

**Institutional Management and Capacity Building of
Secondary Education**

**Formative Research Programme
under
Secondary Education Support Programme, DANIDA**

**Formative Research on
Institutional Management and Capacity Building of
Secondary Education**

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Abbreviations/Acronyms Used in the Study

| | |
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| CDO | Chief District Officer |
| CDR | Centre for Development Research |
| DANIDA | Danish International Development Agency |
| DEO | District Education Office |
| DEOr | District Education Officer |
| DEC | District Education Committee |
| DC | District Council |
| DDC | District Development Committee |
| DOE | Department of Education |
| DPAB | District Planning Advisory Board |
| DPT | District Planning Team |
| EMIS | Educational Management Information System |
| ESAT | Education Sector Advisory Team |
| FGD | Focus Group Discussion |
| FRP | Formative Research Programme |
| IIS | Institute for International Studies |
| LDO | Local Development Officer |
| MHSS | Mansarowar Higher Secondary School |
| MOES | Ministry of Education and Sports |
| PAT | Programme Advisory Team |
| PID | Poverty Intense District / Program Intense District |
| PPSS | Padma Public Secondary School |
| RP | Resource Person |
| RSS | Raling Secondary School |
| SESP | Secondary Education Support Programme |
| SEDEC | Secondary Education Development Centre |
| SIP | School Improvement Plan |
| SLC | School Leaving Certificate |

| | |
|------|--|
| SS | School Supervisor |
| SSS | Siddheswor Secondary School |
| SWOT | Strengths, Weaknesses, Opportunities and Threats |
| VDC | Village Development Committee |
| VEC | Village Education Committee |

Executive Summary

1. The specific research objectives of institutional management and capacity building component of the FRP under the SESP are to answer two fundamental research questions related to community ownership of secondary schools and development and implementation of the DEP. This componential research study therefore seeks to answer these two questions: To what extent and through what means can the SMC meet the objective of securing greater community ownership of secondary schools? and What are the capacities of the DEOs for developing and implementing a District Education Plan based upon a decentralized provision of Secondary Education Services in cooperation with local elected institutions?

2. The study is based basically on field survey carried out in the sample districts of Doti and Humla over a period of three weeks in each district. The major instruments used for this study are SI schedules, FGD instruments, DEO survey instrument, SMC meeting observation guidelines and household survey instrument. Two schools each from each sample district were taken as sample schools for the study thus making a total of four. The sampling of the respondents includes DEOs, RPs/SSs, HTs, teachers, DDC members, DEC members, NGO officials, students of secondary grades, parents of both school-going and non-school going children and central level education officials (national strategic groups),

3. **Conclusions**
 - 3.1 **Community Ownership of Secondary Schools**
 - 3.1.1 The SMC members are aware of their roles and functions only to a limited extent which resulted in a gap between the mandated and performed roles.
 - 3.1.2 The SMCs contributed mainly to such areas of school education as development of physical facilities, inspection of the schools and raising of school fund. But the major mandated roles such as collecting adequate

financial resources, ensuring job security and promotion of teachers, making provision of educational materials, keeping records and documentation and arranging annual meeting of the donors and guardians were little performed by the SMCs.

- 3.1.3 Inadequate and poor physical facilities, shortage of trained subject teachers, teachers' absenteeism, inadequate course coverage within the academic year, poor SLC exam result, little or no instructional supervision of the school even from the SMC, and poor community participation, all have a share in the poor functioning of secondary school.
- 3.1.4 Comparatively, the schools of Doti were functioning more satisfactorily than those of Humla as reflected in high student enrollment, higher number of teaching days and low absenteeism of teachers.
- 3.1.5 Though the SMC members have little knowledge to plan, implement, monitor, evaluate, review and revise the SIP, they are found to be willing to contribute to its development and implementation.
- 3.1.6 The SMC is willing to take the responsibility of running the school in order to secure greater community ownership but their capacities to design and implement SIP, collect and mobilize community fund, monitor student achievement and manage the school smoothly are greatly affected by their low level of education, poverty, lack of the required knowledge and skills in design and implementation of SIP, lack of necessary training and political interference in school management.
- 3.1.7 The SMCs monitored the functioning of the school mainly with an intention of checking the regularity of the teachers and the physical facilities of the school.
- 3.1.8 SMC's conflict was visible mainly on the criteria related to the required academic qualification i.e. S.L.C. for the SMC chair and the guardianship as defined by the Education Regulations.

3.2 Development and Implementation of the DEP

- 3.2.1 The DEO and its staff are found more involved in day to day clerical work than in technical, professional and innovative work to improve the quality of secondary education.
- 3.2.2 The DEORs involved themselves in the development and implementation of the DEP in the district but the involvement of the DEC or DDC members has not been as heavy as that of the DEO.
- 3.2.3 The DEORs, RPs/SSs, DDC/DEC members shared the same vision of decentralized delivery of education service as that of the SESP as reflected in the areas of allocation of funds, preparation of SIP, siting of new building and refurbishment, development of EMIS, management training, school appraisal and preparation of the DEP.
- 3.2.4 The DEOs have the capacities to work with the DDC/DEC members in developing and implementing the DEPs as reflected in the positive responses of the majority of the respondents, presence of a number of qualified education officers in the DEO and a well represented DPAB.
- 3.2.5 The monitoring mechanism was not well-established in the DEOs despite its existence and it was carried more as a ritual activity than as an integral part of school improvement activity.
- 3.2.6 Both the districts and the centre had positive opinion about the potential contribution of secondary education to poverty alleviation in the district.
- 3.2.7 Relative freedom given to the DEO to incorporate local needs friendly subjects in the national curriculum can help alleviate poverty in the district.
- 3.2.8 Conflict in DEOs was particularly marked by issues related to resource allocation, teachers' appointment, training and promotion and appraisal of school performance.

4. Recommendations for Policy Formulation and Programme Implementation

4.1 Community Ownership of Secondary Schools

- 4.1.1 A thorough orientation and periodic interactions about the expected roles and functions of the SMC should be extensively carried out by the DEO for all the SMCs in the district to make them conversant with their mandated roles and motivate them to carry out the expected functions.
- 4.1.2 As the conflict within the SMC was found to have stemmed from the emphasis laid on academic qualification i.e. S.L.C., to be the suitable candidate for the SMC chair, it is strongly recommended that the mandated qualification be reviewed particularly in the case of SMCs of the rural and remote areas.
- 4.1.3 The SMC members should be provided with a copy of the Education Regulations to make them familiar with their mandated functions, duties and rights in order to enable and empower them to contribute to the improvement of the school.
- 4.1.4 Given the willingness of the SMC to contribute to the development and implementation of the SIP, it is recommended that they are to be thoroughly trained in the skills related to it. A knowledgeable and literate (educated) SMC, at most, should be set up, where possible, while forming a SMC for the school and a thorough training on planning, implementing, monitoring, evaluating, reviewing and revising the SIP should be provided to the SMC.
- 4.1.5 Committed and contributing members are to be picked up to sit on the SMC, a thorough understanding of the functions, duties and rights of the SMC is to be developed among the SMC members through school-based orientation and training, and co-work, collaboration and cooperation between the SMC, school and community should be initiated mainly from the side of the school to ensure both efficiency and effectiveness of the SMC.
- 4.1.6 A thorough practical knowledge and training in designing and implementing SIP is to be provided to the SMC members, comprehensive community awareness programme is to be launched in the community, close relation and collaboration between the school and community is to

be initiated by the school by inviting local community to participate in school's social and educational events and regular monitoring of the school's progress by both the SMC and local community is to be initiated to encourage and support the SMC to provide community ownership to secondary schools.

- 4.1.7 To ensure equity in access to quality secondary education, consolidation of incentive scheme mainly intended for the girls and the disadvantaged children is to be made, flexibility in the national curriculum with freedom to address the local needs is to be provided and effective teacher training and large scale community awareness programme to cure the social evils that have negated the access, especially to the disadvantaged groups, are to be organized.
- 4.1.8 To ensure smooth functioning of the schools through an efficient monitoring mechanism as to be exercised by the SMC, such mechanism is to be established as an integral part of school education in the school. Also, the SMC has to go beyond the inspectional role in checking the attendance of the teachers and availability of the physical facilities in the school to monitoring the overall aspects of the school from students' learning outcome to teachers' delivery in the classroom.

4.2 Development and Implementation of the DEP

- 4.2.1 The DEO and its staff have to go beyond their existing roles to provide patronage to the schools, manage training for teachers, monitor and supervise the progress of the school regularly and assist the schools to improve their physical facilities. Furthermore, the DEOr has to play a leading role to build the planning and implementation capacity of the schools through the SIP, which will eventually inform the DEP.
- 4.2.2 The RPs that are concentrating their role mainly on primary education should go beyond primary schools to include the secondary schools for providing professional support to them.

- 4.2.3 To ensure proper development and implementation of the DEP, there has to be more DEC meetings to address the planning needs in the district. The DEO has to technically lead the district in the formulation and implementation of the DEP by engaging potential contributors in the team and disseminating it for the wider knowledge of the public.
- 4.2.4 Reliable database is to be established in the DEO to inform the DEP. The DEP should address the integrated system of secondary education without limiting itself to basic and primary education and the improvement of physical facilities of the schools.
- 4.2.5 To make the monitoring mechanism of the DEO to work, the feedback mechanism is to be there to ensure that the results of monitoring are reached and that monitoring should not be limited to physical facilities and administration of the school only. Monitoring should also encompass the overall aspects of the school including student learning and the delivery of instruction.
- 4.2.6 Frequency of monitoring should be increased so as to provide adequate professional support to the head teachers and teachers and that the DEO should not only rely on the RPs/SSs for monitoring purpose, rather he/she should visit the school for such purpose.

4.3 Poverty Alleviation through Secondary Education

- 4.3.1 To make secondary education a potential contributor to poverty alleviation, it is to be made relevant to the local needs, that job or skill-oriented vocational subjects addressing local needs should be incorporated into the secondary curriculum with the options of having regional variations and that secondary education should promote self-employment rather than causing the students to go for white collar-government job.
- 4.3.2 Massive community awareness programme on the visible linkage between poverty and illiteracy is to be organized.

4.3.3 Necessary facilities and incentives should be provided to the children of disadvantaged and ethnic minority groups, and girl children to ensure their participation, retention and achievement.

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Appendix I Functions, Duties and Rights of the DEO

Chapter I

Introduction

1.1 The Context

The Seventh Amendment (2001) to the Education Act 1971 (EA) and Education Regulations 2002 (ERs) have made the School Management Committee (SMC) responsible for the operation, supervision and management of a school. The functions, duties and rights of the SMC are stated by both EA and ERs (Refer to Appendix A for more details). The structure and composition of SMC in the community and institutional schools have been specified in the EA. The EA has further made a provision of involving the representatives of guardians including a female member, teachers, local intellectuals, local elected institutions, donors or founders of the school in the SMC. As per the ERs, the head teacher/ principal, ex-officio member-secretary of SMC, should call the meeting of SMC, as directed by the Chairperson, at least once in two months. It can be believed that the provision and composition of SMC with right persons and its regular functioning strengthen the institutional management of the school. However, it is to be investigated whether all the schools have formed SMCs and how these SMCs, if formed at all, are functioning.

The Report of High Level Action Committee on Education 2058 B.S. has proposed a transition plan for the transformation of school management responsibility from government to community eventually leading the community to fully own the school to autonomy. Therefore, it is an area of investigation as to what extent and through what means the SMC accomplishes the objective of securing greater community ownership of schools.

Besides, the Department of Education (DOE) of the Ministry of Education and Sports (MOES) has implemented School Improvement Plan (SIP) in 12 districts with the motto **Reform your school yourself** by developing SIP formulation skills in the SMC

members (SIP Training Manual, 2058). However, it is to be assessed what technical capacities the SMCs possess to develop and implement SIP for their schools.

The past educational planning efforts had little addressed the needs of local areas as was visible in different national plans. The Tenth Development Plan has, however, been different from the previous plans in relation to the devolution of authority to the local level in order to improve the school education system. The Plan, while recommending a policy for secondary education reform, states that the responsibility to operate and manage the schools will be delegated to local level in order to motivate the involvement of civic society, beneficiary community and local organizations. To this effect, necessary rights and responsibilities along with the needed resources and means will be handed over to local community to operate the schools up to secondary level during the tenth plan period (The Tenth Plan, 2002/03 – 2006/07). The local plans (district and village plans) are needed for addressing local level development problems and for involving the local people and beneficiaries in the development process. The long term goals of district level plans are essentially based on the goals set for national plans, such as reducing poverty, attaining sustainable development, and reducing regional imbalances (Manandhar, 2054 B.S.). District Education Office and District Education Committee are the defined agencies for the formulation of educational plans at the district level.

In the spirit of decentralized planning and management of primary education, the Community Owned Primary Education (COPE) was initiated in 2000 as an experiment in 6 districts. This programme aims at building the capacity of the local government bodies in planning and delivering quality primary education as envisioned by Local Self-Governance Act, 1999 (COPE- Report, 2000/2001). Though Humla and Doti are not the COPE districts, successful COPE experience can be transferred to the SESP districts because of the emphasis laid by COPE on decentralized education planning and management.

His Majesty's Government has established District Education Office (DEO) in each of 75 districts of the country as per the EA with District Education Officer as its chief executive. Furthermore, each district has a District Education Committee (DEC) comprising the President of District Development Committee (DDC) as the chairperson and representatives from governmental officials, teachers of primary, lower secondary, secondary, higher secondary schools including a female teacher, chairperson of SMCs of community schools, chairperson of SMCs of institutional schools, chairperson of Village Development Committees, and chairperson of District Teachers' Union. The District Education Officer is the ex-officio member-secretary of the DEC.

As specified in the EA, the DEC is responsible for the district level educational plan and the DEO for implementing educational programmes in the district. Besides, the DEO has to implement district level plan related to education after getting approval from the DEC and District Council. Regarding the relation between DEC and DDC, it is stated that the jurisdiction of DEC is focussed on the development of lower secondary and secondary education and its functions shall be to assist the development of education in the district in coordination with the DDC (Report of High Level Action Committee on Education, 2058 B.S.). Furthermore, Local Self-governance Act (LSGA, 1999) has presented the DDC as a lead agency in matters of district development. However, LSGA has categorically given very limited role to the DDC in the field of education development (As quoted in Decentralized Educational Planning Framework). The report of High Level Action Committee also states that DDC shall assist DEO and SMC through DEC in mobilizing resources and monitoring the regularity of teachers for the lower secondary and secondary education.

As mandated by the ER, DEC generally meets once a month. Definitely, such a frequency of meeting is not enough for formulating district level educational plan. Hence, some measures are to be taken to correct this situation. Moreover, the planning capacity of DEC is to be enhanced through DEO and with greater participation and support from DDC. In this context, the DEO has very crucial role to play. However, the DEOs have not developed essential planning capabilities (Bista, 1998). Considering this scenario of educational planning at the district level, it is quite relevant to study the capabilities of

DEOs in developing and implementing the district education plans and explore the ways of involving the elected members of DDC in such activities.

1.2 Field Context of Humla and Doti

One of the major focuses of the SESP lies on decentralized planning and management of quality secondary education to ensure equity in access to such education for the disadvantaged groups of society. As poverty intense districts were selected for the implementation of the SESP in order to improve their educational status, the two of ten SESP districts i.e. Doti and Humla were selected for the study under the formative research programme of the SESP. This compotential study was, therefore, undertaken in these two districts in order to facilitate the pooling of information pertaining to Institutional Management and Capacity Building component of the SESP.

Doti and Humla are two of the poverty intense SESP districts and their study from Institutional Management and Capacity Building point of view is justified to work out bases for the improvement of their educational status with a focus on their secondary education system.

Humla lies in the Himalayan ecological belt of the mid-western development region and Doti is situated in the mountainous ecological belt of the far-western development region of the country. There are 32 and 6 secondary schools in Doti and Humla respectively (School Level Educational Statistics of Nepal, 2000).

A study undertaken by Aryal (2003) reveals that most schools in both Doti and Humla have SMCs but many of them are not functioning well. The study further indicates that the schools have not developed the SIPs in its true spirit due to lack of fund, human resources and the follow up. Rather, they have ended up developing their SIPs as School Physical Improvement Plans.

The DEOs of both districts developed the DEPs as instructed by the DOE. The DEPs, however, mainly focused on basic and primary education sector which also addressed mainly the issue of the improvement of physical facilities of the schools. EMIS in these districts seemed to be more equated with the collection of data as a ritual activity as mandated by the DOE from up in the hierarchy of educational administration. This

EMIS as a data collection, validation and reporting mechanism was not established in these districts.

In this context, this study has made an attempt to answer the questions related to the community ownership of secondary schools through the SMC. The capacities of the DEOs and SMCs to develop and implement the DEPs and SIPs in cooperation with the local elected institutions are also assessed in this study.

1.3 Research Questions

This study, in general, is an attempt to answer two major research questions:

- 1.3.1 To what extent and through what means can the SMC meet the objective of securing greater community ownership of secondary schools?
- 1.3.2 What are the capacities of the DEOs for developing and implementing a District Education Plan based upon a decentralized provision of Secondary Education Services in cooperation with local elected institutions? (Refer to Appendix B for specific research questions)

1.4 Methodology of the Study

To reflect the intent of the formative research programme, the following methods and procedures have been adopted in this study. A brief description of the methodology with a focus on **sampling techniques, research instruments, data collection and analysis procedure is presented below:**

1.4.1 Sampling Techniques

The sample selected for the study, be that a district or a school or a RP/SS very much reflected the spirit of the SESP. Therefore, the adopted sampling design has covered the selection of districts, secondary schools, hamlets, households, strategic groups and the number of respondents in each group as being guided by the intent of the SESP. The details of the sampling techniques adopted are given in Tables 1 and 2 of Appendix C.

1.4.2 Research Instruments

The data/information required for this study was collected through both primary and secondary sources. Primary data were collected from the primary sources viz. Interview Schedules, FGD Instruments, DEO Survey instrument, SMC Meeting Observation Guidelines and Household Survey Form (Refer to Appendix D and E for details). Specifically, SWOT analysis technique was employed while conducting FGDs. Furthermore, necessary primary data/information were also collected by attending the meetings of SMCs and DEOs/DECs.

The secondary data were collected from research reports published by Ministry of Education and Sports (MOES) and ESAT/PAT office. Similarly, Education Act and Education Regulations published by MOES and the Journals published by Centre for Educational Research, Innovation and Development (CERID) were also consulted.

1.4.3 Pre-testing of Research Instruments

Having developed the research instruments, they were tried out at the District Education Office of Kavrepalanchowk district and Shree Janak General Secondary School, of the same district, which was 35 km far from the district-headquarter. Prior to pre-testing, a thorough discussion was held between the senior researchers, junior researcher and research assistants on the procedure of the administration of the instruments. Upon completion of the try-out, necessary modifications were made in the instruments. Thus, the whole set of research instruments was refined and made relevant to the research questions.

