, ward no., and village. Moreover, the location of the school needs to be mentioned.

2. Identification of school catchment area

Name of the villages and communities that has to be served by the school should be defined clearly. Mainly the following things should be mentioned clearly: Name of the villages, tole, distance from community to school (geographical distance, walking time, natural obstacles), boundaries of school, distance from district head quarters to school etc. If there are specific natural, religious, historical or cultural heritages in the catchment area of school that should also be mentioned.

3. Description of Community background where the school is situated

- a) A survey of socio-economic status of the community including total population, number of household, composition of population (sex, age, mother tongue, religion etc), special need children, ethnic groups, occupation, income level, standard of living, school going age population and the population of the school going age group not yet been served and so on.
- b) Educational status of the community including literacy rate, female literacy rate, skilled and semi skilled manpower and status of higher education, status of student enrollment, drop outs, repeaters, promotion and completion rate, status of physically and mentally disadvantaged school going age population.
- c) A brief profile of the geographical location of the community including rivers, lakes, forest, road or transportation and market facilities with a social map.
- d) Social background and social service facilities e.g. health post, communication, electricity, high school and other higher education centers and socio-economic linkages.
- e) Physical, economic and human resources available in the community and possibility of its' in the future.

- f) CBOs and other local organizations and their contribution in the development of the school.
Other non-formal agencies providing educational services e.g. Local clubs, NGOs, community service provider, religious institutions etc.
- g) Description of school community relationship.

4. Description of school

a) Brief history of school

Date of establishment, founder/s, beginning days of the school, role of community in the establishment and development of school etc

b) Description of students

1. Description of students' enrollment

By grade, by sex (boys/girls), by ethnicity, by age (below 6 years, 6 to 10 years, above 10 years- boys and girls)

2. Description of repeaters, drop out and promotion rate

Promotion, repetition and drop out rate of the last academic year

3. Subject wise learning achievement of students

Grade wise and subject wise average learning achievement of the students

c) Description of teachers

Name, permanent and temporary address, level of teaching, age and sex, ethnicity, date of birth, date of appointment (temporary/permanent), qualification, training, mother tongue, citizenship, teaching experience, payment (private/governmental)

d) Physical status of the school

1. Area of school complex, total areas of land covered under school's ownership, geographical conditions (landslide, erosion, soil conservation etc.)
2. Status of school building (number and size of classrooms and space per student, sanitation facilities, water supply, play ground and compound wall etc.)

e) Status of teaching aids (chalkboard, globe, charts etc.)

Complete list of the educational materials available in the school and its present condition

f) Description of income and expenditure of the school

Annual income and expenses of the last fiscal year, estimation of income and expenditure for current fiscal year

B. Major issues and problems

The school, with the active participation of community, should make an overview and survey of the existing status of the school relating to all the above-mentioned aspects and identify the main issues,

which are affecting the teaching-learning situation of schools. Issues and problems must be clearly spelled out.

For example, a school is facing many problems, which are listed in this way. Drop out and repetition rate is high, teachers are not regular, physical infrastructure is not well maintained, wall of building is cracked, water is leaked from roof. And so on so forth. These problems should be documented in a proper order.

Similarly, in a school, drop out rate is high, only a few students appear in exam and most of them are already dropping out, low participation of girls, irregularity of teachers and students is high etc.. The main task of school is to find out why these problems arise and what are the reasons behind them. The possible reasons are;

1. Classes are not running in regularly
2. Teachers mostly become irregular
3. Teachers have spent less time in actual teaching learning activities in the classrooms.
4. Teachers have no skill of motivation and students are not attracted towards teaching and learning activities.
5. Teaching learning environment is not joyful and attractive
6. Lack of active and joyful learning environment
7. Teachers' behaviors with students are not friendly.
8. Lack of toilets in school
9. Lack of female teachers
10. Head teachers do not observe teachers' classes and monitor the activities and head teacher do not provide feedback and suggestions.
11. No involvement of parents and SMC in learning activities of their children
12. Classrooms are not collegial and healthy for active teaching learning activities.

Read the following cases

School A

A Village Development Committee (VDC) having 5,000 populations (mostly Muslims) has only one primary school. This VDC is linked with district headquarters and municipality. School Nutrition Feeding Project is implemented in the VDC by aiming to increase the access; students enrollment in school. There are altogether 125 students in the school but only 23 students including 3 girls are regular. 5 teachers including 1 female are working in the school. Chairperson of VDC and SMC always commented to the DEO by claiming that head teacher is not performing his duties effectively. They demanded to transfer the head teacher from this school to other. They blamed that head teacher does not manage school; teachers are not performing their duties regularly, educational, physical and economical conditions of school is poor and

school does not involve SMCs in school affairs. But head teacher and teachers viewed differently. According to them, VDC chairperson and SMC chairperson are landlord. They are not positive towards school. They do not like to make school effective because, if so, poor villagers' children will study better. They look for extra respect from teachers and seek some percent of teacher salary on the cost of their signature in the cheque. Teachers would not like to do so. Therefore, VDC and SMC blamed teachers and head teacher. But the parents did not care on this matter. DEO discuss with his colleagues and they concluded that no way of escaping from the voice of people's representatives. DEO transferred head teacher. In the mean time, incentive programs under education for special focus group have been implemented in the VDC. Incentives have been distributed to the target groups. After some times the number of student enrollment increased 250 and girls' enrollment also increased.

1. From studying the above event, what kinds of educational problems have you identified? What are the reasons of such problems?
2. Who are responsible for the weak management of the school and deteriorating teaching learning activities?
3. There is wide catchment area, population exists densely on the catchment area, teachers are also sufficient, but in the initial stage the number of students seem very few in the school. What are the reasons for being few numbers of students in school?
4. Later on, the student enrollment has increased in the school, what are the reasons of increasing student enrollment?
5. What activities/programs need to include in the plan for further improvement of the school?

School B

Mahendra Jyoti Primary School is situated in the municipality. The school is nearer to Nepal- India border. Most of the people in the school catchment are poor, ethnic minority especially dalit. Only two families are educated and reach in the village, even women are not literate in this family. Although they have high economic status, they do not enroll their girls in schools. Nobody cares whether teaching learning activities are going on in the school. Basic and Primary Education Program has supported to the construction of toilets, drinking water supply and compound wall with fencing. All of these facilities have already ruined in short span of time. Stakeholders do not concern on these events.

School has 1-4 grades with 155 students, only 55 students (not more than) are regular. Three teachers are working in the school. They have a turn to go to the school. Villagers have considered the system of coming school in turn is good. They are always in teachers' side. Teachers wanted to transfer from there but nobody likes to go there.

When Resource Person (RP) visited the school and discussed several times with them about the improvement of school. Now, he has frustrated on this matter. He downed his voice by saying we became unable to find out the ways of improvement of school.

This school has established near about 2042 B.S. (1985) by the Pradhan Pancha of Village Panchyat (Chair person of local bodies of partyless panchyat system). In the beginning no building was there, school was operated in the open ground. Then, the school has got approval. The Pradhan Pancha requested to DEO to employ his cousin as a teacher. DEO has appointed him. After that nobody look after school. School has only two rooms built by the support of BPEP. Students' overall performance and level of learning achievement are very weak. When we asked about the condition of school, by saying the sentence 'they like to transfer because we are unable to improve the condition'.

What are the problems have you found in the school. Please list them and discuss in the group. What measures are to be taken for the improvement of school?

C. Need Identification

When problems/issues are identified, the possible ways of solving them is the identification of need. All identified needs do not solve immediately at once. It takes time, money and patient. Therefore, identified needs should be prioritized. One important thing is that only these needs should be prioritized and categorized which are based on the above identified issues and problems. The urgent needs should be fulfilled at first and others will be addressed simultaneously. In this way, all identified needs should be categorized into short term, medium term and long-term duration.

Moreover, needs could be prioritized in another ways. Among them, some can be completed from schools. To complete some of them, community supports are needed. All of these are non- monetary activities. Budget is not required to accomplish them. These can be done immediately. Similarly, there are other needs, which require budgets, huge effort, commitment and external supports. For example, management of female teachers, management of classroom and furniture etc. If school has sufficient budget, they can prioritize as per their needs, otherwise these needs must be addressed in secondary or tertiary priority. One obligatory thing is that either primary or secondary needs, they must be related to the learning achievement of students.

D. Identification and analysis of resources

Stakeholders discuss and mention the available resources of school. The potential resources should identify through a series of interaction, meetings, request with concerned people, institution CBOs, NGOs and local bodies. Schools request them for supporting its activities. But this will be carried out in co-ordination with resource person, Village development Committee, sometimes with District Education Office also. Without consultation with them, the source of resources should not be listed.

When schools identify the available and potential resources, the second step is to prioritize the above-identified needs. The plan only be practicable if activities are proposed as per the resources and commitment.

E. Setting clear vision of school

After the completion of the above task, school identifies a clear vision that provides a framework for all the activities. Stakeholders agree on this vision and demonstrate collective commitment. Vision provides a guideline (long term) in which a school will have to achieve in specified and defined ways often refer 'Strategies'. Strategies help to formulate objectives. For example, a school may have following statement in the form of a vision

The main responsibility of school is to prepare good citizens of a nation by providing them relevant and appropriate knowledge, skill and attitude. This can only be achieved from the active involvement and participation of stakeholders. The effective and efficient management of resources and its mobilization in an efficient way will certainly help to improve the learning achievement of student. This is our motto. In spite of these, school will formulate a policy, which makes it community development center for the development of community and itself.

The school prepares its SIP having above vision. After the implementation of its school improvement plan, all effort will be directed to achieve the following characteristics.

1. School going age children in school's catchment area will have easy access and enrolled in school.
2. Teachers and students are regular
3. School will use time frame in an optimum level.
4. Separate toilets for boys, girls and teachers, are available.
5. Availability of safe drinking water supply
6. School uses interesting and effective games and sports as per students' interest.
7. School utilizes available resources in an efficient way and mobilizes in an optimum level.
8. No discrimination regarding social, economic, cultural, gender and others in the school and community.
9. School has compound wall, fencing, appropriate playground for garden and kitchen garden.
10. Teachers and students behave in disciplined way and respect each other.
11. School ensures high and active involvement of stakeholders and community members.
12. Schools' annual budget will be kept in transparent manner and made public announcement in its annual anniversary day.
13. Effective management of school.
14. School uses student-centered method by using educational materials in order to maintain active learning environment.
15. School develops code of conduct for its stakeholders and all are committed to follow.

16. Regular monitoring, follow -up and supervision exist for ongoing activities.
17. Regular health check-up for students has organized.
18. All stakeholders demonstrate active involvement and participation in order to develop school as a community development center.
19. There exists high morale and expectations among stakeholders.

F. Setting objectives of school

After the analysis of desired goals with strategies, school set measurable and specific objectives through consultation with its stakeholders. Objectives should be spelled out in simple way and have to secure commitment and agreement from all stakeholders.

For example, a school has following objectives:

1. Ensure that students learning achievement are high standard
2. Stakeholders ensure an effective environment to preform their responsibilities and strengthen school-community relation.
3. School acts as a community development center and plays a role of change agent for the development of community.

G. Programs/ Activities and strategies

When school sets objectives then the ways of achieving objectives need to be identified. School should be clear about why these activities are going to be implemented? How these activities are implemented? What's about time frame? All of these points should be kept in mind. Activities need to be identified with the active involvement and participation of its stakeholders. Every program/activity must have justification with a proper responsibility to every stakeholder.

For example, some program/ activities are presented below with appropriate strategies, justification of the activities and who are responsible for what. School can learn from the example.

SN	Programs/activities	Strategies	Justification	Responsibilities
1	Creation of attractive and appropriate external environment of school. (Gardening, plantation, kitchen garden)	Mobilizing teachers, students, parents and community members.	School environment will be attractive and children will enjoy to go to the school	Teachers, parents, communities, students
2	Introduction and use of creative games and sports in lower grades	By providing training to teachers and make committed.	Improvement in students' learning achievements and drop out reduce	Teachers, resource Persons
3	Use student centered method in teaching	Providing training to teachers	Improvement in students' learning achievements and drop out reduce	Resource Persons

4	Increase teacher, student regularity	Prepare code of conduct through consultative meetings with teachers parents and SMC	Improvement in students' learning achievements and drop out reduce and maintaining discipline as well as law and order.	Teachers, Students, Parents, SMC
5	Implementation of awareness raising activities	Mobilization of community resources	Increase the awareness level of community members, increase participation in school's affair	School, community
6	Maintenance of physical facilities	Mobilization of community resources	Effective environment will be ensured for students	Parents, SMC
7	Rehabilitation of physical facilities	Mobilization of community resources	Effective environment will be ensured for students	SMC, Parents
8	Strengthen the school community relationship	By delegating responsibility and aware them about the importance of this relation	School act as a center for community development center	Community, school

H. Setting Targets and determining indicators

Objectives can be achieved only through a continuous effort and potential. But it needs to be clear how much can be secured in which time. To determine such points is often refer to 'Target'. And indicators are those measurable term, which examine or measures in which targets are achieving on how much or not. Proposed activities are implemented on desired way or not can also be measured from indicators.

At first, indicators determine the present status of the school, which should be listed in a table by calculating and analysis of existing data and information. Gross enrollment rate (GER), net enrollment rate (NER), teacher student ratio, average attendance of teachers and students etc. are some of the main indicators of the school.

For example, Total numbers of school going age children are necessary to calculate GER and NER. Monthly and daily attendances of teachers and students are the basis for the average attendance.