1.4.4 Data Collection Procedure

Having refined and finalized the research instruments, all the FRP research teams in consultation with the FRP research team of IIS, conducted field work in two phases: Doti in the first phase and Humla in the second phase by devoting three weeks each for a district. Prior to field visit, to formalize and systematize the fieldwork, a thorough discussion was held between senior researchers, junior researcher and research assistants with focus on the following aspects:

- selection of SSLs, hamlets, households, teachers, parents, pupils and other strategic groups
- conducting FGDs
- administration of SIs
- administration of household survey form, and
- collection, tabulation and analysis of data.

1.4.5 Data Analysis Procedure

Upon the completion of fieldwork in both districts, the collected data were tabulated manually for the purpose of analysis and interpretation. The tabulated data were analyzed and interpreted logically. While analyzing the data, care was taken to categorically analyze and interpret the responses based on the major issues raised by the research questions. These research questions were mainly SMC and DEO related and, therefore, the responses relating to these broad aspects of Institutional Management and Capacity Building Component were analyzed accordingly.

Chapter II Research Findings

This chapter presents research findings under two major components of the research. The first component presents findings related to community ownership of secondary schools through school management committee and school improvement plan, and the second one pertaining to the capacities of District Education Office in the development and implementation of district education plan. The findings related to the above broad areas of the study are presented under their respective headings:

2.1 Community Ownership of Secondary Schools

The principal goal of SESP is to strengthen the involvement of local communities in the running and funding of their own schools, with assistance from and under the supervision of the national government. To achieve this goal, the active involvement of School Management Committee is deemed essential in the planning and management of the school. The main vehicle for securing this greater community involvement is the design and implementation of the School Improvement Plan (SESP Core Document, 2002).

The Education Act 1971 (Seventh Amendment, 2002), has made a provision of establishing a SMC in each school. Accordingly, most schools in Doti and Humla have SMCs but many of them are not functioning properly (Aryal, 2003). Besides, each school is required to formulate a SIP but it appears that the school has yet to develop the required expertise to develop its own SIP. In this context, this study has been undertaken to answer the questions related to the roles, functions and capacities of SMCs to meet the objective of securing greater community ownership of secondary schools.

2.1.1 Functioning of Secondary Schools

A question on the functioning of secondary schools was asked to the SMC members, NGO officials, parents and pupils in the FGD organized separately for each type of respondents in both districts. Their responses are analyzed below:

The schools of both districts were not functioning to the level of expectation of the people. This situation can be attributed to many things, the main being the unsuitable academic session, high rate of teacher absenteeism, shortage of subject-teachers, the problem of redeployment of the teachers as per the need and demand of the school and the consequence of all those things, low S.L.C. result. These, however, are the factors that are preventable in nature.

During the FGD with the SMC members of SSS and individual interaction with the SMC members of PPSS of Doti, the participants reported that their schools were functioning satisfactorily in terms of high enrollment of students, regular teaching learning activity and the availability of hostel, library and laboratory facility.

However, it was observed that the hostel of SSS was not in use despite the claim of the SMC members and the physical environment of the school was not very supportive for ensuring effective teaching-learning activity. Furthermore, there was conflict in the SMC members in PPSS, which was not favourable for the development of the school. The conflict was apparent in the election of parents' representative as the chairperson of the SMC and the approval by the DEO (Refer to Appendix F for details).

Also, the SMC members of Humla in the FGD expressed that the schools were not functioning satisfactorily for the following reasons:

- The teaching days were below the mandated working days.
- There is high absenteeism of the teachers.
- The pass percentage of students in S.L.C. exam is low.
- The physical facilities in the schools are poor.
- The schools lack subject-wise trained teachers.

As responded in the FGDs, the NGOs officials were not found satisfied with the functioning of the schools in their localities. They rather suggested the schools to perform the following functions to improve their teaching-learning environment as the crux of the school improvement plan:

- Appointing the efficient teachers for teaching
- Keeping school free from political interference
- Creating supportive teaching-learning environment in the school
- Electing literate and knowledgeable people in the SMC

- Increasing peoples' participation in the schools
- Organizing community awareness programme
- Establishing coordination between the teachers and local community
- Providing hostel facilities to needy students at affordable cost

In course of the FGD with the boys and girls of the secondary schools in both sample districts, it was found that their schools were not functioning satisfactorily. According to them, the following are the reasons for the unsatisfactory functioning of the schools:

- Lack of subject teachers
- Teaching of the subjects not completed in time
- Lack of peoples' participation
- Majority of the secondary schools have not got permanent approval from the DEO, they are rather proposed schools running under temporary approval.

During the FGD, majority of the parents of both school-going and non-school-going children from both districts reported that the secondary schools were not functioning as they expected them to function. According to them, if they were made the chairperson and members of SMCs, they would have played active roles in increasing people's participation, appointing trained subject teachers, developing physical facilities, and monitoring the schools regularly. Some of the parents of non-school going children responded that they were rather unaware of the functioning of the secondary schools, mainly because of their illiteracy, ignorance and poverty which prevented them from showing interest and participating in school activities.

Almost all the respondents reported that the SMC monitored the functioning of the school (Refer to Table 4 in Appendix G). According to them, the average frequency of such monitoring was 6 times a year. Generally, monitoring was carried out to check the regularity of the teachers and the physical facilities of the school. After monitoring, feedback was provided to the schools. Some of the teachers, however, commented that feedback of any kind was not given at all by the SMC.

2.1.2 Roles and Functions of SMC

The roles played and the functions undertaken by the SMCs were focused mainly on the development of the physical facilities and administrative supervision of the schools. A gap was noticed between the mandated roles of the SMC and the performed roles. This could have been mainly due to little familiarity of the SMC members with their mandated roles and functions. As the responses indicate that the SMC members were familiar with their roles and functions to a limited extent only and they did not have a copy of the Education Regulations, existence of such gap between the mandated and performed roles is a natural phenomenon. However, the SMCs should play many more roles and perform many more functions than what they are presently doing, according to the Education Regulations, 2003. The SMCs are authorized to operate, supervise, control and manage the school along with the appointment of the teachers, and collection and mobilization of the local resources. More importantly, the SMCs should involve themselves in the development and implementation of the SIP.

Existing Roles and Functions of SMC: The DEOrs of both Doti and Humla commented that the roles and functions discharged by the SMCs were far from being satisfactory. The DEOr of Doti observed that most of the SMC members are unaware of their roles to be performed whereas the DEOr of Humla reported that the SMCs rather sought more rights though they could not exercise the given rights and fulfill the responsibilities as mandated by the Education Regulations. The SMCs did favour the local teachers and assigned heavy teaching load to non-local teachers.

The RPs/SSs of both sample districts expressed that the SMC members were unaware of their mandated roles and functions due to their illiteracy. They also viewed that the members were rather working more for political reasons. Some RPs/SSs, however, reported that the SMCs were playing active role in raising fund and developing physical facilities for the schools.

According to the HTs of both districts, the SMCs could not play active roles. They opined that the poor and illiterate SMC members could not be expected to

contribute to the mandated roles. They, however, reported that the SMC members sometimes inspected the physical facilities of the school thus fulfilling only a small part of the expected roles.

Majority of the teachers of both districts expressed that the roles of SMCs seemed to have focused more on the development of physical facilities, inspection of the schools and fund raising. Some of the teachers even commented that the SMCs were unable to perform their roles and functions due to their illiteracy and poverty.

All the SMC members reported that they are, to some extent, aware of their roles and functions as stated by the Education Regulations. They observed that they did not have a copy of the Education Regulations nor they had a copy of the functions, duties and responsibilities of SMC. According to them, the SMC has to do a lot of work for the development of the school: regular monitoring of the school, collection and mobilization of fund, communication and coordination with DEO and raising parental awareness in the community. In their opinion, SMC should play active roles and perform the functions effectively. The roles, they emphasized are as follows:

- managing educational materials
- construction of physical facilities
- regular monitoring and supervision of school
- organizing people awareness programme

The NGO officials of both districts could not perceive the roles and functions of the SMCs as being effective and satisfactory. According to these officials, lack of monitoring, lack of motivation and lack of a sense of belongingness were the main hindrances to the SMCs for not being effective. They suggested the SMC to do the following functions:

- regular monitoring of the schools
- supervision of the teaching-learning situation rather than inspection of administrative aspects of the school
- appointment of qualified and dedicated teachers

The boys and girls of secondary schools from both districts were found aware of the provision of the SMC and its roles and functions as well. In their opinion, SMC has not contributed significantly to the development of the school. They expressed their conviction that if they were made the chairperson/member of the SMC, they would commit themselves to the following functions:

- developing physical facilities
- organizing the SMC meeting regularly
- increasing student enrollment
- increasing peoples' participation
- managing teaching materials
- working for changing the academic year in case of Humla
- providing training facilities for the teachers

As reported by majority of the parents of school going children, the SMC had not performed its functions satisfactorily for the development of the schools. They reported that the role of SMC was limited to check the regularity of the teachers and manage the physical facilities of the schools. However, some parents of school going children in Humla expressed their satisfaction over the functioning of the SMCs in their community. On the contrary, the parents of non-school going children from both districts were found to have been unaware of the provision of SMC and its roles and functions. They could not tell about how well the SMCs were working for the improvement of the schools in their community because of their ignorance of their roles and functions. Such ignorance could have been due to their poverty as they were unable to afford their time to know about the functioning of the SMCs.

Expected Roles and Functions of SMC: When asked to respond to the question on the ideal roles to be played and functions to be performed by SMCs, all the responding groups suggested their role to be active, constructive, cooperative and creative. Their common views in this regard are summarized in the form of following roles:

- Developing physical facilities in the schools
- Organizing awareness programme in the community
- Performing regular monitoring and supervision of school
- Raising fund and collecting resources
- Establishing coordination with DEO and teachers
- Organizing SMC meetings regularly

Knowledge Possessed by the SMC Members as to their Functions, Duties and Rights

: A question was also asked in the FGD to the local strategic groups to find out how knowledgeable the SMC members were as to their functions, rights and responsibilities. In response to this question, almost all of the responding groups of both districts reported that the SMC members were knowledgeable about their functions, duties and rights, to some extent only (Refer to Table 1 in Appendix G).

The roles played and the functions undertaken by the SMCs were focused mainly on the development of the physical facilities and administrative supervision of the schools. A gap was noticed between the mandated roles of the SMC and the performed roles. This could have been mainly due to little familiarity of the SMC members with their mandated roles and functions. As the responses indicate that the SMC members were familiar with their roles and functions to a limited extent only and they did not have a copy of the Education Regulations, existence of such gap between the mandated and performed roles is a natural phenomenon. However, the SMCs should play many more roles and perform many more functions than what they are presently doing, according to the Education Regulations, 2003. The SMCs are authorized to operate, supervise, control and manage the school along with the appointment of the teachers, and collection and mobilization of the local resources. More importantly, the SMCs should involve themselves in the development and implementation of the SIP.

2.1.3 Technical Capabilities of SMC

The DEOrs, RPs/SSs, HTs and teachers were asked to assess the extent to which the SMCs possessed the capabilities to develop and implement the SIP. The responses given by the different responding groups to this question are analyzed as follows (Refer to Table 2 in Appendix G).

The SMCs did not have the required capabilities to develop and implement the SIP independently. There is no doubt that the SMC members should be encouraged to develop capabilities to plan, implement, monitor, evaluate, review and revise the SIP. Given the emphasis laid on decentralized planning for the delivery of educational service and the expressive interest shown by the SMC members to develop and implement the SIP, they are to be equipped with the required capabilities to plan, implement, monitor and evaluate the SIP. These capabilities can be developed through orientation, training and exposure of the SMC members to such skills and techniques as necessary to the development and implementation of the SIP.

The DEOr from Doti opined that the SMCs possessed capabilities to plan and implement the SIP only to some extent, but they did not have the capabilities to monitor, evaluate, review and revise the SIP. But the DEOr of Humla reported that the SMCs did not possess such capabilities at all.

The RPs/ SSs of Doti were also of the view that the SMCs can plan and implement the SIP but they can not monitor, evaluate, review and revise the SIP. According to the RPs/SSs of Humla, the SMCs possessed a limited capability to plan, implement, monitor, evaluate, review and revise the SMC.

The HTs of both Doti and Humla remarked that the SMCs did not have the necessary capabilities to plan, implement, monitor, evaluate, review and revise the SIP. However, a HT from Doti said that the SMC possessed a limited capability to plan and implement the SIP.

The teachers from both the districts expressed their opinion that the SMCs possessed the capabilities to plan, implement, monitor, evaluate, review and revise the SIP only to a limited extent.

Almost all the SMC members from both districts commented, during the FGD, that they were both unaware of the SIP and unable to prepare it. They, however, expected to receive training on the development and implementation of the SIP.

The DDC and DEC members, in course of the FGD, expressed their doubt over the technical capabilities of the SMC to develop and implement the SIP. Similarly, the NGO officials in both the districts reported that the SMC did not possess the necessary capabilities to develop and implement the SIP. They rather suggested to train the SMC members in the development and implementation of the SIP.

The officials of the MOES, DOE and SEDEC felt that the SMCs should have the concept of micro level planning. They also viewed that the capabilities of the SMC members should be developed to assess the achievement of the students and performance of the teachers.

Parents of school going children expressed that the SMCs did not have necessary capabilities to develop and implement the SIP. But the parents of non-school going children said that they were unaware of such capabilities of the SMC members because of their illiteracy on one hand and their non-involvement in the school affairs, on the other. However, both types of parents showed their commitment to contribute to the development and implementation of the SIP.

2.1.4 The Performance of the SMCs

The DEORs, RPs/SSs, HTs and teachers were asked to assess the performance of the SMCs. Their responses are analyzed under the respective headings of effectiveness and efficiency of the SMC.

When the responses of all the respondents are critically analyzed in relation to the effectiveness and efficiency of the SMC, majority of them are found to be on the negative side, especially when their responses are analyzed from the standpoint of the mandated roles of the SMCs. However, their effectiveness and efficiency in the areas of physical facilities of the school, fund raising and awareness raising are found to be satisfactory. This is also reflected strongly in the responses of the SMC members. The four major critical areas of efficiency and three major areas of effectiveness of the SMC on the whole were observed to be less satisfactory. The SMC members have also strongly supported this observation.

Effectiveness of the SMC

The DEORs, RPs/SSs, HTs, teachers, DDC/DEC members, NGO officials and teachers were asked to respond to a question related to the effectiveness of the SMCs with respect to the fulfillment of their defined roles and responsibilities, quality of service provided to the school and satisfaction derived by the school from their work. The responses are analyzed under the following headings:

Fulfillment of the Roles and Responsibilities: The SMCs were less effective in fulfilling their defined roles and responsibilities. This was evident in the perception made by all the respondents except a few teachers of Humla, though they differed slightly in their perception. For instance, the DEORs of Doti and Humla and the DDC/DEC members perceived the effectiveness of the SMC to be low whereas the RPs/SSs, HTs, teachers perceived it to be poor in relation to the fulfillment of the roles and responsibilities.

Quality of Service provided to the School: Judged from the quality perspective, the service provided by the SMC to the school is viewed to be less effective. All the responding groups except the DEOR of Doti supported this finding. To the DEOR of Doti, the quality of service provided by the SMC was good.

Satisfaction Derived by the School from SMC's Work: SMC's work was satisfactory to a few respondents only but it was less satisfactory to a majority of the respondents. To

the HTs and DEOr of Doti, school derived satisfaction from the work of the SMC whereas all the other respondents found the SMC's work less satisfactory.

Efficiency of the SMC

All the respondents (DEOrs, RPs/SSs, HTs, teachers, DDC/DEC members and NGO officials) were asked about the efficiency of the SMC in terms of four aspects: co-work among the SMC members, demonstrated motivation and dedication, close working relation with the school and supervision for creating and maintaining stimulating environment. The responses are analysed under the respective headings:

Co-work among the SMC Members: While considering the responses of the responding groups in this connection, they were found divided in their perception. For instance, the DEOr, RPs/SSs, HTs of Doti and teachers of both Doti and Humla found the co-work among the SMC members to be good except in the case of the existing SMC of PPSS. But the DEOr, RPs/SSs, HTs of Humla, DDC/DEC members and NGO officials perceived this co-work not to be in good condition.

Demonstrated Motivation and Dedication: The SMC members demonstrated low motivation and dedication toward their work. This was strongly supported by majority of the respondents. However, majority of the teachers of Humla found the SMC members motivated and dedicated toward their work.

Close Working Relation with the School: Mixed reaction was observed in relation to the close working relation of the SMC with the school. The DEOr, RPs/SSs, HTs of Doti and teachers of both Doti and Humla observed a close working relation of the SMC with the school. On the contrary, the DEOr, RPs/SSs, HTs of Humla and DDC/DEC members and NGO officials from both the districts found the working relation of the SMC with the school in poor condition.

Supervision for Creating and Maintaining Stimulating Environment: Efficiency of the SMC in relation to supervision for creating and maintaining stimulating environment in the school was judged to be low. This was highly supported by the respondents of both the districts.

Conflicts within the SMC, and between the SMC, DEO, RPs/SSs, HTs

All the SMC members in the FGD expressed their opinion that there were no conflicts within the SMC, and between the SMC and DEO, RPs/SSs, HTs and teachers. But in the case of PPSS, such conflict within the SMC and between the SMC and DEO was quite visible. The conflict stemmed from the issue of electing parents' representative to the SMC chair and its approval from the DEO. As the DEO of Doti had not given its formal approval to the election of parents' representative to the SMC chair, the conflict between the DEO and SMC of PPSS of Doti was looming large (Refer to Appendix F for details).

2.1.5 Community Ownership of Secondary Schools

The DEOrs, RPs/SSs, HTs, teachers, SMC members, DDC and DEC members and parents were asked to express their opinion on whether the SMCs can secure greater community ownership of secondary schools in terms of designing and implementation of SIP, collection and mobilization of community fund, monitoring of student achievement and school management. Their perceptions are analyzed below (Refer to Table 2 in Appendix G).

Two reciprocally conflicting views about the community ownership of secondary schools surfaced on the scene : On the one hand, the DEOrs, RPs/SSs, HTs, teachers and NGO Officials were of the opinion that in the present context it would be very difficult for the SMCs to ensure the community ownership of the secondary schools mainly because of their illiteracy and poverty. On the other hand, the DDC and DEC members, parents and SMC members themselves showed their confidence that the SMCs can take the responsibility of running the secondary schools. It was observed that the SMCs of the SSS of Doti and RSS of Humla were managing their respective schools through community support. Thus, it can be inferred that if necessary inputs are given to the SMCs, they can take the responsibility of operating the schools and prove the community ownership of their schools.