1. Determination of Indicators and Targets

Indicators	Targets					
	Present status	1st year	2nd year	3rd year	4th year	5th year
Gross enrollment rate (GER)						
Net Enrollment rate (NER)						
Girls' NER						
Student teacher ratio						
Students' average attendance						
Teachers' average attendance						
Class conduction day						
Percentage of grade 5 promoter						
Primary cycle completion rate						
Actual average time spent in teaching learning activities by teachers						
Grade wise average learning achievement						
Grade 1						
Grade 2						
Grade 3						
Grade 4						
Grade 5						
Subject wise learning achievement						
Grade 1 Nepali						
Grade 1 Math						
Grade 1 Social						
Grade 2 Nepali						
Grade 2 Math						
Grade 2 Social						
Grade 3 Nepali						
Grade 3 Social						
Grade 3 Math						
Grade 4 Nepali						
Grade 4 Math						
Grade 4 English						
Grade 4 Science						
Grade 4 Social						
Grade 5 Nepali						
Grade 5 Math						
Grade 5 English						
Grade 5 Science						
Grade 5 Social						
Area of classroom space per student (0.75 sq. m)						
Area of playground space per student						

2. Besides above indicators, some other measurable points are also important to measure the qualitative aspects of the school's internal efficiency. Actually, these points are not indicators but can be used as indicators.

Indicators	Targets					
	Present status	1st year	2nd year	3rd year	4th year	5th year
Number of staff meetings (10 times a year)						
SMC meetings (6 times a year)						
Formation of Parent Teacher association (PTA) and its meetings						
Use of co curricular materials						
Use of teachers' guide						
Number of classes observed by head teacher						
Number of classes demonstrated by RPs/monitored by RP						
Number of classes demonstrated by HT						
Drinking water supply Toilets separately for girls and boys (150 students per toilets)						
Furniture (Benches height 14"x breath 12" and Desks height 18")						
Number of classrooms and currently using for students						
Numbers of rooms occupied by offices						
External environment of school (market, temple, haat, mela etc.)						
Number of classes observed by RPs						
Number of interaction meeting among school, community and local bodies						
Number of interaction meeting among CBOs, NGOs and school						
Actual time spent by head teacher in school management						
Percentage of new entrants from ECD.						

I. Program and Budget

Most of the programs identified as above do not need money to implement. Only a little bit effort need to be done. Rest of them, needs budget to accomplish. Therefore, school need to be careful to identify the activities which needs budget and which do not need. The main focus should be to identify the non-monetary activities at first.

1. Activities which can be conducted without the allocation of budget (Non-monetary activities)

S.N.	Program/activities	Target	Center
1	Mothers' gathering		
2	Street drama		
3	Children rally		
4	Meetings with parents		
5	Meeting with guardians/ community members		
6	Door to door program		
7	Joint meetings of teachers and SMC		
8	Posturing		
9	Folk song		
10	Video play/ documentary demonstration		
11	Sanitation program		
12	Speech competition/talk show		
13	Preparation of low cost educational materials		
14	Workshop on the construction of test items and answer copy examining		
15	Teacher-student regularity		
16	Interaction among teachers		
17	Interaction between teacher-student		
18	Interaction among teacher-student and parents		
19	Meeting with the parents whose children are irregular in school		
20	Providing information about the attendances rate of the pupils to their parents at the end of each month		
21	Peer class observation by teachers and demonstration of the model class.		
22	Use of learning achievement indicators		
23	Class observation and discussion by the HT		
24	Experience sharing and discussion on the problems in the staff meeting		
25	Data collection of repeaters and drop out and analysis of it to find out the causes and for the possible solutions		
26	Meetings and door to door program by the female teachers to bring out of the school children to the school		

2. Monetary activities with targets and budget

• Physical Targets

Programs/Activities	Unit	1st year	2nd year	3rd year	4th year	5th year	Total
1. Physical Improvement							
a. Construction of new classrooms							
b. Rehabilitation							
c. Toilets							
d. Drinking water supply							
e. Compound wall and fencing							
f. Construction and maintenance of furniture							
2. Management of extra teachers							
3. Preparation and purchasing of educational materials							
4. Library							
5. Scholarship							
a. Dalit/scheduled caste							
b. Girls							
c. Poor/brilliant students							
d. Incentives							
6. Games and sports materials							
7. Extra-curricular activities							
a. Management							
b. Rewards							
8. Administrative and operating cost							

• Financial Targets

Programs/Activities	Number	Unit cost	1st year budget	2nd year budget	3rd year budget	4th year budget	5th year budget	Total budget
1. Physical Improvement								
a) Construction of new classrooms								
b) Rehabilitation								
c) Toilets								
d) Drinking water supply								
e) Compound wall and wire fencing								

f) Construction and maintenance of furniture							
2. Management of extra teachers							
3. Preparation and purchasing of educational materials							
4. Library							
5. Scholarship							
a) Dalit/scheduled caste							
b) Girls							
c) Poor/brilliant students							
d) Incentives							
6. Games and sports materials							
7. Extra-curricular activities							
a) Management							
b) Rewards							
8. Administrative and operating cost							

- Annual financial target:

Programs/Activities	Target	Unit	Unit cost	Total budget	Sources of budget			
					Local bodies/ VDC	DDC	CBOs/NGOs	School/ Community
1. Physical Improvement								
a) Construction of new classrooms								
b) Rehabilitation								
c) Toilets								
d) Drinking water supply								
e) Compound wall and wire fencing								
f) Construction and maintenance of furniture								
2. Management of extra teachers								
3. Preparation and purchasing of								

educational materials								
4. Library								
5. Scholarship								
a) Dalit/scheduled caste								
b) Girls								
c) Poor/brilliant students								
d) Incentives								
6. Games and sports materials								
7. Extra-curricular activities								
a) Management								
b) Rewards								
8. Administrative and operating cost								

J. Monitoring Plan

Whether the activities mentioned in the yearly plan have been completed in time, if not so, why? What is the reason behind this? These questions need to be considered in monitoring plan. Moreover, the responsibility must be delegated to others. There should be a process of monitoring the ongoing activities when all of these tasks will be carried out. All of these things need to be considered while preparing the monitoring plan.

Monitoring plan

Programs/Activities	Process of Monitoring	Responsibility	Time frame
1. Creation of joyful and appropriate environment (gardening, plantation, kitchen garden)	Meetings between/among teachers/students/SMC	Teachers/SMC	Continuous
2. Use joyful activities in lower grades for teaching	Training, meetings and monitor activities	HT/RP	Continuous
3. Use student center techniques in teaching	Training, meetings and monitor activities	HT/RP	Continuous
4. Increase teachers and students' regularity	Observation, obey the code of conduct	HT/Teachers/Students	Continuous
5. Organizing awareness raising activities	Observe level of awareness	SMC/teachers	Continuous
6. Construction and maintenance	Check the quality	HT/Teachers/SMC	Jan- April.
7. Rehabilitation and maintenance	Check the quality	HT/Teachers/SMC	Jan- April.
8. Strengthen the school community relation	Disseminate its importance and monitor	HT/Teachers/SMC	Continuous

K. Appraisal and approval of SIP

The proposed activities need to be examined whether they are reliable, achievable and as per the government rules and regulations as well as the standard. School will submit own SIP in resource center to appraise and get approval. A committee having following members examines and appraises the SIP by providing necessary inputs, suggestions if necessary, through meetings.