The DEOrs, RPs/SSs, HTs of Doti and Humla opined that the SMCs could not shoulder the responsibility of running and funding the secondary schools of their locality efficiently. The common reasons given by them are:

- Illiteracy
- Poverty
- Lack of awareness among the local populace
- Lack of knowledge and skills
- Lack of training
- Party politics

Majority of the teachers, however, opined that the SMCs could take this responsibility if they are provided with professional and technical support from the DEO and DOE.

Perception of the NGO Officials: In course of the FGD with the NGO officials in both the districts, almost all the participants expressed that it would be very difficult for the SMCs to ensure the community ownership of the secondary schools of their locality. The reasons they gave were lack of necessary training, poverty and illiteracy of the region.

The DDC and DEC members' view in this regard was different from that of the other groups. In their opinion, the SMCs can take the community ownership of the secondary schools provided they are given necessary support and training.

In the FGD of the parents of school going children of both districts, majority of them reported about their readiness to take the responsibility of running the schools. According to them, the important measures to be adopted in this regard were as follows:

- Motivating the parents to send their children to school
- Visiting schools and observing teaching regularly
- Developing and managing physical facilities in the schools
- Raising funds for the development of the schools
- Mobilizing local people for the development of the school

But most of the parents of non-school going children expressed their inability to bear this responsibility mainly due to their illiteracy and poverty.

In the FGD of the SMC members organized in both the districts, they opined that the SMCs can take the ownership of secondary schools of their community. They can do this by increasing and utilizing community resources and conducting the community awareness programme. As they remarked, remoteness of the region, poverty, illiteracy and lack of professional knowledge and skills were the major barriers to the greater community involvement in running and funding the secondary schools.

2.1.6 Equity in Access

The DEORs, RPs/SSs, HTs and teachers agreed that equity in access to public secondary education of Doti could be ensured by placing emphasis on girls, disabled, poor and disadvantaged students through the provision of scholarships, freeships, flexibility in the national curriculum, teachers' training and awareness programme. The SMC members also had similar view pertaining to the equity in access (Refer to Table 4 in Appendix G).

2.2 Development and Implementation of District Education Plan

At present, each of the seventy five districts of the country is mandated to have a District Education Office (DEO) with a gazetted second class officer called District Education Officer (DEOr). The functions, duties and rights of the DEOr are stated in the Education Regulations, 2003. The District Education Committee (DEC) should have a 13-member body with DDC President as its chairperson and the DEOr as its ex-officio member-secretary. The DEC draws the membership from representatives of district level government officials, teachers, teachers' union, SMC chairpersons and VDC chairpersons. The president and secretary of the DDC are the two personalities who participate in the DEC meetings. Thus, they are all expected to be well informed about the DEP. At present, there are no elected representatives on the DDC and the Local Development Officer (LDO), a bureaucrat, has assumed the responsibility of the chairperson of the DEC and therefore it is assumed that the LDO should also be familiar with the DEP. One of the major functions of the DEC is to formulate district level education plan. The DEOr, on the other hand, implements the DEP after getting approval from the DEC and District Council (Education Act, 1971, seventh amendment 2002 and Education Regulations, 2003). In addition to this, the other major mandated functions, duties and rights of the DEOr are: monitoring the operation of the schools in line with the Act, determining the Resource Centre(RC) to conduct teachers' training and other educational activities, monitoring the performance of the RC and supervisor and publication of annual educational statistics (Refer to Appendix I for details). Besides these provisions, the government has adopted a policy in 1999 to develop a five-year District Education Plan in each district as a part of decentralized educational planning process after the establishment of the DOE under MOES.

Formulation and Implementation of the DEP in Doti and Humla

From the field survey, it was found that the DEOs of both Doti and Humla developed DEPs in 1999. As responded by the DEOr of Doti and DEO staff of Humla, the DEP was prepared in line with the guidelines provided by the DOE. The DEOs moved through the following steps while formulating the DEP.

First, a District Planning Team (DPT) was formed as a technical team to prepare the DEP. The DPT of Doti consisted of the DEOr, a section officer, a school supervisor and two resource persons whereas the Humla team comprised the DEOr, a section officer, a school supervisor and three teachers of different schools. The DEOr worked as the coordinator in the DPT. This fact was also substantiated by a study undertaken by Aryal (2003).

Second, a District Planning Advisory Board (DPAB) was also formed to provide direction and advice to the DPT to carry out the specified tasks of preparing a DEP. As reported by the DEOr of Doti, it consisted of DDC president, Chief District Officer, educationists, representatives of the municipality and VDCs, social workers, representatives of political parties and the Dalits including female members of the community. It was also found that the composition of DPAB of Humla was also more or less the same as that of Doti.

Third, the DEP was endorsed by the DEC.

Finally, the DEP was approved with necessary modifications by the DDC through the District Council and it was sent to the DOE for final approval.

As responded by the DEOr of Doti, while preparing the DEP preliminary survey was undertaken at the grassroots level in a limited time as the SIP was formulated. Besides, expert's service and general guidelines from the central level was also received to prepare the DEP, which was prepared only one time and it had not been revised as yet. He commented that the DEP was prepared hastily in a few weeks time. Generally, it may take 2-3 months to prepare the DEP. The DEP originally proved to be ambitious with huge amount of projected budget, which remained almost non-functional and unrealistic for its implementation. Thus, the DEO could not implement the DEP in its true spirit.

The DEOr of Doti suggested that prior to developing the DEP, the DPT should visit different parts of the district to collect relevant data on educational needs and demands of grassroots level people. However, such data collection work was not carried out while preparing the existing DEP. Since the formulation of the DEP is a technical job, expert technical support is deemed essential to prepare a realistic DEP.

The circumstance in Humla was found to be even more unfavourable for the formulation of the DEP. The DEP was prepared hastily just to fulfill the official requirement. The DEO did not get any technical support to prepare the DEP from the DOE. The DOE provides technical support to the DEO people in preparing the DEP though such support is not mandatory. However, two DEO staff got training on DEP preparation. The DEO staff reported that since the DEP was not prepared so well, they faced several problems in its implementation. Financial constraints combined with lack of planning know-how were the major problems hindering the implementation of the DEP.

The above discussion reveals that DEP preparation is a good beginning of the planning exercise at the district level that aims at the educational development of the district. This type of planning exercise is also an attempt to establish linkage between the DEO, DEC, DDC and local community through the DPAB. Uniformity in opinion among the RPs/SSs on the need of development of DEP and its preparation by DEO and DEC on

collaborative basis was observed. The DEP, according to them, should be prepared by using participatory approach. Ironically, the DEO staff members felt difficulty in showing participation because the DEO could not provide any participation allowance for them whereas the NGOs/INGOs provided such allowance to the participants for similar type of work. The DEP, resultantly, was prepared as a ritual work to perform the official job. A study undertaken by Aryal (2003) revealed that the DEP in both the districts was mainly limited to basic and primary education with a focus on the improvement of physical facilities of the schools.

Given this context, the present study has made an attempt to assess the capacities of the DEOs for developing and implementing a DEP based upon a decentralized provision of secondary education services in cooperation with local elected institutions. An analytical assessment of these capacities is presented under the following headings:

2.2.1 Position and Roles of the DEO and Its Staff

The DEOrs of both districts perceived their position and roles in the hierarchy of educational administration and in the provision of secondary education as very crucial. Though the DEOr of Doti was working as an officiating DEOr, he played a coordinating role whereas the DEOr of Humla expressed that the roles he played could not be highly satisfactory. Besides, the DEOr of Doti felt uneasiness in his position as a gazetted third class officer as against the provision of appointing a gazetted second class officer as the DEOr. It was observed that an officiating DEOr of a gazetted third class status felt difficulty to command his staff of the same rank who are section officers and school supervisors of the same gazetted third class status. Furthermore, inferiority complex was experienced by the DEOr whenever the senior officials from the central office visited his/her office at the district.

The position and roles of RPs/SSs were realized as being important in the hierarchy of educational administration. Similarly, half of the RPs/SSs of both sample districts observed that their position and roles in the provision of secondary education are important and full of responsibility. However, as responded by half of the RPs/SSs of both districts, their position and roles in the provision of secondary education were

perceived as being not so important as they had to play more active role in the provision of primary education. The field survey also revealed that there was only one female RP/SS in Doti and none in Humla. Thus, gender disparity in the appointment of female teachers as RP was evident in both districts.

The DEO and its staff could not play the intended roles as expected by the HTs of the sample schools of both districts. Rather, they commented that the DEO could not create an atmosphere conducive to educational development in their districts and the support of the DEO was not as professionally encouraging as expected.

The HTs of Doti opined that the DEO and its staff should play an active role, supervise the schools regularly, support the schools in economic and educational aspects and treat the schools and teachers impartially. According to them, the DEO and its staff did not supervise the schools regularly, nor they could provide facilities and services to the schools impartially. Rather, they sent the teachers for training without consulting the concerned school; they did not manage substitute teachers for those under training and the visit of the RP/SS in the schools was infrequent. Thus, the present role of DEO and its staff was not satisfactory, according to one of the HTs of Doti. The HTs of Humla, on the other hand, could not visualize the expected role of the DEO and its staff in the field of secondary education. In connection with the present approach of the DEO and its staff, their comments were as follows:

- Their roles are inactive for educational development.
- They treat the schools and the teachers unfairly.
- They supervise the schools as a ritual activity.
- They work under political pressure.
- Their role is not effective.
- They are interested in control function only.

The teachers accepted the role of DEO and its staff to be important and necessary to improve the teaching learning process of the schools. The DEO and its staff are expected to play an active role for the development of secondary education in the district. The

teachers further believed that the DEO and its staff should co-work with SMCs for the development of their respective schools. However, the teachers of both districts assessed the roles of the DEO and its staff as being passive and they were further assessed as not performing their roles and functions as satisfactorily as to their expectation.

The teachers of PPSS of Doti expressed that the role of DEO and its staff was important and necessary to facilitate teaching-learning process in the schools. Regarding the present approach of DEO and its staff, the teachers remarked that their visit to schools was infrequent and irregular. They viewed that supervision carried out by the DEO personnel was positive but it was mainly of inspectional-type. The DEO staff visited the school only when they were requested to participate in a workshop and attend the school's function.

Similarly, the teachers of SSS of Doti expected the DEO and its staff to play an active role to protect the interest of the schools in their district. According to them the other important roles to be played by DEO and its staff are:

- Increasing the number of teachers' post in the schools
- Supporting schools financially
- Organizing teacher training
- Assisting schools to manage instructional materials
- Supervising the schools regularly
- Assisting the schools for the improvement of physical facilities

School supervision, for instance, has not been effective as it is carried out as a ritual practice. They showed discrimination to the schools and teachers while supplying teachers' quota and selecting teachers for training.

The teachers of MHSS of Humla expected the DEO and its staff to play powerful, positive, important and active role. Besides, the DEO staff should visit the schools regularly and formally. Regarding the present approach of DEO and its staff in the delivery of secondary education services, they blamed the DEO personnel for their inability to evaluate the overall aspects of the school. They treated teachers with partiality while selecting them for training and rewards.

As indicated by the teachers of RSS of Humla, the DEO and its staff should play crucial role to work collaboratively with SMCs for the development of their respective

schools. They should provide patronage to the schools, manage training for teachers, monitor the work of the schools regularly, and assist schools to improve their physical facilities, they added. However, in reality, their role was passive as the teachers pointed out that they did not perform the job as specified by the Education Act and Regulations. The functions, duties and responsibilities were not properly carried out and school-monitoring mechanism was found to be weak. Moreover, they could not adjust the position of the teachers, they added.

In the FGD, the DDC members of Doti reported that they could not find the DEO staff playing active role to support their position. They commented that the DEOr generally does not visit the schools. The RPs/SSs visit schools only for attending certain programmes, but not for regular supervision. According to them, the DEOr should play the role of a coordinator and facilitator.

Similarly, the DEC members of Doti expressed their discontent over the appointment of a gazetted third class officer as acting DEOr inspite of the fact that there should be a second class officer in the DEO. Therefore, they suggested to upgrade and retain the position of the DEOr by second class officer only. With regard to their roles, they found that the DEO staff were mostly busy in clerical work, but not in professional and innovative work. The DEC members suggested that the DEO should play the role of a resourceful person and facilitator.

The officials of NGOs from Doti opined that the position of DEO in the hierarchy of educational administration seems to be fitting well. However, the roles played by the DEO staff are not satisfactory because they prefer to do more administrative work than technical/professional work. The visit of the DEO staff to the field was infrequent and whatever monitoring/supervision work was carried out it had been less organized and irregular. Therefore, they suggested that the DEO staff visit the schools regularly and monitor school's progress in a much more organized way.

The DDC/DEC members of Humla showed their satisfaction over the placement of a confirmed DEOr (i.e. Gazetted Second Class Officer) in their district. In reality, the DEO is established as an educational organization for providing technical services, not for controlling function only, in the district.

The officials of NGOs from Humla opined that the DEO staffs have a special position and role in providing technical inputs and financial support to the schools. Besides, the DEO staffs are expected to play a significant role in conducting teachers' training and appointing teachers for teaching in the schools of the district.

The perceptions of the DDC and the DEC members of Doti and Humla on the position and roles of DEO and its staff are different. The DDC members of Doti were not satisfied with the roles played by the DEO whereas the Humla DDC members expressed their satisfaction over the position of the DEOr as being the gazetted second class officer irrespective of his performance. The DEO, at present, is found to have been busy more in day to day clerical works than in professional and innovative works to provide technical services to the schools.

According to the NGO officials of both Doti and Humla, the roles played by DEO and its staff were not judged as satisfactory. They also commented that the DEO and its staff preferred administrative work to technical/professional work for improving the quality of education in the district.

Perception of national strategic groups/stakeholders on the work and functioning of the DEO in the delivery of secondary education services were collected based on the FGD held at the Department of Education (DOE). At present, there is much work at the DEO and there are RPs/SSs to support the functions of DEO/DEOr. The functioning of DEO depends largely on the capability of the DEOr, not on his position and roles on the hierarchy of educational administration and in the provision of secondary education. As all the DEOrs are not confirmed second class officers, the performance of the acting DEOr can not be expected to be nearly as good as that of a confirmed DEOr. This suggests that DEOr's position and role can not be overlooked in the decentralized services of secondary education system.

As mandated by the Education Regulations, the DEO should facilitate the development of SIP of each secondary school to build the planning and implementation capacity of the schools. More importantly, each DEO is required to develop a District Education Plan (DEP) within the ceiling of budget, which should be fixed based on the reality of the district. It is clearly seen, however, that despite the expectation of the

teachers, the DEORs were unable to play powerful, positive and active role in the effective delivery of secondary education services.

2.2.2 Technical Capabilities of DEO to Develop and Implement the DEP

The DEOs of both Doti and Humla have capacities to work collaboratively with the DDC members and other district level institutions in developing and implementing the DEP. As to the extent of their capacities to work with the DDC members and the members of other institutions, Table 8 depicts that among 30 respondents (2 DEORs, 8 RPs/SSs, 4 HTs and 16 teachers), a considerable number of them (60%) are confident about the capacities of the DEOs, to some extent, to work with the DDC members and the members of other institutions to develop and implement the DEP. Similarly, some respondents (27%) were found more confident that the DEOs have capacities, to a great extent, to work with the DDC members and the members of other institutions to do the same.

The DDC and DEC members, and the central level officials are confident that the DEOs can work with the DDC members and the members of other institutions to develop and implement the DEP. Despite such perception of the DDC members of Doti in the FGD, they reported that they were not involved in the formulation of the DEP, nor were they involved in its implementation. The major problems related to the implementation of the DEP were as follows:

- DDC remained uninformed about the implementation of the DEP.
- Despite their right to monitor the implementation of the DEP, they could not do so because they were not timely informed about it.
- The plans are developed but they are not properly implemented.

The officials of NGOs/Users groups reported that they had not been involved in the development and implementation of DEP. As they commented, the NGOs were also supporting different sectors of education such as providing incentives to the disadvantaged students, but no coordination and cooperation between the activities of the DEO and NGOs could be found. Such situation may cause duplication of works in several areas. They suggested that the DEO should involve them in developing and

implementing the DEP for the district, as they would be more than willing to work with the DEO and DEC in this matter.

It can be inferred that the DEOs can develop the DEP because there are 17 and 11 officer level staff in Doti and Humla respectively (Refer to Tables 1 and 5 in Appendix H). As all of them have minimum qualification of B.Ed. or more, they can formulate and implement the DEP. Also, some of these DEO officials have already received orientation training on the design and formulation of the DEP. Similarly, the monthly average attendance of the officials involved in the formulation of the DEP is high which suggests that they can give the needed time to the DEP (Refer to Table 2 and 6 in Appendix H). From experience point of view, these officials have already spent more than two years in their respective DEOs indicating the fact that they are not the beginners or novice in the formulation of the DEP. If their educational experience from other districts is counted, it is more than adequate to help them formulate the DEP in the suggested format. Recently, the DOE has given more emphasis on the process of revision and updating the DEP and a mechanism to link it up with school mapping and EMIS is being worked out.

Meeting Held to Address Planning Needs: The RPs/SSs of Doti discussed about the formulation of educational plans and programmes in the meetings whereas those of Humla discussed about different educational aspects and derived the required information for educational planning.

As responded by the DEOr of Doti, there is a system of holding regular staff meeting on the third day of each month. However, the number of meetings held in both DEO and DEC to address the planning needs was very low. According to the official record of Doti DEO, only four meetings were held from the beginning of the fiscal year i.e. June 2002 to December 2002. All the meetings were of regular type and there was no specific agenda pertaining to the DEP. The decisions made in those meetings were related to increasing enrollment, nominating representative of educationists, procuring furniture, approving the expenses incurred in S.L.C. exam, rewarding the individuals with demonstrated outstanding performance, adjusting the staff allocation, and requesting for an increase in the number of the teacher posts.

According to the DEOr of Humla, the meetings held in DEO and DEC addressed the need for the development of quality education in the district, management of subject-

wise teachers in the schools, financial management etc. According to the official record of Humla DEO, 21 different types of meetings were held in the fiscal year 2002/2003 up to the time of the fieldwork of this study. Those meetings were held in the following subjects:

- Regular staff meetings
- District meetings of BPEP
- Meeting of district level exam coordination committee
- Meeting of S.L.C. exam coordination committee
- Meeting of scholarship distribution committee

Specifically, the meetings were related to collection of educational data, preparation of progress report, preparation of the RC level program, record keeping of teachers' performance, management of physical facilities of schools, formation of SMCs, organization of awareness raising programme and modular training.

The above discussion clearly indicates that the number of meetings held in Humla was 5 times greater than that of Doti DEO. However, no specific meetings were found to have been held to address the educational planning needs in the DEOs of both districts.

Analysis of the responses of RPs/SSs of Doti revealed that they could not tell about the DEC meetings for simple reason that they were not the members of the DEC. As on the third day of each month, DEO staff meeting was held to discuss on the formulation of educational plans and programmes, the decisions made in these meetings were implemented gradually in a planned way up to the grassroots level. The information derived from such meetings helped to identify the planning needs of the district.

The responses of RPs/SSs of Humla indicated that the meetings were held regularly to discuss on Resource Centre, SMC, construction of physical facilities, and the teacher-related matters. The information derived from these meetings helped to remind the respective staff of their responsibilities, to identify the needed information and problems and suggest ways for their solutions. Though these meetings helped in assessing the needs for educational planning in the district, no specific meetings were held in this connection.

2.2.3 Decentralized Education Service Delivery

As the SESP has envisioned a decentralized education service delivery, an attempt was made to find out to what extent the DEO staff share the same vision of decentralized education service delivery as that of SESP. The details pertaining to this aspect of the SESP are analyzed below:

The DEORs and RPs/SSs of both districts, to a great extent, had similar vision with that of SESP as none of them reacted against the key policies stated in the SESP document regarding a decentralized education service delivery. Rather, they suggested to make these policy areas of decentralized education service delivery more suitable for their implementation.

Planning the allocation of funds: The DEC should be given the responsibility to plan the allocation of funds according to the RPs/SSs of both districts. Furthermore, the RPs/SSs of Doti suggested that the fund per se should be increased for improving the allocation of fund whereas the RPs/SSs of Humla were of the opinion that planning of allocation of fund helps to generate and mobilize local resources. Unanimity of opinion was observed in the need of planning for the allocation of funds and their gradual increment in order to address the growing educational demands of the district.

Assessment and advice on SIPs: Two major facts were observed. First, the RPs/SSs of both districts were of the same view that they can advise the school on SIP development and assess it if they are properly trained. Second, the SMC, the school and community people should be involved in the preparation of the SIP. In other words, the concerned RPs should do this job for which they should be trained and necessary funds are to be allocated for SIP development.

All the RPs/SSs of Doti responded that they can do this job if they are given technical training/service. One of them opined that it may be a difficult job and, therefore, he suggested that the SMC and SS together should do the SIP work.

The RPs/SSs of Humla also suggested that they should advise on SIP development and evaluate it. Besides, awareness raising programme should be organized

to make the local people aware of the importance of SIP and to enable them to contribute to its formulation.

Advice on siting of new buildings and refurbishment: The RPs/SSs of both districts were of the same view that the engineers and technicians of DEO are to be made responsible for giving advice on siting of new buildings and refurbishment of the existing or new buildings.

Collection, validation and reporting EMIS data: A well-managed EMIS is a prerequisite to the preparation of a realistic DEP. This work is to be mainly done by respective RPs. Because of lack of trained manpower in EMIS, it has been perceived as a difficult job. The problem of unwanted or fake data was faced by the DEO personnel who suggested to provide relevant training to the concerned for procuring the reliable data.

This leads one to conclude that EMIS was not well organized in the DEO. Hence, the RPs/SSs of both districts emphasized on the training of DEO staff to collect, validate and report EMIS data properly. It was also observed that the schools and offices were using computers more as an expensive typewriter than as a suitable instrument for the management of educational information.

As reported by the RPs/SSs, EMIS should be established at the resource centre, because it is the shortest possible distance between the DEO and the school. Moreover, EMIS should be made much more organized than the present and they should get data/information on the spot to ensure that the data/information are accurate.

It was observed that the schools, RCs and DEOs have already started to establish EMIS. In reality, if a school prepares its SIP, it should be considered that it has developed a basic EMIS because each school is required to fill up School Statistics Form developed by the DOE. However, the stakeholders were not fully aware of the use of EMIS data in the development of the SIP and the DEP. Hence, it has often been seen as a ritual activity.

Organizing management training and support: The need of management training for the SMC chairperson/members and head teachers as a part of human resource development was strongly felt to improve the school management. The responsibility of organizing such training and providing support to the school should be entrusted to the

RPs/SSs. This observation was highly supported by the RPs/SSs and DEOrs of both districts.

Conducting overall school appraisal: The task of conducting overall school appraisal was perceived to be a difficult job for the DEOr to do. However, the RPs/SSs responded that DEO, SMC and Village Education Committee (VEC) together should make the appraisal of the school through regular monitoring and database created at the district or resource centre level.

Though the RPs/SSs of both districts suggested to make the appraisal of the schools through the DEO, SMC, and VEC, in practice it is their responsibility. Hence, it is quite justified to let them continue the work of school appraisal. It was found from the related literature that criteria had already been fixed to evaluate all the schools for selecting a model school from them. The criteria and weightage given for such appraisal are as follows: achievement score (200 points), retention score (25 points), management score (25 points) and score given by RPs/SSs (50 points) thus making a total of 300 points (Twelve-day Orientation Training Manual, 1997).

In the FGD held for the members of the DDC of Doti, they demonstrated positive attitude toward the decentralized education service delivery. As they opined, they can help in the formulation of DEP, in planning the allocation of funds and help the schools in the formulation of the SIPs.

Similarly, the members of the DEC of Doti reported in the FGD that the concept of decentralized education service delivery is quite valid and therefore, it should be implemented effectively.

2.2.4 Conflict in DEO on Secondary Education

Conflicts on resource allocation, teacher's appointment, teachers training, teachers' promotion and the appraisal of school performance were observed in both the districts. However, the intensity of such conflict was slightly higher in Doti than in Humla. The reasons behind those conflicts are that the political leaders and influential personalities influence the DEO to allocate the resources and quota of teachers for the

schools of their respective areas. Similarly, some HTs and the teachers commented that the DEO treated the teachers unfairly while selecting them for training.

The DEOr of Doti reported that the DEO has conflict over resource allocation, teachers' appointment, teachers' training, teachers' promotion and school performance. However, the DEOr of Humla noticed conflict over teachers' appointment and school performance only in the DEO (Refer to Table 7 in Appendix G).

The three RPs/SSs of Doti observed conflicts in resource allocation; four of them found conflicts in teachers' appointment; three of them in teachers' training; two of them in teachers' promotion and one of them in school performance (Refer to Table 7 in Appendix G).

Similarly, the three RPs/SSs of Humla noticed conflict in resource allocation; two of them in teachers' appointment; and one of them in teachers' training and school performance. Both the DDC and DEC members, however, did not visualize any big conflict in the DEO.

The DEOrs and RPs/SSs suggested the following measures to minimize different conflicts they perceived in the DEOs:

- Increase the fund and make it available in time.
- Make the SMCs aware of minimizing the conflicts.
- Set up the composition of DEC in such a way as to include non-political and clean persons.
- Develop resistance to political pressure.
- Make all the dealings in the DEO transparent
- Develop clear criteria/rules to carry out the educational and administrative functions
- Train the staff regularly for increasing and improving their performance
- Organize awareness raising programme regularly
- Increase and allocate the resources justly
- Make regular communication and coordination with the schools
- Develop the system of fair and objective evaluation
- Select the teachers for the training impartially

- Develop objective and transparent criteria for supplying quota of teacher's post

2.2.5 Monitoring Mechanism

There is a provision for monitoring mechanism in the DEOs of both districts. However, it did not seem to be strong, systematic and regular.

The DEOr of Doti said that they had such monitoring mechanism whereas the DEOr of Humla said that they did not have well-organized monitoring mechanism established in the office.

The DEOr's major monitoring responsibilities are, as per the Education Regulations, related to the functioning of the schools in line with the Act, works of the RCs/SSs, utilization of village education development fund and annual educational programme of the school (Refer to Appendix I for details).

Explaining the monitoring of schools done by the DEOr of Doti, he reported that this job was mainly done through the RPs/SSs. Monitoring of RCs, SMCs, RPs and schools was done as and when required. It was, however, learnt that no specific system of monitoring had yet been established in the office. So, the DEOr could not mention the frequency of such monitoring work.

When the DEOrs and RPs/SSs were further asked to cite examples of control/sanction taken by the DEOs, they could not report specific example. Rather, they reported about the general control exercised through monitoring of the execution of the rules and regulations, demanding clarification, withdrawing the salary of the non-performing teachers, transferring the teachers, sending teachers on deputation to remote areas, warning the teachers for not being regular and punctual and withholding teacher's promotion. Such sanctions were, however, taken only sporadically.

The responding RPs/SSs pointed out that the frequency of such monitoring carried out by the DEO personnel ranged individually from 3 to 6 times a year.

The DEO staff monitored all sample schools of both districts (Refer to Table 8 in Appendix G). However, the frequency of such monitoring visit was not adequate in the sample schools except in PPSS of Doti which was centrally located. As per the Education Regulations, the DEO staff is required to visit the school at least once in a month's time.

It means the DEO staff are required to visit the school at least 12 times in a year as mandated by the Education Regulations. The DEO staff carried out monitoring work as a ritual activity. During monitoring, they monitored mainly the administrative aspect in all sample schools. Also, different schools got feedback in different ways after monitoring. Though the frequency of monitoring was low and the monitoring mechanism not strongly established in the DEO, it can be assumed that the school could improve further if they could implement the feedback received from the DEO officials promptly.

The DEO staff visited the schools to monitor mainly the following aspects of the school:

- Administrative management/supervision of the school
- Class management and teaching
- Academic management of the school

According to the responding teachers and head teachers, monitoring activity by the DEO staff was carried out 6 times a year in PPSS and one to two times a year in SSS of Doti; two times a year in MHSS and RSS of Humla. It was carried more like a ritual activity.

Both the teachers and head teachers of Doti and Humla said that they received feedback from the DEO staff after monitoring mainly in the following areas:

- Preparation of annual calendar of operation,
- Preparation of lesson plan,
- Construction and use of instructional materials from locally available materials,
- Regularity of teaching of teachers,
- Improvement of physical facilities,
- Maintenance of sanitation,
- Arrangement of extra-curricular activities,
- Class observation for teaching-learning improvement, and
- Pre-approval for the leave.

2.2.6 Poverty Alleviation

The DEO can have the capacity to alleviate poverty through secondary education if relative freedom is provided to the office to make the national curriculum flexible to incorporate the local needs. This means allowing the DEO to include such subjects in the curriculum that are directly relevant to the needs of the local community.

Both the DEORs of Doti and Humla opined that the DEO could support poverty alleviation through the provision of secondary education in their respective districts. According to them, DEOs can support poverty alleviation by collecting and providing necessary information to make secondary education relevant to the local needs. More specifically, as they opined, they can provide ample inputs to incorporate job-oriented or skill-oriented vocational subjects based on local needs in the secondary education curriculum. Besides, the DEOs can conduct awareness programme to motivate the students of secondary level to involve themselves in self-employment rather than seeking government jobs. Such self-employment can lead to help increase their earning and reduce the poverty. Besides, the DEOs should make a provision for providing scholarship, freeships, textbooks, stationery and dresses to students, mostly from the deprived section of the society.

The views given by the RPs/SSs of Doti and Humla were quite similar to those given by the DEORs. Furthermore, they opined that the DEOs can support poverty alleviation through the provision of secondary education by providing incentives to the parents of the disadvantaged children who miss secondary schools because of the opportunity cost their parents have to bear while sending them to school.

All the HTs and teachers of the four sample schools also held similar views on the capacities of the DEO to support poverty alleviation through the provision of secondary education.

It was suggested that the DEOs offer additional subjects related to skill-oriented education based on the local needs. Furthermore, the DEOs should support the schools to launch an income generation programme for the secondary level students. This suggestion is to be cautiously analyzed in the light of the limited or no freedom that the DEO can exercise pertaining to the introduction of such subjects or activities in the secondary education curriculum.

Both the members of DDC and DEC and NGO officials emphasized on the provision of job-oriented vocational education at the secondary level if the issue of poverty alleviation is to be addressed. However, care should be taken to provide such type of education based on the real needs of the local community. Thus, there should be flexibility in curriculum to allow it to address the local needs of the community.

While providing secondary education, necessary facilities and incentives should be given to the children of disadvantaged groups and ethnic minorities to ensure their participation, retention and achievement. The DEC members were of the opinion that they should be required to invest a small amount of money, in cash or kind, which will encourage them to care for the school with a feeling of ownership. They further observed that the education provided to the students should enable them to be self-employed. Therefore, subjects that lead the students to self-employment are to be included in the curriculum.

Similarly, in the FGD organized for the officials of DOE, MOES and SEDEC, the participants suggested to introduce two types of programmes in the secondary schools of rural and remote areas which, they believed, will help reduce poverty in one way or another. First, the annex programme/system in collaboration with local NGOs can be conducted. The annex programme should provide job-oriented skills to the students. Second, there should be flexibility in the secondary education curriculum with a provision of optional subjects to develop job-oriented vocational skills relevant to the local needs.

Chapter III

Conclusions and Recommendations

This concluding chapter of the formative research on Institutional Management and Capacity Building Component of the SESP has drawn the following conclusions and recommendations based on the findings of the study. The conclusions mainly related to community ownership of secondary schools, and development and implementation of the DEP are presented under section 1. The recommendations for policy formulation and programme implementation are presented in section 2.

3.1 Conclusions

3.1.1 Community Ownership of Secondary Schools

3.1.1.1 The SMC members are found to be aware of their roles and functions only to a limited extent which resulted in a gap between the mandated and performed roles. This perceived gap may have been due to their limited or no exposure to their mandated roles as no one was found to have a copy of the Education Regulations along with their low level of education combined with their poverty.

3.1.1.2 The SMCs were found to have contributed mainly to such areas of school education as development of physical facilities, inspection of the schools and raising of school fund. But the major mandated roles were little performed by the SMCs

3.1.1.3 Inadequate and poor physical facilities, shortage of trained subject teachers, teachers' absenteeism, inadequate course coverage within the academic year, poor SLC exam result, little or no instructional supervision of the school even from the SMC, and poor community participation, all have a share in the poor functioning of secondary school.

3.1.1.4 Comparatively, the schools of Doti were found to have been functioning more satisfactorily than those of Humla as reflected in high student enrollment, higher number of teaching days and low absenteeism of teachers.

3.1.1.5 Though the SMC members have little knowledge to plan, implement, monitor, evaluate, review and revise the SIP, they are found to be willing to contribute to

its development and implementation given the fact that they are to be thoroughly trained in the skills related to it.

- 3.1.1.6 When judged from efficiency point of view, it is concluded that the SMC is less efficient with respect to co-work among the SMC members, motivation and dedication, working relation with school and supervision despite their pronounced contribution to the development of school facilities, fund collection and community awareness.
- 3.1.1.7 The effectiveness of the SMC, judged from the responses of the majority of the respondents, was less satisfactory in relation to the fulfillment of their roles and responsibilities, quality of service provided to school and satisfaction derived by the school from their work.
- 3.1.1.8 As per the observation of the DDC and DEC members, parents and SMC members, the community can take the responsibility of running the school whereas the DEOrs, RPs/SSs, HTs, teachers and NGO officials have expressed themselves negatively about the community ownership of the school mainly because of their poverty and low level of education.
- 3.1.1.9 The SMC is willing to take the responsibility of running the school in order to secure greater community ownership but their capacities to design and implement SIP, collect and mobilize community fund, monitor student achievement and manage the school smoothly are greatly affected by their low level of education, poverty, lack of the required knowledge and skills in design and implementation of SIP, lack of necessary training and political interference in school management.
- 3.1.1.10 Equity in access to quality secondary education can be ensured for the girls, disabled and disadvantaged through the consolidation of incentive scheme, flexibility in the national curriculum with freedom to address the local needs, effective teacher training and large scale community awareness programme.
- 3.1.1.11 The SMCs monitored the functioning of the school mainly with an intention of checking the regularity of the teachers and the physical facilities of the school.

3.1.1.12 SMC's conflict was visible mainly on the criteria related to the required academic qualification i.e. S.L.C. for the SMC chair and the guardianship as defined by the Education Regulations.

3.1.2 Development and Implementation of the District Education Plan

3.1.2.1 The DEO and its staff occupy an important place in the hierarchy of educational administration but a gap is perceived between the performance of the DEO and its expected role.

3.1.2.2 The DEO and its staff are found more involved in day to day clerical work than in technical, professional and innovative work to improve the quality of secondary education.

3.1.2.3 The DEORs involved themselves in the development and implementation of the DEP in the district but the involvement of the DEC or DDC members has not been as heavy as that of the DEO.

3.1.2.4 So far as the formulation of the DEP is concerned, no specific meetings were held either in DEO or DEC to address the planning needs of the DEP.

3.1.2.5 The DEORs, RPs/SSs, DDC/DEC members shared the same vision of decentralized delivery of education service as that of the SESP as reflected in the areas of allocation of funds, preparation of SIP, siting of new building and refurbishment, development of EMIS, management training, school appraisal and preparation of the DEP.

3.1.2.6 The DEOs have the capacities to work with the DDC/DEC members in developing and implementing the DEPs as reflected in the positive responses of the majority of the respondents, presence of a number of qualified education officers in the DEO and a well represented DPAB.

3.1.2.7 Monitoring of schools was mainly done by the RPs/SSs as the arms of the DEO and administrative management, academic management and physical facilities of the school along with class management and teaching were the focus of monitoring. The work performed by the RPs/SSs is monitored by the DEOr.

- 3.1.2.8 The monitoring mechanism was not well-established in the DEOs despite its existence and it was carried more as a ritual activity than as an integral part of school improvement activity.
- 3.1.2.9 Both the district and the centre had positive opinion about the potential contribution of secondary education to poverty alleviation in the district.
- 3.1.2.10 Relative freedom given to the DEO to incorporate local needs friendly subjects in the national curriculum can help alleviate poverty in the district.
- 3.1.2.11 Conflict in DEOs was particularly marked by issues related to resource allocation, teachers' appointment, training and promotion and appraisal of school performance.

3.2 Recommendations for Policy Formulation and Programme Implementation

3.2.1 Community Ownership of Secondary Schools

- 3.2.1.1 A thorough orientation and periodic interactions about the expected roles and functions of the SMC should be extensively carried out by the DEO for all the SMCs in the district to make them conversant with their mandated roles and motivate them to carry out the expected functions.
- 3.2.1.2 As the conflict within the SMC was found to have stemmed from the emphasis laid on academic qualification i.e. S.L.C. , to be the suitable candidate for the SMC chair, it is strongly recommended that the mandated qualification be reviewed particularly in the case of SMCs of the rural and remote areas.
- 3.2.1.3 The SMC members should be provided with a copy of the Education Regulations to make them familiar with their mandated functions, duties and rights in order to enable and empower them to contribute to the improvement of the school.
- 3.2.1.4 To ensure satisfactory functioning of a secondary school, it is recommended that the teachers with professional promise should be recruited, school faculty and the SMC should be kept away from nasty political interference, promising people with broad social recognition should be nominated on the SMC, intensive community awareness programmes should be organized, progress of the school

should be monitored closely and regularly, school should be equipped with at least minimum physical facilities and a supportive learning environment should be created in the school.