Members of committee

- VDC chairman
- Resources Person/School Supervisor
- Head teacher of resource center school
- SMC and Head teacher

Note: The VDC chairman, SMC chairperson and Head teacher will only be invited in the case of their own SIP whereas other two members are the members for all schools within the resource center.
--

SCHOOL IMPROVEMENT PLAN
(Model for exercise)

Name of the School:

Address:

Code No:

Duration of the Plan:

Proposed Total Budget:

Proposed Total budget requested to different agencies:

Proposed budget requested to different agencies (for the first year):

SMC Chairperson

Name:

Signature

.....

Date:

Stamp

Head teacher

Name:

Signature

.....

Date:

Stamp

School Improvement Plan Format

A. Description of the school and community:

1 Location

2 Identification of school catchment area:

a. General description of schools located near to its catchment area

Name of the school	Kinds of school (Community or Private)	Number of students	Name of village	Distance (nearly)	Direction of the neighbor schools

3. Description of the community in the catchment area

a. 1) Family survey form (annex 5)

2) Household survey form (annex 6)

b. Description of the catchment areas' children

Table: Description of catchment areas' children (enrolled or not enrolled in school) by age

Age in year	Total population			Children enrolled in school			Children who are not enrolled in school			Remarks
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	

c. Description of children who are enrolled in school or not by caste, gender and age (annex-6)

4. General description of school

a. A brief history of school

b. Description relating to students

Table 1: Description of students by grade and sex

Description of students	Grade					Total
	1	2	3	4	5	
Boys						
Girls						
Total						

Table 2: Description of grade wise students by ethnicity

Ethnicity	Grade															Total		
	1			2			3			4			5			B	G	T
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T			

(B= Boys, G= Girls, T= Total)

Table 3: Grade-wise description of students by age

Age	Grade															Total		
	1			2			3			4			5			B	G	T
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T			
3																		
4																		
5																		
6																		
7																		
8																		
9																		
10																		
11																		
12																		
13																		
14																		
15 & above																		

(B= Boys, G= Girls, T= Total)

Table 4: Description of drop out, repeated promoted students by grade (Last Academic year)

Grade	Drop out			Grade repeaters			Grade promoters		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1									
2									
3									
4									
5									
Total									

Table 5: Description of special needs students (last academic year)

Types of disable ness	Grade										Total	
	1		2		3		4		5		Boys	Girls
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
Physically handicapped												
Mentally retarded												
Blind												
Deaf												
Total												

Table 6: Description of average learning achievement of students (last academic year)

Grade	Average LA of grade	Nepali	Math	English	Social	Science
1									
2									
3									
4									
5									
Total									

LA = Learning Achievement

c1. Description of recently working teachers

Table 7: Description of working teachers

Name	Address	Qualification	Level	Sex	Training		Appointment		Type of appointment
					T	UT	Permanent	Tem.	

T= Trained; UT= Untrained; Tem= Temporary

c) 2. Description average yearly attendance of teachers and students

d). General description of schools' physical conditions

e) General description of educational materials available in school

f). Description of school's yearly budget (income and expenditure)

Sources of Income		Headings of Expenditure	
Topics	Amount	Topics	Amount

g) 1. Description about school management

g) 2. Description about the formation of school management committee

B. Identification of major problems and possible solutions

Following questions should be asked to parents, teachers, students, and members of school management committee and representatives of local bodies in separate groups. And the responses need to collect in a separate piece of papers.

- a. **Why don't school age children come to school?**
- b. **Why do the enrolled children leave the school?**
- c. **What are the burning issues of the school?**
- d. **What can we do to solve the problems/issues mentioned above?**

School self-evaluation program

After getting the responses of above 'question d', these need to reframe in the following table to prioritize them. At first, the present status of the identified issues needs to be ranked in number. Then, priorities in the future need to be ranked as per their interest.

Responsibilities										
Priority Order in future (4, 3, 2, 1)*					Things need to be carried out	Priority Order in present situation (4, 3, 2, 1)				
P	T	S	SMC	LB		P	T	S	SMC	LB

Note: Parents (P), Students (S), Teachers (T), SMC and Local bodies (LB)

*4 = most important and 1= less important other are in middle in orderly, if the tasks are spelled in positive sentences. Those activities that got less number in present situation and high score in future need to provide more priority and simultaneously this exercise need to be carried out.

C. Need Identification

D. Identification and analysis of resources

E. Setting clear vision of school

F. Setting objectives

G. Programs/activities and Strategies

Programs/Activities	Strategies	Justification	Responsible Person/institutions

H. Determination of indicators with targets

Table: Determination of indicators with targets

SN	Program	Targets					
		Present status	Year 1	Year 2	Year 3	Year 4	Year 5

Table 2: Some extra measurable points (indicators) with targets

Measurable points	Targets					
	Present status	Year 1	Year 2	Year 3	Year 4	Year 5

I. Program and Budget

a) Activities which can be done without budget (Non-monetary activities)

Table 1: Activities which can be done without budget (Non-monetary activities)

S.N	Activities	Targets	Centers
1			
2			
3			
4			
5			

2 Activities which need budget to accomplish (Monetary Activities)

a. Physical target

Program	Unit	Year 1	Year 2	Year 3	Year 4	Year 5	Total

b. Financial target

Program	Total number	Unit cost	Year 1	Year 2	Year 3	Year 4	Year 5	Total

c. Yearly financial targets

Program	Target	Unit	P. U. Cost	TC	Sources of investment				Remarks
					LB	DDC	NGO	School/Community	

P. U. = Per Unit; TC = Total Cost; LB = Local Bodies; NGO = Non Governmental Organization

J. Monitoring Plan

Program/activities	Process of monitoring	Responsibility	Time frame for monitoring	Remarks

K. Appraisal of the School improvement Plan

Annex - 1
 Education Act Seventh Amendment 2058
School Management Committee

1. School Management Committee: Education Act Seventh Amendment, 2058 article 12.1 is related to the formation of school management committee (SMC) in community school. The formation of SMC is as follows,
 - a. Parents' gathering elects one person - Chairperson
 - b. Parents' gathering elects three persons (including one female)- Member
 - c. Ward member of respected VDC or municipality - Member
 - d. SMC nominates one person among local intellectuals or educationist- Member
 - e. SMC nominates one person among the founders of the schools or donors - Member
 - f. Teachers nominate/select their representative - Member
 - g. Head Teacher - Member secretary

2. In the case of Secondary School, if vocational and technical classes are running in there, district level industrial and commercial organizations' two representatives will be invited as a member of school management committee.
3. Concerned School Supervisor/Resource person will be invited as an invitee member in SMC meetings.
4. For the conduction, supervision and management of private school, a school management committee is existing which constitutes following members.
 - a. District Education Officer nominates chairperson among founder of schools or Shareholders on the recommendation made by school - Chairperson
 - b. SMC nominates two parents including at least one female - Member
 - c. Respective VDC or municipality nominates one person among local educationist or social workers - Member
 - d. School teacher nominate their own representative – Member
 - e. Head teacher - Member secretary
5. The duration/tenor of nominated or elected member of the above 1 & 4 article, will be of two years. But they will be ousted at any time in the case of not obeying their duties and behavior by elected or nominated authorities. They will get a chance to clarify their views on the blamed issues before ousting.
6. Roles and responsibilities of school management committee of community school as per the education act.
 - a. To mobilize available resources and materials for the operation of school.
 - b. To record and preserve the schools property (monetary and fixed property) and help to do so.
 - c. To update and maintain the educational data, physical infrastructures and economic record and their description
 - d. To approve annual budget of school and forward it to Village Education Committee (VEC) and District Education Committee (DEO) for kind information.