- 3.2.1.5 Given the willingness of the SMC to contribute to the development and implementation of the SIP, it is recommended that they are to be thoroughly trained in the skills related to it. A knowledgeable and literate (educated) SMC, at most, should be set up, where possible, while forming a SMC for the school and a thorough training on planning, implementing, monitoring, evaluating, reviewing and revising the SIP should be provided to the SMC.
- 3.2.1.6 Committed and contributing members are to be picked up to sit on the SMC, a thorough understanding of the functions, duties and rights of the SMC is to be developed among the SMC members through school-based orientation and training, and co-work, collaboration and cooperation between the SMC, school and community should be initiated mainly from the side of the school to ensure both efficiency and effectiveness of the SMC.
- 3.2.1.7 A thorough practical knowledge and training in designing and implementing SIP is to be provided to the SMC members, comprehensive community awareness programme is to be launched in the community, close relation and collaboration between the school and community is to be initiated by the school by inviting local community to participate in school's social and educational events and regular monitoring of the school's progress by both the SMC and local community is to be initiated to encourage and support the SMC to provide community ownership to secondary schools.
- 3.2.1.8 It is strongly recommended that training on collection and mobilization of community fund, monitoring of student achievement and school management should be given to the SMC members to secure greater community ownership of the secondary schools.
- 3.2.1.9 To ensure equity in access to quality secondary education, consolidation of incentive scheme mainly intended for the girls and the disadvantaged children is to be made, flexibility in the national curriculum with freedom to address the local needs is to be provided and effective teacher training and large scale community

awareness programme to cure the social evils that have negated the access, especially to the disadvantaged groups, are to be organized.

3.2.1.10 To ensure smooth functioning of the schools through an efficient monitoring mechanism as to be exercised by the SMC, such mechanism is to be established as an integral part of school education in the school. Also, the SMC has to go beyond the inspectional role in checking the attendance of the teachers and availability of the physical facilities in the school to monitoring the overall aspects of the school from students' learning outcome to teachers' delivery in the classroom.

3.2.2 Development and Implementation of the DEP

3.2.2.1 The DEO and its staff have to go beyond their existing roles to provide patronage to the schools, manage training for teachers, monitor and supervise the progress of the school regularly and assist the schools to improve their physical facilities. Furthermore, the DEO has to play a leading role to build the planning and implementation capacity of the schools through the SIP, which will eventually inform the DEP.

3.2.2.2 The RPs that are concentrating their role mainly on primary education should go beyond primary schools to include the secondary schools for providing professional support to them.

3.2.2.3 To ensure proper development and implementation of the DEP, there has to be more DEC meetings to address the planning needs in the district. The DEO has to technically lead the district in the formulation and implementation of the DEP by engaging potential contributors in the team and disseminating it for the wider knowledge of the public. The DEP should address the integrated system of secondary education without limiting itself to basic and primary education and the improvement of physical facilities of the schools.

3.2.2.4 Reliable database is to be established in the DEO to inform the DEP.

3.2.2.5 To make the monitoring mechanism to work, the feedback mechanism is to be there to ensure that the results of monitoring are reached and that monitoring should not be limited to physical facilities and administration of the school only.

Monitoring should also encompass the overall aspects of the school including student learning and the delivery of instruction.

3.2.2.6 Frequency of monitoring should be increased so as to provide adequate professional support to the head teachers and teachers and that the DEO should not only rely on the RPs/SSs for monitoring purpose, rather he/she should visit the school for such purpose.

3.2.2.7 The conflict observed in the DEO relating to resource allocation, teachers' appointment and training, and overall school performance should be resolved exclusively on the basis of mutual cooperation within the DEO and between the DEO and DEC.

3.2.3 Poverty Alleviation through Secondary Education

3.2.3.1 To make secondary education a potential contributor to poverty alleviation, it is to be made relevant to the local needs, that job or skill-oriented vocational subjects addressing local needs should be incorporated into the secondary curriculum with the options of having regional variations and that secondary education should promote self-employment rather than causing the students to go for white collar-government job.

3.2.3.2 Massive community awareness programme on the visible linkage between poverty and illiteracy is to be organized.

3.2.3.3 Necessary facilities and incentives should be provided to the children of disadvantaged and ethnic minority groups, and girl children to ensure their participation, retention and achievement.

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Appendix A

Functions, Duties and Rights of the School Management Committee

Functions, Duties and Rights of the School Management Committee of the Community School as Stated in the Education Regulations, 2002 (2059 B.S.) shall be as follows:

1. To operate, monitor, inspect and manage the school,
2. To collect necessary financial resources for the school
3. To select the teachers for the training
4. To provide security and promote the services of teachers and administrative staff of the school
5. To appoint teachers and administrative staff from the school's own source and provide salary and allowance to them in comparison to that of the government
6. To inform the DEO in writing about permanent fulfillment of the vacant post within fifteen days of vacancy
7. To check the attendance of the teachers and administrative staff and take necessary action to absentees. If necessary, send the report along with one's opinion to the DEO for necessary action
8. To manage necessary things and educational materials for improving educational level of the school
9. To involve the school in various programmes organized by the government
10. To keep up to date record of the teachers
11. To inform about income, expenditure and academic achievement of the last academic year and also about the educational programme of the coming year by organizing meeting of the donors and guardians of the school every year
12. To inform the DEO about the departmental action taken against the teachers
13. To request the concerned agencies to reimburse the scholarship amount given to the students
14. To withhold the salary of the teacher/s for the absent days as noted by the supervisor during his inspectional visit to the school

15. To maintain the secretariat of the SMC in the school building and preserve the documents and records of the school
16. To help the students to sit in the examination
17. To follow any other directions given by the DEO

Appendix B

Specific Research Questions

Community Ownership of Secondary Schools

Roles and Functions of SMC

- How are the roles and functions of SMC perceived by local stakeholders/strategic groups to-day both ideally and practically?
- How far the roles perceived by SMCs correspond to those envisioned in SESP?
- How knowledgeable are SMC members and individuals from other local strategic groups as to the roles, responsibilities and rights of SMCs?

Functioning of Secondary Schools

- What does the SMC perceive regarding the strengths, weaknesses, opportunities and threats in (a) the present and (b) the future functioning of the school?
- What will be SWOT analysis of the secondary education as provided in the school from the perspective of parents, teachers. Head teachers, local user groups and pupils?

Technical Capabilities of SMC

- To what extent do the SMCs possess the capacities required to develop and implement a SIP?
- What technical capabilities should the SMCs possess to develop and implement a SIP?

Effectiveness and Efficiency of SMC

- What has been the effectiveness and efficiency of SMCs to date?
- What are the conflicts within SMC, conflicts between SMC and Head teachers/DEO/ RPs/SSs? How far have those conflicts adversely affected the functioning of SMCs?

Community Ownership of Secondary Schools

- How can the SMC secure greater community ownership of secondary schools?
- To what extent can poverty alleviation, equity, access be achieved through the SMCs and the SIP approach?

Development and Implementation of District Education Plan

Roles and Functions of DEO

- What do the DEO staff members see their position and role in the education hierarchy and in the provision of secondary education?
- How do other key stakeholders/strategic groups in the district see (a) the intended roles and (b) the present approach of DEO and its staff?
- What perceptions are held by national strategic groups/stakeholders as to the work and functioning of the DEO?

Development and Implementation of District Education Plan (DEP)

- What meetings are held to address planning needs? What procedures are followed? What information is drawn upon?
- To what extent do the district level institutions and DEO in particular share the same vision of decentralized education service delivery as the SESP?
- To what extent does the DEO possess the capacity to work with other district level institutions (elected members in DDC in particular) to develop and implement a District Education Plan?
- What are the conflicts over resource allocation in secondary education? How can DEP help to address it?

Monitoring

- What system of monitoring (and control/ sanctions) do DEOs operate with respect to schools, SMCs, Resource Centres (RCs), and the work of Resource Persons (RPs)?

- What is the frequency and effectiveness of such monitoring system?

Poverty Alleviation

- What is the capacity of DEOs to support poverty alleviation in the provision of secondary education in the district?

APPENDIX C

Table1
Selection of Districts, Secondary School Localities, Hamlets and Households

| District Selection | Selection of Secondary School Localities | Selection of Hamlets | Selection of Households |
|---|---|--|---|
| Two districts of the country: Doti and Humla were selected as the sample districts for this study. | <p>Secondary School Localities (SSLs) selected in Doti were:</p> <ol style="list-style-type: none"> 1. Padma Public Secondary School, Dipaya-Silgadhi Municipality – 2 2. Siddheswor Secondary School, Banedungrisein, Wanlek Village Development Committee (VDC) <p>SSLs selected in Humla were:</p> <ol style="list-style-type: none"> 1. Mansarowar Higher Secondary School, Simikot VDC 2. Shree Raling Secondary School, Wargaun VDC | <p>Hamlets selected for the first SSL in Doti were:</p> <ol style="list-style-type: none"> 1. Silgadhi Bazar 2. Lekthata, Bagthata, Punna 3. Kallena, Pankari, Uditola <p>Hamlets selected for the second SSL in Doti were:</p> <ol style="list-style-type: none"> 1. Devalgaun, Ghollas 2. Pashupatitole 3. Badekhola <p>Hamlets selected for the first SSL in Humla were:</p> <ol style="list-style-type: none"> 1. Tallogaun, Simikot 2. Simikot Bazar 3. Burause <p>Hamlets selected for the second SSL in Humla:</p> <ol style="list-style-type: none"> 1. Wargaun 2. Turpa 3. Thehgaun | As per the sampling plan, twenty households were selected in each hamlet considering issues related to gender, ethnicity, and languages. Thus, there were 120 households in one district. Altogether, 240 households were selected from two districts for this study. |
| Those districts had already been selected in line with the criteria put forth by Formative Research Programme: Research Protocol Foundation Document which was prepared by Institute for International Studies (IIS), formally Centre for Development Research, Copenhagen, Denmark as per the spirit of SESP | While selecting SSLs, school's performance and the socio-economic conditions of the communities were taken into consideration to capture the diversity of secondary school experiences in the districts | The criterion for the selection of three hamlets for each SSL was the distance to the school. That means the first hamlet near to the school, the second with medium distance and the third hamlet far from the school locality were selected. | |

Table 2
Selection of Strategic Groups and Respondents for SMC and DEO Related Research Questions

| Selection of Strategic Groups and Respondents for Collecting Data Related to School Management Committee (SMC) and District Education Office (DEO) | |
|--|--|
| District Education Officers (DEOr) | 2 (DEOr of both sample districts) |
| School Supervisors (SSs)/Resource Persons (RPs) | 8 (4 SS/RP/district x 2 districts) |
| Head teachers(HTs) | 4 (2 Head teachers/district x 2 districts) |
| Teachers | 16 (4 teachers/school x 2 school/district x 2 districts) |
| District Development Committee (DDC) Chairpersons/Members | 15 (5 Ex-members of DDC of Doti + 10 Ex-members of DDC of Humla) |
| District Education Committee (DEC) | 22 (12 members of DEC/invitees of Doti + 10 members of DEC/invitees of Humla) |
| NGO officials/Users groups | 12 (5 NGO officials of Doti + 7 NGO officials of Humla) |
| Chairperson/members of School Management Committee (SMC) | 15 (6 members of SMC of PPSS + 9 members of SMC of SSS of Doti) |
| Chairperson/members of School Management Committee (SMC) | 8 (5 members of SMC of MSHSS + 3 members of SMC of RSS of Humla) |
| Students | 40 (10 boys and 10 girls of PPSS + 10 boys and 10 girls of SSS of Doti) |
| Students | 27 (8 boys and 10 girls of MSHSS + 7 boys and 2 girls of RSS of Humla) |
| Hamlet I of SSL I of Doti | 7 (7 parents of school going children + 0 parents of non-school going children) |
| Hamlet II of SSL I of Doti | 5 (5 parents of school going children + 0 parents of non-school going children) |
| Hamlet III of SSL I of Doti | 7 (4 parents of school going children + 3 parents of non-school going children) |
| Hamlet I of SSL II of Doti | 11 (9 parents of school going children + 2 parents of non-school going children) |
| Hamlet II of SSL II of Doti | 13 (9 parents of school going children + 4 parents of non-school going children) |
| Hamlet III of SSL II of Doti | 9 (9 parents of school going children + 0 parents of non-school going children) |
| Hamlet I of SSL I of Humla | 7 (3 parents of school going children + 4 parents of non-school going children) |
| Hamlet II of SSL I of Humla | 13 (7 parents of school going children + 6 parents of non-school going children) |
| Hamlet III of SSL I of Humla | 8 (4 parents of school going children + 4 parents of non-school going children) |
| Hamlet I of SSL II of Humla | 11 (7 parents of school going children + 4 parents of non-school going children) |
| Hamlet II of SSL II of Humla | 5 (4 parents of school going children + 1 parent of non-school going children) |
| Hamlet III of SSL II of Humla | 9 (7 parents of school going children + 4 parents of non-school going children) |
| SMC meeting observation | 1 (0 in PPSS + 1 in SSS of Doti) |
| SMC meeting observation | 1 (1 in MHSS + 0 in RSS of Humla) |
| Central Level Officials of DOE, MOE&S and SEDEC, | 12 |

Appendix D
Table 3

Data Matrix for SMC Related Data/Information and Research Instruments

| S.N. | Data/Information | Instrument | Respondents | | | | | | | | | | | |
|-----------|--|---|-------------|----|---|------|-------|----|----|-----|-----|-----|-----|---|
| | | | SMC | HT | T | DEOr | RP/SS | Pa | St | DEC | DDC | NGO | NSG | |
| 1. | Roles and Functions of SMC | | | | | | | | | | | | | |
| | • Roles and functions of SMC as perceived by strategic groups | SI FGD | | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ |
| | • Roles of SMC as perceived by SMC members and roles envisioned by SESP | SI FGD | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | |
| | • Knowledge possessed by SMC members and members of strategic groups as to rights and responsibilities of SMC | SI FGD | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | | | |
| | 2. | Functioning of Secondary Schools | | | | | | | | | | | | |
| | • Perception of SMC through SWOT analysis of (a) the present functions and (b) the future functioning of secondary schools | SI FGD | ✓ | | | | | | | ✓ | ✓ | | | |
| | • Perception of parents, teachers, Head teachers, local users groups and students on secondary education | SI FGD | | ✓ | ✓ | | | | ✓ | ✓ | | | | |
| 3. | Technical Capabilities of SMC | | | | | | | | | | | | | |
| | • Technical capabilities possessed by SMC to develop and implement SIP | SI FGD | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | | ✓ | ✓ | ✓ |
| | • Technical capabilities to be possessed by SMC to develop and implement SIP | SI FGD | ✓ | | | | ✓ | | | ✓ | | ✓ | ✓ | ✓ |
| 4. | Effectiveness and Efficiency of SMC | | | | | | | | | | | | | |
| | • Effectiveness and efficiency of SMC based on the opinions of strategic groups | SI FGD | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | | ✓ | ✓ | ✓ |
| | • Conflicts within SMC, between SMC and Head teachers/Teacher/ DEOr/RP/SS | SI FGD | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | | ✓ | ✓ | ✓ |
| 5. | Community Ownership of Secondary Schools | | | | | | | | | | | | | |
| | Ways of securing greater community ownership | SI FGD | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | | ✓ | ✓ | ✓ |
| 6. | Poverty Alleviation, Equity and Access | | | | | | | | | | | | | |
| | • Measures for poverty alleviation through SMCs and SIP approach | SI FGD | ✓ | | | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| | • Equity in access through SMCs and SIP approach | SI FGD | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ |

Note: SI = Semi-structured Interview; FGD = Focus Group Discussion; SMC = School Management Committee Members; HT = Head teacher; T = Teacher; DEOr = District Education Officer; RP = Resource Person; SS = School Supervisor; Pa = Parents; St = Students; DDC = District Development Committee Chairperson/Members; DEC = District Education Committee Members; NGO = Non-governmental Organization; NSG = National Strategic Groups

Table 4
Data Matrix for DEO Related Data/Information and Research Instruments

| S.N. | Data/Information | Instru ment | Respondents | | | | | | | | | | | | |
|---|--|----------------|-------------|--------|---|------|-----------|----|----|-------------|-------------|-------------|-------------|---|--|
| | | | S M C | H T | T | DEOr | RP /ss | Pa | St | D E C | D D C | N G O | N S G | | |
| 1. | Roles and functions of DEO • Position and role of DEO staff members in education hierarchy and in the provision of secondary education | SI | | | ✓ | ✓ | ✓ | | | | | | | | |
| | | FGD | | | | | | | | ✓ | ✓ | ✓ | ✓ | | |
| | • The intended role of DEO and the present approach of DEO and its staff as seen by other strategic groups | SI | | ✓ | ✓ | ✓ | | | | | | | | | |
| | | FGD | | | | | | | | ✓ | ✓ | ✓ | ✓ | | |
| | • Perception held by national strategic groups as to the work and functioning of DEO | SI | | | | | | | | | | | | | |
| | | FGD | | | | | | | | | | | | ✓ | |
| 2. | Development and Implementation of District Education Plan (DEP) • Meetings held at DEO to address educational planning needs | SI | | | | ✓ | ✓ | | | | | | | | |
| | | FGD | | | | | | | | ✓ | | | | | |
| | • Vision on decentralized education service delivery of district level institutions (DEO in particular) and SESP | SI | | | | ✓ | ✓ | | | | | | | | |
| | | FGD | | | | | | | | ✓ | ✓ | | | | |
| | • Capacities possessed by DEO to work with DDC members to develop and implement a DEP | SI | | | | ✓ | ✓ | | | | | | | | |
| | | FGD | | | | | | | | ✓ | ✓ | | | | |
| • Conflict over resource allocation in secondary education and the ways of addressing this conflict through DEP | SI | | | | ✓ | ✓ | | | | | | | | | |
| | FGD | | | | | | | | ✓ | ✓ | | | | | |
| 3. | Monitoring System • Monitoring system of DEO with respect to schools, SMCs, RCs, RPs, and frequency and effectiveness of this system | SI | | ✓ | ✓ | ✓ | ✓ | | | | | | | | |
| | | FGD | | | | | | | | ✓ | ✓ | | | | |
| 4. | Poverty Alleviation • Capacity of DEO to support poverty alleviation in the provision of secondary education in the district | SI | | ✓ | ✓ | ✓ | ✓ | | | | | | | | |
| | | FGD | | | | | | ✓ | | ✓ | ✓ | | ✓ | | |

Note: SI = Semi-structured Interview; FGD = Focus Group Discussion; SMC = School Management Committee Members; HT = Head teacher; T = Teacher; DEOr = District Education Officer; RP = Resource Person; SS = School Supervisor; Pa = Parents; St = Students; DDC = District Development Committee Chairperson/Members; DEC = District Education Committee Members; NGO = Non-governmental Organization; NSG = National Strategic Groups

Appendix E

Research Instruments

The research instruments were designed to elicit responses from the respondents pertaining to all the research questions. Specifically, Interview Schedules, FGD Instruments DEO Survey instrument, SMC Meeting Observation Guidelines and Household Survey Form were developed. A brief description of each of them is given below:

- **Interview Schedules**

Two semi-structured Interview Schedules, namely Interview Schedule for the District Education Officials and Interview Schedule for the Head teachers and Teachers were prepared to collect necessary data for this study. Both schedules consist of two parts: the first part of both the schedules has 11 questions related to community ownership of secondary schools through the SMC and the SIP; the second part of the Schedule for the District Education Officials consists of 7 questions pertaining to development and implementation of the DEP; the second part of the Schedule for the Head teachers and Teachers comprises 4 questions related to development and implementation of the DEP (Refer to Tables 3 and 4 in Appendix A for data matrix).

- **FGD Instrument**

Five different FGD instruments were prepared for the SMC Members, DDC/DEC Members, Parents/Students, Officials of NGOs/Users Groups, and National Strategic Groups. The themes of all the FGD instruments were related to community ownership of secondary schools through the SMC and the SIP, and development and implementation of the DEP (Refer to Tables 3 and 4 in Appendix A for data matrix).

- **DEO Survey Instrument**

A DEO Survey Instrument was prepared to obtain the data/information related to District Education Office. It included the type of DEC meetings held and decision

made, office attendance/leave record of DEO, staff allocation, origins of staff and status of EMIS at DEO.

- **SMC Meeting Observation Guidelines**

SMC Meeting Observation Guidelines were prepared to obtain information on the preparation for the meeting, participation in the meeting, ways of making decisions and commitment of the participants on implementation of the decisions made.

- **Household Survey Form**

Household Survey Form is a common instrument for all the components of the FRP research. Altogether, ten items related to Institutional Management and Capacity Building Component were included in this survey form.

Appendix F

Field Constraints Experienced by the Research Team

As there was conflict among the SMC members of Padma Public Secondary School of Doti, the team could not organize focus group discussion with them. However, interaction with them was held individually using the FGD instrument to obtain necessary information for the study. Again, the team could not get opportunity to observe the SMC meeting, as the school was unable to organize the SMC meeting.

Having done interaction with the HT of PPSS and the DEOr of Doti, it was learnt that the SMC was not fully formed. The reason behind this was that the guardians were not satisfied with the nomination of the present SMC chairperson. According to the regulations, a guardian with Bachelor's Degree and his child studying in the school commonly qualify to be the SMC chairperson. But the person who was nominated, as the chairperson by the DEO had no child of his own studying in the school. The situation was aggravated when gathering of guardians elected another person as a chairperson of the SMC. This elected person had his child studying in the school but he did not have the required academic qualification. Thus, the conflict among the SMC members of this school adversely affected its functioning. Since the SMC remained non-functional, the school could not carry out several important works such as constructing the girls' toilet, controlling the disturbance caused by the operation of the workshop, training and sports programme in the school and preventing its teachers to work as resource persons to other training programme at the cost of the regular teaching work of the school.

The team members could not hold FGDs with parents of non-school going children in hamlet I and II of the first SSL, and in hamlet III of the second SSL of Doti. The reason is that such parents were not available because most children were found to have been enrolled in the schools, as there was provision of incentive from the government and INGOs to the school going children which may have contributed to their school participation.

In Humla, the FGD of parents of both school going children and non-school going children in hamlet II of SSL II was held together because of the limited number of parents of non-school going children (1).

Appendix G
Tables Referred in the Main Text

Table 1
Knowledge of Rights and Responsibilities of SMC as Possessed by the SMC
Members

| Respondents | | Responses | | |
|---------------|-------|-------------------|----------------|------------|
| | | To a great extent | To some extent | Not at all |
| DEO | Doti | - | 1 | - |
| | Humla | - | 1 | - |
| RPs/SSs | Doti | - | 3 | 1 |
| | Humla | - | 3 | 1 |
| Head teachers | Doti | - | 2 | - |
| | Humla | - | 2 | - |
| Teachers | Doti | - | 9 | - |
| | Humla | - | 7 | - |

Table 6
Capabilities Possessed by SMC Members in Development and Implementation of the SIP

| Capabilities | | Doti | | | Humla | | |
|----------------|----------|-------------------|----------------|------------|-------------------|----------------|------------|
| | | To a great extent | To some extent | Not at all | To a great extent | To some extent | Not at all |
| Planning | DEOr | - | 1 | - | - | - | 1 |
| | RPs/SSs | - | 4 | - | - | 3 | 1 |
| | HTs | - | 2 | - | - | 2 | - |
| | Teachers | - | 7 | 1 | - | 8 | - |
| Implementation | DEOr | - | 1 | - | - | - | 1 |
| | RPs/SSs | - | 4 | - | - | 3 | 1 |
| | HTs | - | 2 | - | - | 1 | 1 |
| | Teachers | - | 8 | - | - | 8 | - |
| Monitoring | DEOr | - | 1 | - | - | - | 1 |
| | RPs/SSs | - | - | 4 | - | 3 | 1 |
| | HTs | - | - | 2 | - | 2 | - |
| | Teachers | - | 6 | 2 | - | 7 | 1 |
| Evaluation | DEOr | - | - | 1 | - | - | 1 |
| | RPs/SSs | - | - | 4 | - | 3 | 1 |
| | HTs | - | - | 2 | - | 2 | - |
| | Teachers | - | 5 | 3 | - | 7 | 1 |
| Review | DEOr | - | - | 1 | - | - | 1 |
| | RPs/SSs | - | - | 4 | - | 3 | 1 |
| | HTs | - | - | 2 | - | 2 | - |
| | Teachers | - | 6 | 2 | - | 6 | 2 |
| SIP Revision | DEOr | - | - | 1 | - | - | 1 |
| | RPs/SSs | - | - | 4 | - | 3 | 1 |
| | HTs | - | - | 2 | - | - | 2 |
| | Teachers | - | 6 | 2 | - | 6 | 2 |

Table 7
Greater Community Ownership of Secondary Schools through SMCs

| Capabilities | | Doti | | Humla | |
|---|----------|------|----|-------|----|
| | | Yes | No | Yes | No |
| SIP Development and Implementation | DEOr | - | 1 | - | 1 |
| | RPs/SSs | 1 | 3 | - | 4 |
| | HTs | - | 2 | - | 2 |
| | Teachers | 2 | 6 | 6 | 2 |
| Collection and mobilization of community fund | DEOr | - | 1 | - | 1 |
| | RPs/SSs | - | 4 | - | 4 |
| | HTs | - | 2 | - | 2 |
| | Teachers | 2 | 6 | 8 | - |
| Monitoring of student achievement | DEOr | - | 1 | - | 1 |
| | RPs/SSs | - | 4 | - | 4 |
| | HTs | - | 2 | - | 2 |
| | Teachers | 1 | 7 | 7 | 1 |
| School management | DEOr | - | 1 | - | 1 |
| | RPs/SSs | 1 | 3 | - | 4 |
| | HTs | - | 2 | - | 2 |
| | Teachers | 3 | 5 | 6 | 2 |

Table 8
Equity in Access to Public Secondary Schooling

| Capabilities | | Doti | | Humla | |
|---|----------|------|----|-------|----|
| | | Yes | No | Yes | No |
| Scholarship and freeship | DEOr | 1 | | 1 | |
| | RPs/SSs | 4 | | 4 | |
| | HTs | 2 | | 2 | |
| | Teachers | 8 | | 8 | |
| Provision of local support in the national curriculum | DEOr | 1 | | 1 | |
| | RPs/SSs | 4 | | 4 | |
| | HTs | 2 | | 2 | |
| | Teachers | 8 | | 8 | |
| Additional support through teacher training | DEOr | 1 | | 1 | |
| | RPs/SSs | 4 | | 4 | |
| | HTs | 2 | | 2 | |
| | Teachers | 8 | | 8 | |
| Sensitization training | DEOr | 1 | | 1 | |
| | RPs/SSs | 4 | | 4 | |
| | HTs | 2 | | 2 | |
| | Teachers | 8 | | 8 | |

Table 9
Monitoring of Schools by the SMC Members

| Respondents | | Responses | |
|---------------|-------|-----------|----|
| | | Yes | No |
| Head teachers | Doti | 1 | 1 |
| | Humla | 2 | - |
| Teachers | Doti | 8 | - |
| | Humla | 8 | - |

Table 10
Perception of DEO Staff on their Own Capabilities to Co-work with the DDC
members in Developing and Implementing DEP

| Respondents | | Responses | | |
|---------------|-------|-------------------|----------------|------------|
| | | To a great extent | To some extent | Not at all |
| DEO | Doti | 1 | - | - |
| | Humla | - | 1 | - |
| RPs/SSs | Doti | - | 4 | - |
| | Humla | 3 | - | 1 |
| Head teachers | Doti | 1 | - | 1 |
| | Humla | 1 | 1 | - |
| Teachers | Doti | - | 6 | 2 |
| | Humla | 2 | 6 | - |

Table 11
Conflicts in DEO on Different Areas

| Areas of the Conflicts | | DEO | | RPs/SSs | |
|------------------------|-----|------|-------|---------|-------|
| | | Doti | Humla | Doti | Humla |
| Resource Allocation | Yes | 1 | - | 3 | 3 |
| | No | - | 1 | 1 | 1 |
| Teachers' Appointment | Yes | 1 | 1 | 4 | 2 |
| | No | - | - | - | 2 |
| Teachers' Training | Yes | 1 | - | 3 | 1 |
| | No | - | 1 | 1 | 3 |
| Teachers' Promotion | Yes | 1 | - | 2 | - |
| | No | - | 1 | 2 | 4 |
| School Performance | Yes | 1 | - | 1 | 1 |
| | No | - | 1 | 4 | 3 |

Table 12
Provision of Monitoring Mechanism at DEO to Control/Sanction with Respect to
Schools, SMCs, RCs and RPs

| Respondents | | Responses | |
|-------------|-------|-----------|----|
| | | Yes | No |
| DEO | Doti | 1 | - |
| | Humla | | 1 |
| RPs/SSs | Doti | 3 | 1 |
| | Humla | 2 | 2 |

Table 13
Monitoring of Schools by DEO Officials

| Respondents | | Responses | |
|---------------|-------|-----------|----|
| | | Yes | No |
| Head teachers | Doti | 2 | - |
| | Humla | 2 | - |
| Teachers | Doti | 8 | - |
| | Humla | 8 | - |

Table 14
Feedback after Monitoring

| Respondents | | Responses | |
|---------------|-------|-----------|----|
| | | Yes | No |
| Head teachers | Doti | 2 | - |
| | Humla | 2 | - |
| Teachers | Doti | 4 | 4 |
| | Humla | 6 | 2 |

APPENDIX H

Table 1
Allocation of DEO Staff in Doti

| S.N. | Position | No. of the posts | Fulfilled | Vacant | Duration of service year in this office |
|--------------|------------------------------|------------------|-----------|--------|---|
| 1. | DEO | 1 | 1 | - | 9 months |
| 2. | Section Officer (Technical) | 2 | 2 | - | 2 years |
| 3. | School Supervisor | 6 | 3 | 3 | NA |
| 4. | Resource Persons | 12 | 11 | 1 | 2 to 3 years |
| 5. | Accountant | 3 | 2 | 1 | 2 to 3 years |
| 6. | Non-gazetted staff I class | 6 | 2 | 4 | 2 to 5 years |
| 7. | Non-gazetted staff II class | 4 | 4 | - | 2 to 23 years |
| 8. | Non-gazetted staff III class | 1 | 1 | - | NA |
| 9. | Peon | 3 | 3 | - | 3 to 24 years |
| Total | | 38 | 29 | 9 | |

Table 2
Attendance and Leave Record of DEO Staff in Doti

| S.N. | Position | No. of the staff | No. of working days in the last six months | Attendance in the last six months | Average attendance per month | Leave consumed in the last six months | Average leave consumed per month |
|--------------|-------------------|------------------|--|-----------------------------------|------------------------------|---------------------------------------|----------------------------------|
| 1. | DEO | 1 | 148 | 123 | 20.5 | 25 | 4 |
| 2. | Section Officers | 2 | 148 | 281 | 23 | 16 | 1.3 |
| 3. | SSs | 3 | 148 | 228 | 13 | 174 | 10 |
| 4. | RP's | 11 | 148 | 1362 | 23 | 123 | 2 |
| 5. | Accountants | 2 | 148 | 250 | 21 | 47 | 4 |
| 6. | Non-gaz I class | 2 | 148 | 124 | 10 | 48 | 4 |
| 7. | Non-gaz II class | 4 | 148 | 472 | 20 | 118 | 5 |
| 8. | Non-gaz III class | 1 | 148 | 148 | 25 | - | - |
| 9. | Peon | 3 | 148 | 412 | 23 | 30 | 1.8 |
| Total | | 29 | 148 | | | | |

Table 3
DEO Staff by Post, Caste, Their Origin and Mother Tongue

| S.N. | Position | Caste | Birth Place | Mother Tongue |
|------|------------------------|---------------------------|--|--------------------------------|
| 1. | Officer Level (17) | Newar, Chetri, Brahmin | Doti, Baitadi, Darchula, Kathmandu, Kailali | Newar Bhasa, Nepali, Doteli |
| 2. | Non-gazetted level (9) | Newar, Chetri, Brahmin | Doti, Baitadi | Newar Bhasa, Nepali, Doteli |
| 3. | Lower Level (3) | Chetri | Doti | Doteli |

Table 4
Qualification and Training of DEO Staff in Doti

| S.N. | Position | Highest Qualification | Minimum Qualification | Training |
|------|------------------------|-----------------------|-----------------------|----------|
| 1. | DEO | M. A. | | ✓ |
| 2. | Section Officers | B. Ed. | | |
| 3. | SSs | B. Ed. | I. Ed. | |
| 4. | RP | B. Ed. | | |
| 5. | Accountants | S.L.C. | | ✓ |
| 6. | Non-gazetted I class | B. Ed. | | |
| 7. | Non-gazetted II class | S.L.C. | | ✓ |
| 8. | Non-gazetted III class | Ten Pass | | |
| 9. | Peon | Literate | | |
| | Total | | | |

Table 5
Allocation of DEO Staff in Humla

| S.N. | Position | No. of the posts | Fulfilled | Vacant | Duration of service year in this office |
|------|------------------------------|------------------|-----------|----------|---|
| 1. | DEO | 1 | 1 | - | 1 year |
| 2. | Section Officer (Technical) | 2 | 2 | - | 2.5 years |
| 3. | School Supervisor | 3 | 3 | - | 2 months to 3 years |
| 4. | Resource Persons | 9 | 5 | 4 | Not available |
| 5. | Accountant | 2 | 1 | 1 | 7 months |
| 6. | Non-gazetted staff I class | 6 | 5 | 1 | 1 year |
| 7. | Non-gazetted staff II class | 2 | 1 | 1 | 4 years |
| 8. | Non-gazetted staff III class | - | - | - | - |
| 9. | Peon | 4 | 4 | - | 2 to 28 years |
| | Total | 29 | 22 | 7 | |

Table 6
Attendance and Leave Record of DEO Staff in Humla

| S.N | Position | No. of the staff | No. of working days in the last six months | Attendance in the last six months | Average attendance per month | Leave consumed in the last six months | Average leave consumed per month |
|-----|-------------------|------------------|--|-----------------------------------|------------------------------|---------------------------------------|----------------------------------|
| 1. | DEO | 1 | 148 | 122 | 20 | 26 | 4 |
| 2. | Section Officers | 2 | 148 | 286 | 24 | 10 | .83 |
| 3. | SSs | 3 | 148 | 221 | 16 | 75 | 6 |
| 4. | RP | 5 | 148 | NA | - | - | - |
| 5. | Accountants | 1 | 148 | 91 | 15 | - | - |
| 6. | Non-gaz I class | 5 | 148 | NA | - | - | - |
| 7. | Non-gaz II class | 1 | 148 | 89 | 15 | 57 | 9.5 |
| 8. | Non-gaz III class | - | - | - | - | - | - |
| 9. | Peon | 4 | 148 | 536 | 22 | 56 | 2 |
| | Total | 22 | 148 | | | | |

Table 7
DEO Staff of Humla by Post, Caste, Their Origin and Mother Tongue

| S.N. | Position | Caste | Birth Place | Mother Tongue |
|------|------------------------|------------------------------|--|-------------------|
| 1. | Officer Level (17) | Chetri (Thakuri), Brahmin | Mahotari, Humla, Banke, Parbat, Jhapa | Maithali, Nepali, |
| 2. | Non-gazetted level (9) | Chetri, Brahmin | Humla, Jumla, Dailekh, Kaski, Jararkot | Nepali, |
| 3. | Lower Level (3) | Chetri | Humla | Nepali |

Table 8
Qualification and Training of DEO Staff in Humla

| S.N. | Position | Highest Qualification | Minimum Qualification | Training |
|------|------------------------|-----------------------|-----------------------|----------|
| 1. | DEO | M. Ed. | | ✓ |
| 2. | Section Officers | M. Ed. | B. Ed. | ✓ |
| 3. | SSs | M. Ed. | B. Ed. | ✓ |
| 4. | RP | NA | | |
| 5. | Accountants | B. Com. | | |
| 6. | Non-gazetted I class | B. Ed. | I. Ed. | ✓ |
| 7. | Non-gazetted II class | S.L.C. | | |
| 8. | Non-gazetted III class | - | | |
| 9. | Peon | Literate | | |
| | Total | | | |

Appendix I

Functions, Duties and Rights of the District Education Officer

The functions, duties and rights of the District Education Officer shall be as follows:

- (a) To implement or get the educational programmes implemented in the district,
- (b) To implement the municipality-level and the district level educational plans after getting them approved from the municipality council, and District Development Committee and District Council,
- (c) To prepare the records of the schools, technical schools and child development centres and send them to the Regional Education Directorate, DOE and MOES each year,
- (d) To conduct workshop, seminar and training for the head teachers and chairpersons of the School Management Committees to increase quality of school education ,
- (e) To conduct the examination to be held at the end of the lower secondary education ,
- (f) To collect and check the record, question papers and answer books of the final examination of the school, to maintain the record of the improvement of quality of education in the school based on its assessment, and to perform necessary works for the reform in this regard,
- (g) To monitor whether the schools are functioning as per the Act and Regulations, whether quality of education is to be increased or reform is to be made or school is to be closed, and necessary actions are to be taken if quality of education is to be increased,
- (h) To amend the name, surname and age of the students who had filled the registration form in the S.L.C. examination as per the existing laws,
- (i) To appoint the teachers in the school based on the recommendation of the Teachers Service Commission,
- (j) To maintain updated details of service and other records of all teachers working in the community schools,
- (k) To evaluate the work of school teachers and send the details of such evaluation of the community schools to the Teachers Service Commission,
- (l) To inspect the schools and child development centres,

- (m) To determine the Resource Centre by forming a cluster of schools of both community and institutional schools and carry out inspection of schools, conduct teachers' training and other educational activities from such resource centre,
- (n) To conduct the S.L.C. exam in a regular and disciplined manner,
- (o) To adjust the posts of the teachers distributed for community schools in the beginning of academic year and send the details of such adjustment of teachers' post to the Ministry,
- (p) To depute the supervisor for the inspection of the school,
- (q) To monitor whether the supervisor and resource centre have inspected the schools,
- (r) To monitor whether the grant provided by the Village Education Development Fund has been properly utilized,
- (s) To inspect the schools to be sure whether the schools implemented the approved curriculum and textbooks,
- (t) To collect the opinion of the management committee and the teachers in relation to reforming the curriculum and the textbooks implemented in schools and to make free textbook distribution system effective. Send such suggestions to curriculum development centre,
- (u) To get auditing of the schools done by the auditors as recommended by the directorate,
- (v) To collect, analyze and publish the annual educational statistics of the district,
- (w) To send the progress report of educational plan to directorate and department in every two months,
- (x) To get salary report of the teachers of the community schools approved,
- (y) To monitor the annual educational programme of the schools regularly and act accordingly,
- (z) To take necessary actions over the supervision report forwarded by the school supervisor and send its record to the directorate in every two months,
- (aa) To perform the instructed and delegated functions by the Commission,
- (bb) To perform other works as assigned by the directorate, department and ministry.