- e. To develop feeling of harmony/respectable environment in order to maintain joyful educational environment and control political, religious or communal feeling in school affairs.
 - f. To deploy teachers in task sent from District Education Office.
 - g. To audit schools budget annually among short-listed auditor from DEO.
 - h. To implement the suggestions received from auditor and sent its report to DEO.
 - i. To implement the policies and guidelines received from DEO and District Education Committee.
 - j. To recruit teachers in vacant post as per education act and regulations. The recruited teachers should have teaching license provided from teachers service commission and manage the services facility and incentives for the newly recruited teachers.
 - k. To form Parent Teacher Association (PTA) in order to maintain the quality of education.
7. Roles and responsibilities of School Management Committee of Private Schools.
- a. To mobilize available resources and materials for the operation of school.
 - b. To manage the necessary physical infrastructures and facilities for the school.
 - c. To record and preserve the school's property (monetary and fixed property).
 - d. To maintain school environment healthy and joyful.
 - e. To implement and use the prescribed curriculum and textbooks by the government and get approval from Curriculum Development Center (CDC) for reference books, if necessary.
 - f. To recruit teachers having license as per provision made by education act and regulations.
 - g. To provide salary for teachers as per government rules and regulations.
 - h. To punish teachers having bad habits and showing misbehavior.
 - i. To implement policies and guidelines from government.

Note: Besides above roles and responsibilities of community and private schools' school management committee, the education regulation has provided some clarification on the roles and responsibilities mentioned in education act.

Annex - 2

Some educational indicators and ways of calculation

S.N.	Indicators	Necessary data/Information	Calculation
1.	Gross Enrollment Rate (GER)	a. Total number of primary students in catchment area. b. Total number of primary students (6-10 yrs age groups) in catchment.	$\frac{b}{a} \times 100$
2.	Net Enrollment Rate (NER)	a. Total number of primary students (6-10 yrs) enrolling in school of catchment area. b. Total number of primary students (6-10 yrs age groups) in catchment.	$\frac{b}{a} \times 100$
3.	Percentage of under age students in school	a. Total number of under age children in school. b. Total number of students in school.	$\frac{a}{b} \times 100$
4.	Percentage of girls (under age) in school.	a. Total number of underage girls in school. b. Total number of girls in school.	$\frac{a}{b} \times 100$
5.	Net Enrollment Rate of ethnic group.	a. Total number of ethnic students in catchment area (6-10 year) b. Total number of ethnic students in school (6-10 year)	$\frac{b}{a} \times 100$
6.	Student School Ratio	a. No. of school in one VDC b. No. of students in respective VDC.	$\frac{b}{a}$
7.	Enrollment Rate in grade 1 (as per 6 yrs)	a. Total number of enrolled students in school. b. Total number of enrolled students in grade one (6yr age)	$\frac{b}{a} \times 100$
8.	Grade Repetition Rate	a. Grade repeaters (Total) b. Total number of students.	$\frac{a}{b} \times 100$
9.	Drop out Rate	a. Total number of drop out students. b. Total number of students.	$\frac{a}{b} \times 100$
10.	Promotion Rate (grade wise)	a. No of promoters (grade wise) b. No. of students appeared in exam (grade wise)	$\frac{a}{b} \times 100$
11.	Primary Cycle Completion Rate	a. Number of students enrolled in grade one before five years. b. Number of students (same) who passed grade five.	$\frac{b}{a} \times 100$
12.	School Teacher Ration	a. Number of primary school. b. Number of teachers in particular school.	$\frac{b}{a}$

13.	Teacher Class Ratio	a. Number of grades in school b. Number of teachers in school.	$\frac{a}{b} \times 100$
14.	Percentage of Female Teachers	a. Number of female in school. b. Number of teachers in school.	$\frac{a}{b} \times 100$
15.	Percentage of Trained Teachers	a. Total number of teachers b. Total number of trained teachers.	$\frac{b}{a} \times 100$
16.	Student Teacher Ratio	a. Total number of students. b. Total number of teachers.	$\frac{b}{a}$
17.	Student Qualified Teacher Ratio	a. Total number of students. b. Total number of qualified teachers.	$\frac{b}{a}$
18.	Student Trained Teacher Ratio	a. Total number of students. b. Total number of trained teachers.	$\frac{b}{a}$
19.	Percentage of school Opened day	a. Total number of school opening day. b. Total number of school opened day.	$\frac{b}{a} \times 100$
20.	Teacher Attendance Rate (average)	a. Total number of school opened day. b. Teacher attendance day in average.	$\frac{b}{a}$
21.	Student Attendance Rate (average)	a. Total number of days (student attendance) b. Total number of days (class conduction)	$\frac{a}{b}$
22.	Literacy Rate	a. Number of literate above 6 year. b. Number of 6 year above population	$\frac{a}{b} \times 100$

Annex- 3

Some possible problems

Problems related to physical aspect

1. Inadequate classroom
2. No toilets/inadequate toilet facilities
3. Lack of drinking water/inadequate supply of drinking water
4. No wall or compound
5. Lack of appropriate furniture
6. No maintenance
7. Lack of play ground/not a available of required playground
8. Establishment of school without physical infrastructure

Problems related to educational aspects

1. Irregularity of teachers
2. Lack of trained teachers

3. Lack of qualified teachers
4. No proper management by head teacher
5. No proper effect of training in classroom teaching learning process
6. Teachers are not interested and responsible to their profession
7. Lack of appropriate educational environment
8. Low rate of students' enrollment
9. Low attendance rate of students'
10. Low rate of enrollment and attendances of girls'
11. Under aged and over aged children enrolled in schools
12. Drop out from school
13. Learning is not joyful and child-friendly
14. Lack of educational materials
15. There is no regular meetings of teacher staff and educational problems are not discussed in the meeting

Community related

1. There is no regular meeting of SMC
2. No formation of SMC
3. Lack of awareness
4. Lack of parents' interests to the school
5. Parents are not involved in the activities of schools affairs
6. Literate people/scholars/Teachers/Personnel/social workers are not interested to school
7. Political interference in the recruitment of the teachers
8. Teachers are directly involved in politics
9. Parents are unable to send their children to school due to the poor financial condition
10. Lack of proper teachers' quota in school
11. Lack of female teachers
12. Lack of interest of SMC to school management
13. No regular monitoring and supervision of school
14. School supervisors do not take model class in the classroom and they do not encourage to others also
15. Head teachers and SMC are unskilled for effective supervision
16. Traditional and old aged teachers cannot change the teaching methods
17. No proper system of reward and punishment
18. Children from ethnic minorities and backward societies do not go to school
19. Actual time spent in classroom is very less
20. Schools are not established on the basis of the needs of the society

(All these issues/problems are given here only for examples)

Annex- 4
School Level EMIS Form

HMGN
Ministry of Education and Sports
Department of Education
Regional Education Directorate
District Education Office,.....
School Level EMIS Form
2058 (2001)

Four copies of this form should be filled within the second week of Bhadra (August). One copy should be kept in school for office copy and remaining three copies should be submitted to resource person/school supervisors within next two weeks.

All schools including pre-primary classes to higher education should be filled the form. This is obligation to all schools.

School Code Number: District Resource Center VDC/Municipality School

	District		Resource Center		VDC/Municipality		School			
--	----------	--	-----------------	--	------------------	--	--------	--	--	--

A. Name of School and Address:

Name of School _____
 District _____ VDC/Municipality _____ Ward no. _____
 Name of the tole or village where the school is situated _____
 Postal Office _____
 Telephone no..... Fax no. _____ e-mail address _____
 Name of the resource center school with tole or village _____

B. Date of permission for school operation and approval:

Level	Date of permission for school operation	Date of approval for school opening
Preprimary		
Primary		
Lower Secondary		
Secondary		
Higher Secondary		

C. Types and numbers of school building:

Types of building	Number
Building in school's name	
Public/community building	
Buildings in rent	

D. Types of buildings:

Building	Roofing			Wall	
	Roofing materials		Truss		
Building no 1	Tin/Zinc plate		Wood truss		Bamboo
	Phus/khar (Grass)		Iron truss		Raw brick
	Mud		Iron pole/beam		Permanent Brick
	Khawata		Wood pole/sticks		Stone
	Cemented		Iron beam		Wood
	Slate		Wood stick		Mud
	Others		Others		Others
Building no 2	Tin/Zinc plate		Wood truss		Bamboo
	Phus/khar (Grass)		Iron truss		Raw brick
	Mud		Iron sticks		Permanent Brick
	Khawata		Wood sticks		Stone
	Cemented		Iron sticks		Wood
	Slate		Wood sticks/beam		Mud
	Others		Others		Others
Building no 3	Tin/Zinc plate		Wood truss		Bamboo
	Phus/khar (Grass)		Iron truss		Raw brick
	Mud		Iron sticks		Permanent Brick
	Khawata		Wood sticks		Stone
	Cemented		Iron sticks		Wood
	Slate		Wood sticks/beam		Mud
	Others		Others		Others
Building no 4	Tin/Zinc plate		Wood truss		Bamboo
	Phus/khar (Grass)		Iron truss		Raw brick
	Mud		Iron sticks		Permanent Brick
	Khawata		Wood sticks		Stone
	Cemented		Iron sticks		Wood
	Slate		Wood sticks/beam		Mud
	Others		Others		Others

Please use this sign (Ø) in appropriate cases. If buildings are more than four, same types of building can be kept in one heading.

E. Preparation of descriptive activities/programs for the implementation of school physical facilities development based in priority order:

SN	Programs	Rehabilitation (in Number)	Construction	Implementing programs in priority order	Activities that can be done from the local support including school, community and others ¹	School can perform activities in support from BPEP II
1	School developmental program					
1.1	Toilets (as per doors) ²					
1.2	Drinking water supply					
1.3	Compound wall					

¹ School can collect resources like, labor, raw materials, stone, pebbles and low skilled manpower

² One door toilet for one student

1.4	Plantation					
2	Construction of new classrooms					
3	Construction of buildings					
5	Construction of classroom furniture					
6	General maintenance					
6.	Construction of Resource center Building					

F. Status of Building:

					Status of Building			
Building no.	External length and breath in feet	Number of classrooms	Date of construction	Donor agency/institution s/person	Good 3	Normal 4	Needs to be repaired 5	Cracked 6
Building no.								
Building no.								
Building no.								
Building no.								

a. Number of classrooms in buildings:

b. Classrooms that can be operated after maintenance and repairing:

Causes for repairing: Weak foundation

weak roof

Other reasons (specify it)

(c) If rooms are not sufficient and it is essential to make new additional rooms, causes for new classroom construction

Causes for new construction: Students number are very high

Other reasons (specify it)

G. Length and width of classroom (ft.)

Room No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Class															
Length (ft.)															
Width (ft.)															

Room No	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Class															
Length (ft.)															
Width (ft.)															

3 Maintenance is not required

4 Simple maintenance is required.

5 Rehabilitation is necessary

6 Construction of new building by replacing old building.

Room no	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
Class															
Length (ft.)															
Width (ft.)															

(Add more papers if necessary)

H. Educational and physical facilities available in school

Description	Yes	No				
Play ground			If yes, length..... width..... (in ft.)			
Area of school surroundings			If yes, length..... width..... (in ft.)			
Compound wall			If yes,	all	nearly complete	not complete (in ft.)
Land of schools on the other places (except school compound and play ground)			If yes,	how much? Bigha Roppani		
Land appropriate for building construction			If yes, length..... width..... (in ft.)			
Library			If yes, No. of books			
Instruments in laboratory			If yes,	adequate	just OK	inadequate
For teachers use			If yes,	adequate	just OK	inadequate
- Curriculum			If yes,	adequate	just OK	inadequate
-Subject explanation			If yes,	adequate	just OK	inadequate
- Curriculum guide			If yes,	adequate	just OK	inadequate
- Textbooks			If yes,	adequate	just OK	inadequate
- Teachers guide			If yes,	adequate	just OK	inadequate
Desk/Bench			If yes,	No.		
Table			If yes,	No.		
Chair			If yes,	No.		
Almari			If yes,	No.		
Black Board			If yes,	No.		
Educational materials			If yes,	adequate	just OK	inadequate
Drinking water (Tap/Tanki)			If yes,	adequate	just OK	inadequate
			If not available from how far it is carried to school (distance in ft.)			
			Estimated cost (Rs.)			
Toilets for boys			If yes,	adequate	just OK	inadequate
Separate toilets for girls			If yes,	adequate	just OK	inadequate
Electricity						

1. School type and operated class: Tick () for appropriate room:

- The schools, which gets regular grant by the government according to the approved quota of the teachers, should be defined as government funded or public schools.
- The school, which does not get the government grant but funded by VDC, DDC or other local bodies or operated by local funding, should be defined as the community schools
- Private boarding school or classes should be mentioned as the private schools.