School Profile

Doti District

General background of school education in the district

Located in the far western development region, Doti has about 207000 population of which 50% are women. The district has altogether 324 schools; 241 primary, 47 lower secondary, 31 secondary and 6 higher secondary. In total 1386 teachers of which 1013 teachers under DEO and 373 teachers from the community are employed from primary to higher secondary levels.

Table 1
Number of schools in Doti District

| Primary | Lower secondary | Secondary | Higher Secondary | Total |
|---------|-----------------|-----------|------------------|-------|
| 241 | 47 | 31 | 6 | 324 |

(Source DEOffice Doti)

The total population, age wise distribution and the school population are given below in table:

Table 2
Total population and school population

| Total population | 5-9 | 10-14 | 15-19 | 20+ | School going population- | | |
|------------------|-------|-------|-------|--------|--------------------------|-------------|-------------|
| | | | | | Primary (1-5) | Lower (6-8) | Sec. (9-10) |
| 207066 | 28976 | 27159 | 20665 | 101382 | 5351 (G=1814) | 918 (G=134) | 360 (G=43) |

(Source: School Statistics 2000, DOE 2002)

Summary of the school education in Doti district can be presented in the following table. The data in the table were obtained from the statistics book published by the DEO, Doti.

Table 3
Schools Students and Teachers in Doti District

| S.N. | Description | Primary | L. Sec. | Secondary | H. Sec. | Total |
|------|-------------------------|---------|---------|-----------|---------|-------|
| 1. | Schools | 241 | 47 | 31 | 5+1 | 324 |
| 2. | Students | 36442 | 5276 | 1680 | 312 | 43710 |
| | <i>Girls</i> | 15386 | 1223 | 357 | 103 | 17069 |
| | <i>Girls %</i> | 42.2 | 23.1 | 21.2 | 33 | 39 |
| 3. | Teachers | 751 | 146 | 91 | 21 | 1013 |
| | <i>Trained teachers</i> | 170 | 33 | 41 | - | 246 |
| 4. | Female teachers | 121 | 3 | 2 | - | 123 |

(Source DEOffice Doti)

As the table indicates, among the 91 teachers teaching at secondary level only 41 of them are trained. Only 2 female teachers are employed at the secondary level from the government quota and both of them work in one of the sampled school i.e. Padma Public Secondary School, Silgadhi. Similarly, there are 146 teachers working at lower secondary level and only 33 of them are trained. The female teachers teaching at lower secondary level are only three. Thus, majority of the teachers working at lower secondary and secondary level are untrained. This figure does not include the teachers employed by the community. The training details of the teachers employed by the community is not available in the DEO office.

The profiles of two sample schools are given below:

1. Padma Public Secondary School, Doti

Padma Public Secondary School is the first school established in the district. It is located at the district headquarters, Silgarhi. The school was set up in 1947 under the initiation of a prominent social/political leaders of the district. It is said that community support had been very remarkable during the early period of its establishment. Originally, the school operated in the building of a public inn and remained the until a new building of its own was constructed in 1960 under government support.

At present the school has three stone-built buildings of different sizes. The building constructed in 1960 is the main building. It is U-shaped and double storied. Close to the main building are two other pucky (cemented) buildings, smaller in size. The bigger one is situated as an elongated arm towards the north-westerly end of the main building while the smaller one is lying on the north-easterly corner. The school doesn't have hostel facility although girls from different places enjoy accommodation facility in a hostel located at the district headquarter constructed under the EGWN project funded by NORAD.

There are altogether 12 rooms in the school building. Most of them are used as classrooms. The size of these classrooms is, on average about 28' x 13' or 364 sq. ft. The school runs grades 1-10. The lower grades are run in the ground floor of the main building as well as in the other two smaller buildings while the classrooms of the upper story are occupied exclusively by the upper grades. One of the rooms of the upper story is occupied by the school office.

The classrooms are not adequate to accommodate the number of students enrolled especially in the secondary grades. They are not adequately furnished. The furniture is also not appropriate in these classrooms. The school doesn't have a library.

The land in the surrounding of its building has long been occupied by the school, although it does not yet hold the occupancy certificate. The school has a small compound in front of the building. However, there is no compound wall. The school doesn't have adequate playground of its own. There is one public ground near the school. But this ground has been used by the army as its parade ground. This can be available for sports activities on request only on special occasions. Therefore, games like badminton and volleyball only have been played in the school compound which is used for the morning assembly as well.

The school compound looks moderately clean. There are only two toilets in the school, one for the boys and the other for the girls. The school peon is said to be responsible for keeping the compound clean. Although it was reported that there was a provision of rubbish pit, the school compound was littered with bits of papers at the time of observation.

Modern attributes such as electricity, telephone and computer exist in the school. However, the school doesn't have any amenities for students with special needs and disabilities.

Grade wise enrolment of children in the school showed that altogether 570 students were enrolled in grades 1-10 of which 31.6 percent were girls. It is however, interesting to note that relatively small proportion of students (about 7 percent only) were found enrolled in the primary grades of this school. It appeared quite contrary to the generally expected pattern of student enrolment in schools as the size of enrolment has been observed to have been tapered off from primary towards the secondary level of school education in general at the national level. It might perhaps have been resulted because of the expansion of primary schools in each ward of the localities within the attachment area of this secondary school. In the secondary grades i.e. 6 to 10 however student enrollment was slightly more than 100 in each grade, on an average. The distribution of students enrollment especially at the secondary level showed that student belonging to mainly four major ethnic groups had enrolled in this school of which proportion of student from the Chhetri group was the largest i.e. nearly 32 percent. Students from the Bramhin and

Newar groups each comprised nearly a quarter of the total enrollment. Proportion of students from the Dalit community was relatively smaller and comprise nearly 15percent of the total. Students form two other ethnic groups like Tharu and Limbu were also found enrolled but their proportion was negligible in the total enrollment.

There were altogether 16 teachers in this school of which 6 were females including the head teacher. Four of them taught in primary grades 1 to 5 only. The remaining twelve teachers taught in different grades of the secondary school. Seven of them taught different subjects in grades 8-10. The other 5 teachers taught school grades 6 to 8. Ten of the 16 teachers had their academic qualification at least upto B. A. or equivalent. One of them is also a masters holder. Five of them including the head teacher held a B. Ed. Degree as their academic qualification. Of the remaining 6 teachers not holding a bachelors degree, 3 had passed just S L C examination while the other three had their qualification up to an I.A. or equivalent. Most of these 16 teachers were found very experienced in terms of the number of service years as 11 of them had their teaching experience at least of 10 years or more. Four of them only had teaching experience less than 5 years. Most of these teachers except two had also received teacher training on different areas of school teaching.

There is a common room in the school which is shared by the teachers during their leisure time. It also provides opportunity for them to interact with each other on issues of instructional improvement which, according to them, include matters relating to class teaching, examination, school development and the like. The school does have very little of the instructional materials for use by the teachers in classroom teaching.

The teachers don't have any specific planning regarding their teaching in the classroom, as they have to teach different subjects in different classes. Most of the teachers in this school have exposures to different types of training of different durations; approximately one week to one month of the duration. These trainings in general covered the training of different school subjects.

The available physical facilities and students related information of the school are presented below:

A. AVAILABLE PHYSICAL FACILITIES

1. Infrastructure

| | Building | Class room | Boundary wall | Toilet |
|--------------|----------------------|--------------------------------|---------------|---------------------------------------|
| Availability | 3 permanent building | 12 rooms | No | 2 Separate toilets for boys and girls |
| Land/ size | NA | 12 ft X12 ft to 28 ft. X 13 ft | - | - |

2. Students' learning environment

| | Classroom material | Library | Furniture** | Play ground* |
|--|--------------------|---------|-------------|--------------|
| | | | | |

| | | | | |
|------------------------------|---|----|------------|---|
| Availability | Chalk Duster Black board Textbooks | No | Not enough | Not sufficient Front yard is used for sports like badminton. |
| Using facility | - | | Yes | Yes |
| Ways of using the facilities | - | | - | Playing games |

* A near by public ground is used occasionally is the army hadn't utilized it.

** The design of the furniture is not appropriate for older children.

3. Other facilities

| | | | |
|---------------------|---------------|---------------------------------|----------------------|
| | Communication | Special facility for disable | School area clean up |
| Availability | Yes | Yes | Yes |
| Extra human support | - | - | One helper |

B. STUDENT RELATED INFORMATION

Student's composition in school

| | VI | | VII | | VII | | IX | | X | |
|------------------------------------|------|-------|------|-------|------|-------|------|-------|------|-------|
| | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls |
| Grade wise | 81 | 48 | 70 | 47 | 76 | 31 | 64 | 18 | 62 | 34 |
| Total | 129 | | 117 | | 107 | | 82 | | 96 | |
| By caste / ethnic group | | | | | | | | | | |
| • Brahman/Chettri | 40 | 26 | 34 | 27 | 38 | 18 | 43 | 14 | NA | NA |
| • Newar | 16 | 11 | 21 | 10 | 21 | 11 | 16 | 4 | NA | NA |
| • Indigenous & tribal group (Lama) | 3 | - | 3 | - | 1 | - | - | | NA | NA |
| • dalits | 22 | 11 | 12 | 10 | 16 | 2 | 5 | | | |
| • Others | | | | | | | | | | |
| Sub Total | 81 | 48 | 70 | 47 | 76 | 31 | 64 | 18 | | |
| Total | 129 | | 117 | | 107 | | 82 | | NA | |
| By disability type | | | | | | | | | | |
| • Hearing impaired | - | - | - | - | - | - | - | - | - | - |
| • Visually impaired | - | - | - | - | - | - | - | - | - | - |
| • Mental retarded | - | - | - | - | - | - | - | - | - | - |
| • Physical disability | - | - | - | - | - | - | - | - | - | - |
| • Multiple disability | - | - | - | - | - | - | - | - | - | - |
| Total | | | | | | | | | | |

Population of school

| By gender | By age group | | | | | |
|--------------------------------|--------------|------|-------|-------|-------|-------|
| | Below 6 | 6-10 | 11-13 | 14-16 | 16-18 | Total |
| • Boys | - | 30 | 167 | 180 | 13 | 390 |
| • Girls | - | 2 | 90 | 80 | 8 | 180 |
| By caste/ethnic group | | | | | | |
| • Brahman/Chhetri | - | - | | | | |
| • Newar | - | - | | | | |
| • Indigenous and tribal groups | - | - | | | | |
| • Dalit | - | - | | | | |
| • Others (Lama) | - | - | | | | |

| By disability types | | | | | | |
|--------------------------|----|----|-----|-----|----|-----|
| • Hearing impaired | - | - | -- | - | - | - |
| • Visually impaired | - | - | - | - | - | - |
| • Mentally retarded | 10 | - | - | - | - | 10 |
| • Physical disability | - | - | | 3 | - | 3 |
| • Multiple disability | - | - | - | - | - | - |
| By religious composition | | | | | | |
| • Hindu | - | 32 | 257 | 260 | 21 | 570 |
| • Buddhist | - | - | - | - | - | - |
| • Islam | - | - | - | - | - | - |
| • Christian | - | - | - | - | - | - |
| • Kirats | - | - | - | - | - | - |
| • others | - | - | - | - | - | - |

Enrollment, Repetition and dropout record

| | Year | VI | VII | VIII | IX | X |
|------------|------|-----|-----|------|-----|-----|
| Enrollment | 2056 | 80 | 70 | 60 | 45 | 90 |
| | 2057 | 86 | 77 | 78 | 61 | 47 |
| | 2058 | 125 | 69 | 81 | 86 | 45 |
| Total | | 291 | 216 | 219 | 192 | 182 |
| Repetition | 2056 | 21 | 11 | 7 | 6 | 16 |
| | 2057 | 7 | 6 | 7 | - | 1 |
| | 2058 | 15 | 11 | 15 | 10 | 5 |
| Total | | 43 | 28 | 29 | 16 | 22 |
| Dropout | 2056 | 11 | 12 | 5 | 4 | 10 |
| | 2057 | 3 | 3 | 4 | - | 1 |
| | 2058 | 8 | 5 | 4 | 4 | 1 |
| Total | | 22 | 20 | 13 | 8 | 12 |

Student's record

There is students record keeping system available. All teachers keep student's record. Performance of student's measured by terminal examination.

2. Siddheswor Secondary School, Banlek, Doti

The school was established in 1992 (2048 B.S.) and it is now a proposed secondary school which runs classes from grade 1 to 10. This school is near the highway located at the bank of the river and it is about 36 kilometers away from the district headquarters. It runs primary and secondary classes in two different places. Primary classes are run about 1 kilometer far from the secondary premises. In the secondary section there are two buildings and altogether there are 14 rooms. Among them only ten of them are in usable form and four of them are in ruin. The average size of the classroom is 13.5 x 11.5 feet. The head teacher and teachers have one common office room. The school does not have any library and laboratory. There is a common toilet for all.

The school does not have enough furniture. The students sit on the benches but do not have desks. They keep their books on their laps and they can hardly move in the class due to the space problem.

The school complex is surrounded by stonewall and this is also temporary. There is a playground but do not have enough equipment for games. Only a very few games such as volleyball, football, running are played there and the same ground is used for the morning assembly.

The school has tried its best to keep the school premises clean. There is a cleaner in the school who cleans the classrooms. The students clean the playground once a week.

There are seven teachers teaching from grade six to ten. Only two of them are permanent and rest 5 are temporary. All of them are male. Regarding the qualifications, the head teacher and two other teachers have Bachelors' degrees and 4 of them are Intermediate passed.

About the training only one of them have B. Ed. degree and one of them has I. Ed. The head-teacher is a Sanskrit graduate, and the other two secondary teachers are Commerce and Science graduates. Rest of them have intermediate degrees and they have not attended any training. All of them have to teach from grades 6-10. The government quota of teachers for the secondary level of this school is only two. Among the rest five, three of them are lower secondary and two of them were employed by the community.

The teachers meet once a month to discuss instructional issues and that has helped the teachers in classroom instruction. They also prepare teaching materials in school if the school supplies them the materials. The only programmes the teachers attend outside schools are Resource Centre level meetings and the meetings organized by I/NGOs in the district headquarters. There are no programs of teacher development as such except the teachers' ritual meeting in the school.

The available physical facilities and student's related information of the school are presented below:

A. AVAILABLE PHYSICAL FACILITIES

1. Infrastructure

| | Building* | Class room** | Boundary wall | Toilet |
|--------------|------------------------------------|--|---------------------------------|---|
| Availability | 2 permanent building with 14 rooms | 25 rooms | Temporary low height stone wall | One common toilet. No separate toilets for boys and girls |
| Land/ size | NA | Average size 13 ft. 5 inch X 11 ft. 5 inch | - | - |

* Only ten rooms are in usable condition.

** One common room/office for head teacher and teachers.

2.students' learning environment

| | Classroom material | Library/lab. | Furniture | Play ground |
|------------------------------|----------------------------------|--------------|------------|---|
| Availability | Board Maps Globe Poster | No | Not Enough | Sufficient |
| Use of facilities | - | No | Yes | Yes |
| Ways of using the facilities | - | - | - | Playing games- Volley ball, football, races |

Other facilities

| | Communication | Special facility for disable | School area clean up |
|--------------|---------------|------------------------------|----------------------|
| Availability | No | No | Yes |
| Manpower | - | - | One peon |

B. STUDENT RELATED INFORMATION

Student's composition in school

| | VI | | VII | | VII | | IX | | X | |
|-------------------------------|------|-------|------|-------|------|-------|------|-------|------|-------|
| | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls |
| By gender | 43 | 29 | 37 | 33 | 32 | 13 | 24 | 7 | 22 | 5 |
| Total | 72 | | 70 | | 45 | | 32 | | 27 | |
| By caste / ethnic group | | | | | | | | | | |
| • Bramhan/kshetri | 1 | 2 | 1 | 2 | - | 1 | 4 | - | NA | NA |
| • Newar | - | - | - | - | - | - | - | - | | |
| • Indigenous and tribal group | 28 | 22 | 29 | 27 | 29 | 11 | 17 | 7 | | |
| • dalits | 14 | 5 | 7 | 4 | 3 | 1 | 3 | - | | |
| • others(lama0 | - | - | - | - | - | - | - | - | | |
| Sub Total | 43 | 29 | 37 | 33 | 32 | 13 | 24 | 7 | | |
| Total | 72 | | 70 | | 45 | | 32 | | NA | |
| By disability type | | | | | | | | | | |
| • Hearing impaired | - | - | - | - | - | - | - | - | - | - |
| • Visually impaired | - | - | - | - | - | - | - | - | - | - |
| • Mental retarded | - | - | - | - | - | - | - | - | - | - |
| • Physical disability | - | - | - | - | 2 | - | - | - | - | - |
| • Multiple disability | - | - | - | - | - | - | - | - | - | - |
| Total | 2 | | | | | | | | | |

Population of school

| By gender | By age group | | | | | |
|--------------------------------|--------------|------|-------|-------|-------|-------|
| | Below 6 | 6-10 | 11-13 | 14-16 | 16-18 | Total |
| • Boys | 27 | 117 | 99 | 46 | - | 289 |
| • Girls | 33 | 108 | 76 | 12 | - | 229 |
| By caste/ethnic group | | | | | | |
| • Brahman/ Chhetri | | | | | | |
| • Newar | | | | | | |
| • Indigenous and tribal groups | | | | | | |
| • Dalit | | | | | | |
| • Others (Lama) | | | | | | |

| By disability types | | | | | | |
|--------------------------|----|-----|-----|----|---|-----|
| • Hearing impaired | - | - | - | - | - | - |
| • Visually impaired | 1 | - | 1 | - | - | 2 |
| • Mentally retarded | 1 | - | - | - | - | 1 |
| • Physical disability | - | - | - | - | 1 | 1 |
| • Multiple disability | - | - | - | - | - | - |
| By religious composition | | | | | | |
| • Hindu | 60 | 225 | 175 | 58 | - | 518 |
| • Buddhist | - | - | - | - | - | |
| • Islam | - | - | - | - | - | - |
| • Christian | - | - | - | - | - | - |
| • Kirats | - | - | - | - | - | - |
| • others | - | - | - | - | - | - |

Enrollment, Repetition and dropout record

| | Year | VI | VII | VIII | IX | X |
|------------|------|-----|-----|------|----|----|
| Enrollment | 2056 | 61 | 35 | 29 | 35 | 19 |
| | 2057 | 59 | 40 | 33 | 23 | 32 |
| | 2058 | 67 | 70 | 43 | 31 | 23 |
| Total | | 187 | 145 | 105 | 89 | 74 |
| Repetition | 2056 | 10 | 5 | - | - | - |
| | 2057 | 15 | 1 | 1 | - | - |
| | 2058 | 5 | 8 | 2 | - | 4 |
| Total | | 30 | 14 | 3 | - | 4 |
| Dropout | 2056 | 6 | 4 | - | - | 1 |
| | 2057 | 3 | 7 | - | 1 | - |
| | 2058 | 3 | 5 | 3 | 3 | 4 |
| Total | | 12 | 16 | 6 | 4 | 5 |

Student's record

There is student's record keeping system. Individual teachers keep their students' record.

Humla District

General background of school education in the district

Surrounded by snowy peaks and high mountains, Humla district has almost 41000 population. This district has no access to road transportation having only one means of transportation, i.e. airplane. It has 113 schools out of which nine are secondary including one higher secondary school. In total 418 teachers are employed to teach in these schools. The number of schools in different level is as follows

Table 1
Number of schools

| Primary | Lower secondary | Secondary | Higher Secondary | Total |
|---------|-----------------|-----------|------------------|-------|
| 91 | 13 | 8 | 1 | 113 |

(Source: DEO Office Humla)

The total population, age wise distribution and the school population are given below in table:

Table 2
Total population and school population

| Total population | 5-9 | 10-14 | 15-19 | 20+ | School going population- primary 1-5 | School going population-lower secondary (6-8) | School going population-secondary (9-10) |
|------------------|------|-------|-------|-------|--------------------------------------|---|--|
| 40595 | 5797 | 4863 | 3578 | 20721 | 5351 (G=1814) | 918 (G=134) | 360 (G=43) |

(Source: School Education Statistics 2000, DOE, 2002)

The distribution of trained teachers working at the lower secondary and secondary level in Humla district can be described as follows

Table 3:
Number of trained teachers

| | Male | Female |
|-----------------|------|--------|
| Lower secondary | 24 | 1 |
| Secondary | 13 | 0 |

(Source: DE Office, Humla)

This table indicates that out of 75 lower secondary teachers only 24 are trained and in secondary level 13 out of 24 are trained.

The age wise distribution of teachers presents the following scenario:

Table 4
Age wise distribution of secondary school teachers

| 21-30 | | 31-40 | | 40 and plus | |
|-----------|-----------|-----------|-----------|-------------|-----------|
| Lower Sec | Secondary | Lower Sec | Secondary | Lower Sec | Secondary |
| 13 M | 3 M | 42 M 1 F | 16 M | 17 M 2 F | 5 M |

(Source: DE Office, Humla)

This means that majority of the lower secondary and secondary teachers are more than 30 years of age.

Out of the total 418 working teachers in Humla, 173 are from outside and 245 are local teachers. Out of them 9 female teachers are local and 43 female teachers are from other districts.

The experience of teachers is categorized in the following table

Table: 5
Experience of the working teachers

| | Less than 5 years | 6-10 years | 11-15 years | 15 years plus |
|-----------------|-------------------|------------|-------------|---------------|
| Lower Secondary | 4 | 42 M 1 F | 26 M 2 F | |
| Secondary | 5 | 15 | 4 | |

(Source: DE Office, Humla)

The profile of two sample schools are given below:

1. Mansarobar Higher Secondary School, Simikot, Humla

The school was established in 2036 B.S. (1979). The school is in the headquarter of the district it is a public school. It has 13 ropani of land (). Grades 6-10 are in separate building. In the building there are 11 rooms including one resource center and two storerooms. The head teacher and teachers have one common office room. One room is occupied by the Red Cross and one has some collection of books, the school library. Students seldom use the library.

Girls coming from distances are accommodated in a hostel, supported by Women Education Section of the Ministry of Education. Teachers coming from other districts have their residence within the school compound, the property of the school itself which also have some rooms for boys' hostel. Girls and boys have separate toilets.

The size of the rooms are 6'x6', 6'x9' and 12'x12'. Furniture in the school needs repairing but they are sufficient to the students.

This is the only higher secondary school in Humla. This school runs from grade 6 to grade 12. Nine teachers are involved in teaching from grades 6 to 10. Out of which 6 of them have social studies background. The number of female teachers is 2. Regarding the qualifications, the head teacher has a Master's degree, five of the teachers have Bachelors' degree and the rest have 12 years of schooling. About the training 3 of them have B.Ed. degree and 2 of them have I.Ed. All of them except one have to teach from grades 6-10. The government quota of teachers for the secondary level of this school is 6. Other 4 are working as lower secondary teachers.

The teachers meet once a month to discuss instructional issues and that has helped the teachers in classroom instruction. Only a few get opportunity to join meetings and workshops outside the school. District education and health offices sometimes invite the school-teachers to join such meetings. Basically, there are no programs of teacher development except the teachers' ritual meeting in the school.

The teachers from other districts remain absent for about four months in a year. It is because all the teachers leave Humla when it begins snowing at the end of November. They will be back only at the end of March. This study was conducted in March and the teachers were still absent in the school.

The available physical facilities and students related information of the school are presented below:

A. AVAILABLE PHYSICAL FACILITIES

1. Infrastructure

| | Building | Classroom* | Boundary wall | Toilet | Hostel |
|--------------|----------------------|------------|-------------------------|---------------------------------------|--|
| Availability | 2 permanent building | 7 rooms | Fenced with barbed wire | 2 Separate toilets for boys and girls | One feeder hostel supported by WES. Residential facility with couple rooms is also provided for boys by the school |

| | | | | | |
|------------|-------------|--|---|---|---------|
| | | | | | itself. |
| Land/ size | 13 ropanies | Ranged from 6 ft. X 6 ft. to 12 ft. X 12 ft. | - | - | |

* There are additional 4 rooms used for RC, teachers' room/office, library and the Red Cross.

2. Students' learning environment

| | Classroom material | Library | Furniture | Play ground |
|------------------------------|------------------------------|--|-----------|--------------------------------|
| Availability | Chalk Duster Textbooks | Textbooks of grade 6-12 Reference book Supplementary readers | Enough | Not sufficient |
| Use of facilities | - | Yes | Yes | Yes |
| Ways of using the facilities | - | Occasionally | - | Play Physical training (PT) |

3. Other facilities

| | Communication | Special facility for disable | School area clean up |
|--------------------------|---------------|------------------------------|----------------------|
| Availability | No | No | Yes |
| Additional human support | - | - | One helper |

B. STUDENT RELATED INFORMATION

Student's composition in school

| | VI | | VII | | VII | | IX | | X | |
|--------------------------------------|------|-------|------|-------|------|-------|------|-------|------|-------|
| | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls |
| Grade wise | 29 | 13 | 14 | 19 | 42 | 21 | 35 | 13 | 27 | 6 |
| Total | 42 | | 33 | | 63 | | 48 | | 33 | |
| By caste / ethnic group | | | | | | | | | | |
| • Brahman/Chettri | 27 | 7 | 10 | 14 | 32 | 10 | 30 | 10 | NA | NA |
| • Newar | - | - | - | - | - | - | - | - | | |
| • Indigenous and tribal group (Lama) | 2 | 6 | 2 | 5 | 10 | 11 | 5 | 3 | | |
| • Dalits | - | - | 2 | - | - | - | - | - | | |
| Sub Total | 29 | 13 | 14 | 19 | 42 | 21 | 35 | 13 | | |
| Total | 42 | | 33 | | 63 | | 48 | | 33 | |
| By disability type | | | | | | | | | | |
| • Hearing impaired | - | - | - | - | - | - | - | - | - | - |
| • Visually | - | - | - | - | - | - | - | - | - | - |

| | | | | | | | | | | |
|-----------------------|---|---|---|---|---|---|---|---|---|---|
| impaired | | | | | | | | | | |
| • Mental retarded | - | - | - | - | - | - | - | - | - | - |
| • Physical disability | - | - | 1 | - | 1 | - | - | - | - | - |
| • Multiple disability | - | - | - | - | - | - | - | - | - | - |
| Total | 2 | | | | | | | | | |

Population of school

| By gender | By age group | | | | | Total |
|--------------------------------|--------------|------|-------|-------|-------|-------|
| | Below 6 | 6-10 | 11-13 | 14-16 | 16-18 | |
| • Boys | - | - | 37 | 98 | 12 | 147 |
| • Girls | - | - | 25 | 42 | 5 | 72 |
| By caste/ethnic group | | | | | | |
| • Brahman/ Chhetri | - | - | 55 | 107 | 9 | 174 |
| • Newar | - | - | - | - | - | - |
| • Indigenous and tribal groups | - | - | - | - | - | - |
| • Dalit | - | - | 2 | 2 | 2 | 6 |
| • Others (Lama) | - | - | 20 | 10 | 9 | 39 |

| By disability types | | | | | | |
|--------------------------|---|---|---|---|---|-----|
| • Hearing impaired | - | - | - | - | - | - |
| • Visually impaired | - | - | - | - | - | - |
| • Mentally retarded | - | - | - | - | - | - |
| • Physical disability | - | - | 2 | - | - | 2 |
| • Multiple disability | - | - | - | - | - | - |
| By religious composition | | | | | | |
| • Hindu | | | | | | 180 |
| • Buddhist | | | | | | 39 |
| • Islam | | | | | | - |
| • Christian | | | | | | - |
| • Kirats | | | | | | - |
| • Others | | | | | | - |

Enrollment, Repetition and dropout record

| | Year | VI | VII | VIII | IX | X |
|------------|------|----|-----|------|-----|----|
| Enrollment | 2056 | 35 | 32 | 52 | 33 | 17 |
| | 2057 | 24 | 31 | 35 | 37 | 24 |
| | 2058 | 24 | 22 | 44 | 39 | 33 |
| Total | | 83 | 85 | 131 | 109 | 74 |
| Repetition | 2056 | 5 | 4 | 12 | 7 | - |
| | 2057 | - | 1 | 4 | - | - |
| | 2058 | 4 | 6 | 12 | 15 | - |
| Total | | 9 | 11 | 28 | 22 | - |
| Dropout | 2056 | - | - | - | - | - |
| | 2057 | - | - | - | - | - |
| | 2058 | - | - | - | - | - |
| Total | | - | - | - | - | - |

Student's record

There is no students' profile. Performance of student's measured by terminal examination, discipline and neatness.

2.

Raling Secondary School, Baragaun, Humla

This is a public school established in 1978. The distance is about 3 hours walking from the headquarter. No other transportation is available to reach the school from Simikot. The school has two buildings made of stone with tin roof. The average size of the classroom is 4mx4m. The school does not have enough furniture for the students. Very few educational materials are available like globe, teachers' guide, maps, microscope etc. The school has a room with collection of 139 books. They are basically the textbooks of grades 1-10. The library does not have space for the students to read. The school compound is not surrounded. It also has a playground where students play volleyball and badminton. Students and teacher together clean the school everyday. It has no telephone as Humla headquarter has only two lines. There are no separate toilets for the girls and boys.

In total there are 11 teachers working in the school. The school runs from classes 1 to 10. The number of teachers teaching from grades 6-10 is 6. Since this is a proposed secondary school not permanently approved by the DE Office, it has got only one teacher support from the government for the secondary classes. Out of the 6 teachers 3 are permanent and the 3 are temporary. Two teachers have their bachelor's degree 4 of them have 10+2 education. Only two teachers are working as secondary level teachers and 4 working as lower secondary teachers. One of the teachers in lower secondary level has Bhotia as his mother tongue. The age range of the teachers is from 21 to 56 years.

The teachers have no common room in the school. They use the head-teacher's room for their purpose. Very few teaching guides are available in the room. The teachers sometimes develop lesson plan. They prepare annual plan before the new session starts. Not all teachers are regular in school. The teachers meet 8 times a year. The school authority says this is about once a month in an average.

Outside the school, the teachers also meet at the resource centers and sometimes in the secondary school of the headquarter. The SMC meets once a month in an average (total 11 in a year). The meeting has contributed some in teaching and learning. When invited by the SEDU and the DEO the teachers join seminar, workshops, recurrent and short term training. But these are not set in advance. Whenever the letter comes, the school decides to send their teachers in such meetings.

The available physical facilities and student's related information of the school are presented below:

A. AVAILABLE PHYSICAL FACILITIES

1. Infrastructure

| | Building | Class room | Boundary wall | Toilet |
|--------------|--------------------------------------|--|------------------|---|
| Availability | 2 stone built building with tin roof | 10 rooms | No boundary wall | 1 toilet for teachers, no toilet for students |
| Land/ size | NA | Ranged from 13 ft. X 13 ft. to 19 ft. X 12 ft. | - | - |

2. Students' learning environment

| | Classroom material | Library | Furniture | Play ground |
|--------------|---|---|------------|----------------|
| Availability | Chalk, Board Duster Textbooks Teachers guide | Textbooks of grade 1-10 Reference book for language learning | Not enough | Not sufficient |

| | | | | |
|---------------------------------|------------------------------------|---|-----|---|
| | book Globe Microscope Charts | (Total 139 books) No space for students to read | | |
| Use of facilities | - | Yes, but no extra library room | Yes | Yes |
| Ways of using the facilities | - | Allowed to borrow but used occasionally | - | Playing games- Volley ball, badminton |

3. Other facilities

| | | | |
|---------------------|---------------|---------------------------------|--------------------------------------|
| | Communication | Special facility for disable | School area is clean |
| Availability | No | No | Yes |
| Extra human support | No | No | Contributed by students and teachers |

B. STUDENT RELATED INFORMATION

Student's composition in school

| | VI | | VII | | VII | | IX | | X | |
|--|------|-------|------|-------|------|-------|------|-------|------|-------|
| | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls |
| Grade wise | 15 | 6 | 17 | 2 | 12 | 5 | 8 | 3 | 9 | 0 |
| Total | 21 | | 19 | | 17 | | 11 | | 9 | |
| By caste / ethnic group | | | | | | | | | | |
| • Brahman/Chettri | 9 | 1 | 6 | - | 9 | - | 4 | - | NA | NA |
| • Newar | - | - | - | - | - | - | - | - | NA | NA |
| • Indigenous and tribal group (Lama) | 5 | 6 | 9 | 2 | 3 | 5 | 4 | 3 | NA | NA |
| • dalits | - | - | 2 | - | - | - | - | - | NA | NA |
| • Others | | | | | | | | | | |
| Sub Total | 14 | 7 | 17 | 2 | 12 | 5 | 8 | 3 | - | - |
| Total | 21 | | 19 | | 17 | | 11 | | - | |
| By disability type | | | | | | | | | | |
| • Hearing impaired | - | - | - | - | - | - | - | - | - | - |
| • Visually impaired | - | - | - | - | - | - | - | - | - | - |
| • Mental retarded | - | - | - | - | 1 | - | - | - | - | - |
| • Physical disability | - | - | - | - | - | - | - | - | - | - |
| • Multiple disability | - | - | - | - | - | - | - | - | - | - |
| Total | 1 | | | | | | | | | |

Population of school

| By gender | By age group | | | | | |
|--------------------------------|--------------|------|-------|-------|-------|-------|
| | Below 6 | 6-10 | 11-13 | 14-16 | 16-18 | Total |
| • Boys | 2 | 54 | 23 | 27 | 15 | 121 |
| • Girls | 4 | 28 | 7 | 12 | 1 | 52 |
| By caste/ethnic group | | | | | | |
| • Brahman/ Chhetri | - | 34 | 15 | 15 | 7 | 71 |
| • Newar | - | - | - | - | - | - |
| • Indigenous and tribal groups | 4 | 42 | 13 | 20 | 8 | 87 |
| • Dalit | 2 | 6 | 2 | 4 | 1 | 15 |
| • Others | - | - | - | - | - | - |

| By disability types | | | | | | |
|--------------------------|---|----|----|----|----|-----|
| • Hearing impaired | - | - | - | - | - | - |
| • Visually impaired | - | - | - | - | - | - |
| • Mentally retarded | - | - | - | 1 | - | 1 |
| • Physical disability | - | - | - | - | - | - |
| • Multiple disability | - | - | - | - | - | - |
| By religious composition | | | | | | |
| • Hindu | 2 | 34 | 8 | 13 | 5 | 62 |
| • Buddhist | 4 | 48 | 22 | 26 | 11 | 111 |
| • Islam | - | - | - | - | - | - |
| • Christian | - | - | - | - | - | - |
| • Kirats | - | - | - | - | - | - |
| • Others | - | - | - | - | - | - |

Enrollment, Repetition and dropout record

| | Year | VI | VII | VIII | IX | X |
|------------|------|----|-----|------|----|---|
| Enrollment | 2056 | 12 | - | 1 | 1 | 1 |
| | 2057 | 7 | - | - | - | - |
| | 2058 | 14 | 7 | - | 1 | - |
| Total | | 33 | 7 | 1 | 2 | 1 |
| Repetition | 2056 | - | - | - | - | - |
| | 2057 | 1 | - | - | - | - |
| | 2058 | 1 | - | - | - | - |
| Total | | 2 | - | - | - | - |
| Dropout | 2056 | - | - | - | - | - |
| | 2057 | - | - | - | - | - |
| | 2058 | - | - | - | - | - |
| Total | | - | - | - | - | - |

Student's record system

There is a students record keeping system. Eleven teachers were involving on it. It means all teachers of the school keep record of their students.