Class School	Pre-primary level*	1	2	3	4	5	6	7		9	10	11	12
Government funded public													
Local sources/ public													
Self/private sources (Boarding)													
Number of sections (If any)													

*Government funded ECD centers; Nursery and K.G. classes of private sectors should be included in the pre-primary level

2. School opening days in the last year

Months Days	Jul-Aug	Aug-Sep	Sep-Oct	Oct-Nov	Nov-Dec	Dec-Jan	Jan-Feb	Feb-Mar	Mar-Apr	Apr-May	May-Jun	Jun-Jul	Total
School opening days													
Class running days													

2.1 Description of total students of the last year

2.1.1. Pre-primary and primary level

Class Students	Pre -primary*	1	2	3	4	5	(Class 1-5) Total
Boys							
Girls							
Total							

* Government funded ECD centers; Nursery and K.G. classes of private sectors should be included in the pre-primary level

2.1.2 Lower secondary and secondary level

Class Students	6	7	8	Classes (6-8) Total	9	10	Classes (9-10) Total
Boys							
Girls							
Total							

2.1.3 Higher secondary level

Class Students	11	12	Classes (11-12) Total
Boys			
Girls			
Total			

3. Description of students in current year

3.1.1. Pre- primary and primary level

Class \ Students	Pre -primary*	1	2	3	4	5	(Class 1-5) Total
Boys							
Girls							
Total							

* Government funded ECD centers; Nursery and K.G. classes of private sectors should be included in the pre-primary level

3.1.2 Lower secondary and secondary level

Class \ Students	6	7	8	Classes (6-8) Total	9	10	Classes (9-10) Total
Boys							
Girls							
Total							

3.1.3. Higher secondary level

Class \ Students	11	12	Classes (11-12) Total
Boys			
Girls			
Total			

3.2 Description of repeaters, newly admitted and promoted boys and girls students of each grade

Types \ Class		1	2	3	4	5	6	7	8	9	10
Repeaters in same class	Boys										
	Girls										
New admission and transferred from other schools	Boys										
	Girls										
Promoted from lower classes	Boys										
	Girls										
Total	Boys										
	Girls										
Drop out (number)	Boys										
	Girls										
Total	Boys										
	Girls										

(Please be sure about the repeater, s and repeaters in preprimary level do not include here)

3.3. Age wise description of students (in current year)

3.3.1. Primary level

Age \ Classes	Pre-primary		Class 1 Number		Class 2 Number		Class 3 Number		Class 4 Number		Class 5 Number		Classes (1-5) Number	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	B	G
Below 3 years														
3 years														
4														
5														
6														
7														
8														
9														
10														
Above 10														
Total														

3.3.2 Lower secondary and secondary level

Age \ Class	Class 6 Number		Class 7 Number		Class 8 Number		Classes (6-8) Number		Class 9 Number		Class 10 Number		Classes (9-10) Number	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Below 10														
10														
11														
12														
13														
14														
15														
above 15														
Total														

Check the number of students given in the tables 3.1.1, 3.1.2 and 3.1.3 with the tables 3.3.1, 3.3.2 and 3.3.3 respectively. Be sure the number of students should be equal there.

3.4. Students entrance from Bal shiksha (non formal classes) to formal school education and students in grade one with the experiences of pre-primary classes (in running year)

Class	1		2		3		4		5		6	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
No. of students entered in the class from non formal classes												
No. of students in grade one having pre primary experiences												

3.5. Description of students coming from neglected/disregarded, depressed and scheduled classes (i.e. lower caste people who are known as Dalit)

Class	Pre-primary		Class 1 Number		Class 2 Number		Class 3 Number		Class 4 Number		Class 5 Number		Classes (1-5) Number	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Dalit (scheduled caste) Students														

Class	Class 6 Number		Class 7 Number		Class 8 Number		Classes (6-8) Number		Class 9 Number		Class 10 Number		Classes (9-10) Number	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Dalit (scheduled class) Students														

Class	Class 11 Number		Class 12 Number	
	Boys	Girls	Boys	Girls
Dalit (scheduled class) Students				

* *Lohar, Sunar, Kami, Damai, Sarki, Badi, Gaine, Kasai, Kusle, Kuche, Chyame, Pode, Chamar, Dhobi, Paswan (Dusadh), tatma, Dom, Bantar, Khtwe, Mushar, Santhal, Satar, Halkhor are known as the neglected/disregarded, dipressed and scheduled classes*

3.6. Description of special needs children

Class	Deaf						Blind								Mentally retarded				Physically handicapped				Multiple disabilities					
	Deaf		Integrated		Partially deaf		Integrated		Full		Integrated		Partial		Integrated		Resource class		Integrate d		Resource class		Integrat ed		Resource center		Integrated	
	Resource class				Resource classes				Resource class				Resource class															
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
1																												
2																												
3																												
4																												
5																												
Total																												
6																												
7																												
8																												
Total																												
9																												
10																												
Total																												
11																												
12																												
Total																												
Grand total																												

*Note: B for boys and G for girls

- Physical handicapped is defined as the physical disabilities appeared with birth or caused by other diseases/accidents after birth. They can work only with the help of some sort of instruments.
- Mentally retarded is the low level of mental or intellectual development of school age children, which cannot perform tasks as a normal student.
- Deaf refers to those persons who cannot hear completely and require symbol language for communication.
- Blind are recognized as the lack of complete vision and required brail books.
- Multiple disabilities include two or more than two form of disabilities.
- Resources classes are those classes conducted by the special education section for the special needs children only.
- Integrated classes are those classes where special needs children and other normal children's read and write together.

4. Description of examination

4.1 Description of regular examination of last academic year

Class	Appeared in final examination		Passed	
	Boys	Girls	Boys	Girls
1				
2				
3				
4				
5				
6				
7				
8				
9				
10 (Test)				
S.L.C.				
11				
12				

4.2 Description of regular examination of last academic year Dalit (scheduled classes)

Class	Appeared in final examination		Passed	
	Boys	Girls	Boys	Girls
1				
2				
3				
4				
5				
6				
7				
8				
9				
10 (Test)				
S.L.C.				
11				
12				

5. Description of scholarship distributed in last academic year

Types of scholarship	Number of student benefited	
	Boys	Girls
a) Local girls		
b) Dalit boys and girls		
c) Poor and talent boys and girls		
d) Female or girls		
e) Scholarship to martyrs Children		
f) Primary girls (for all girls in remote 12 districts)		
g) Upgrading (female hostel)		
h) Girls enrolled in campus		
i) Special focus group boys and girls		
j) Girls promotion (Topper in grade five)		
k) Others		

6. Description of income and expenditure of the last fiscal year

Income description		Expenditure description	
Headings	Amount	Headings	Amount
HMG grant/ fund	Rs.	Teachers' salary	Rs.
a) Cash	Rs.	Personnel's' salary	Rs.
• Primary school level	Rs.	Stationary	Rs.
• Lower secondary level	Rs.	Educational materials*	Rs.
• Secondary level	Rs.	Construction (buildings, furniture and others)	Rs.
b) Goods	Rs.	Purchasing of furniture	Rs.
By DDC/VDC/Municipalities	Rs.	Repair and maintenance	Rs.
By other organization	Rs.	Scholarship	Rs.
Schools' own sources (eg. from land and other sources)	Rs.	Sports	Rs.
		Others.....	Rs.
Labor from local communities, cash and other goods	Rs.	Others.....	Rs.
			Rs.
Students' fee	Rs.		Rs.
Others	Rs.		Rs.
Total	Rs.	Total	Rs.

* Expenditure on the equipments of laboratory, books etc should include in the educational materials.

7. Read these following instructions before filling the description of teachers in the given form.

- Mention only teachers who are currently working in the school or draw the salary from your school.
- Mention those teachers who are appointed in other school but working in your school and draw salary from your school.
- Do not mention those teachers who are appointed in your school but currently working in other schools and draw salary from other schools.
- Mention only those teachers who are appointed in the post of the permanent teachers in the form of replaceable or in the post of permanent teachers who are in leave.
- Permanent teachers who have promoted temporarily in upper level and draw the extra salary from the school's resources need to counted as the government funded teacher as per his/her permanent post.
- Teachers should be categorized into government funded, local funded or privately funded as per the sources of salary.
- Trained teachers are those who have completed ten-months or equivalent to this. Partial trained teachers are those who have training less than ten-months duration and others are completely untrained. Please specify the name of the training, training institutions and training duration other than the NCED and DEC courses.
- Lower secondary and secondary trained teachers have training of ten-months or equivalent duration. If training duration is less than ten-month and greater than one month, please counte them as a partial trained other wise untrained.
- If the provision of training is different than the above-mentioned criteria and teachers have got extra incentives of training, please specify these in the remarks.
- Mention the qualification of teachers in the form of I. Ed./I. A./B. A./B. Ed. and etc.
- Mention the subject of teachers currently teaching in the case of lower secondary and secondary grades.

7.1 Description of primary teachers

Total teacher quota: Male

Female

S.N.	Teachers' name*1	M/ F	DOB	Q	Class	Temporary recruitment or contract	Permanent recruitment date	Level of teaching	Sources of salary (Govt./Local/private)	Teacher t				
										Recurrent training	150 hours	Packages		
												I	II	III
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														

Note:- *1 please specify the name of head teacher in bracket by HT, DOB denotes date of birth, Q denotes qualification, Classes should be in 1, 2 and 3, R denotes remarks

(Add more paper if necessary)

- Package I, II, III and IV refer to the training program conducted by NCED and DEC.
- Trained teachers are those who have completed ten- month training course.
- Mention other training program, which has duration of equivalent to 2.5 months or more in the column of other training.
- Mention 150 hours training in the same column only.
- In the case of 150 and 180 hours training with teachers that should be marked in the first package column.
- Mention only the specified code number for recurrent training (1 for teaching methods, 2 for educational materials, 3 for learning process and evaluation, 4 for grade teaching, 5 for multi-grade teaching, 6 for head teacher management, 7 for curriculum dissemination training for head teachers, 8 for whole school teacher training (first phase), 9 for whole school teacher training (second phase) and 10 for english Teacher training).

7.2. Description of lower secondary and secondary teachers

Number of teacher quota	Total	Female	Male
Lower secondary teacher quota			
Secondary teacher quota			

S. N.	Teachers' name*1	F/M	DOB	Q	Major subjects Teaching subject	Level (lower secondary)	Class (3 rd , 2 nd , 1 st)	Date of Temporary	Date of permanent	Teaching level in school	Salary
1											
2											
3											

4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
11								
5								
16								
17								
18								
19								

Note:- *1 please specify the name of head teacher in bracket by HT, DOB denotes date of birth, Q denotes qualification, Classes should be in 1, 2 and 3, R denotes remarks
(Add more paper if necessary)

Lower secondary and secondary trained teachers have training of ten-months or equivalent duration. If training duration is less than ten-month and greater than one month are counted partial trained other wise untrained.

7.3 Locality of teachers

Description	Female	Male	Total
Same districts where school located			
Came from other districts			
Foreigners			
Total			

7.4 Description of teachers' recruitment, transfer, resignation and retirement

Give the description of teachers' recruitment, transfer, resignation and retirement which was happen in the school in the last year

Description No.	Primary school	L.S. school	Secondary school	Description No.	Primary		Low
					Female	Male	Fem
Retired after complete age							
Resignation				Newly appointed			
Fired or sacked				Coming by transfer			
Transferred				Total			
Died							
Total							

8. Is the school management committee (SMC) formed? Y/N female?

If yes, how many members are

How many times meetings were held in the previous year?

I declare that all the information given this form are correct

Signature of Head teacher _____

Full name and surname of head teacher _____

Stamps of the school _____

Date

Approved by :

Signature of RP/SS _____

Full name of Resource person /School supervisor _____

Thank you for your kind cooperation and support in this regard. District Education Office likes to inform all that these statistics are used to formulate educational policies and programs.

Thank you!

Annex-5
Household survey form

District:... VDC/Municipality.....Ward no.....Village/Tole..... House no.
Caste/ethnic group..... Mother language

SN	Name of the family members (According to dignity status)	Relation with chief	Occupation	Age	Sex		Education	Primary school			Drop out from primary schools (6-10 years only)
					M	F		G	NG	Nev	
1											

2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												

G= Regular going to school, NG= Was student but now not going; Nev= never going

Annex-5
Family survey form

District:... VDC/Municipality.....Ward no.....Village/Tole..... House no.
Caste/ethnic group..... Mother language

SN	Name of the family members (According to dignity status)	Relation with chief	Occupation	Age	Sex		Education	Primary school			Drop out primary school (6-10 years)
					M	F		Regular student	Was student but leave now	Was never student (why?)	
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											

Note; F refers to female and M refers to male

Annex-6
Household survey form

HH No.	0 year		1 year		2 year		3 year		4 year		5 year		6 year		7 year		8 year		9 year		10 year		11 year		12 year		13 year		14 year		1 ye		
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		

Note; HH refers to house hold, f refers to female and M refers to male

Number of children of schools' catchments area by age and caste group

Castes	3		4		5		6		7		8		9		10		11		12		13		14		15		16		17		18			
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G		

Note; B refers to boys and G refers to girls

Number of out of school children of schools' catchments area by age and caste group

Castes	3		4		5		6		7		8		9		10		11		12		13		14		15		16		17		18			
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G		

Note; B refers to boys and G refers to girls

Number of enrolled or school going children of schools' catchments area by age and caste group

Castes	3		4		5		6		7		8		9		10		11		12		13		14		15		16		17		18			
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G		

Note; B refers to boys and G refers to girls

Number of out of school children of schools' catchments area by age and caste group (special need children)

Castes	3		4		5		6		7		8		9		10		11		12		13		14		15		16		17		18		
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	

