

Annual Report 2008

INTRODUCTION

Volunteers Initiative Nepal (VIN) is a non-governmental and non-for-profit organization (NGO) which was founded in 2005 by a group of dedicated development workers, educationalists, lawyers, ex-volunteers.

The organisation has officially been registered under society act, District Administration Office - 147/062/63, Kathmandu and is affiliated to the Social Welfare Council (SWC) - 20910.

VIN has been mobilizing local and international volunteers in educational programmes providing essential trainings and counseling that significantly contribute to the development of poor and most marginalised communities in Nepal. VIN has been deploying its volunteers in teaching, teacher training, environment, health and sanitation, helping children in orphanage, women empowerment support, youth empowerment and entrepreneurship.

VIN's mission is to empower marginalised communities, with a focus on women and children, through enhanced educational programmes and whole community training to achieve democracy and raise economic productivity.

Objectives

- Train teachers by developing their skills and improving whole school management;
- Set up the framework of the children's clubs to develop life-skills and build confidence amongst the young;
- Train local youth and mobilize them as volunteers for the community development work.
- Educate and work with communities, focusing upon environmental, health, and social issues;
- Establish Community Learning Centers (CLC) to promote literacy and community empowerment;

- Conduct social awareness programmes to prevent AIDS, girl trafficking and other current social issues;
- Raise awareness on human rights for all, and the target of the UN Millennium Development Goals (MDGs);
- Child sponsorship for the poorest and most marginalized families and group within communities.

Partnership

We believe in networking and team work. VIN therefore has been working in partnership with different like minded national and international government and non government organizations. Some of our partner organizations are: Community Based Alternative Schooling Project (CASP/JICA), District Education Offices (DEO), GAA -SAV, Light for Nepali Children (LFNC), Nepal National Non-formal Education Network , European Youth Project **"On Youth Hands"** - APoWeR - Association for the Promotion of Women in Romania (coordinator), "Politehnica" University of Timisoara (Romania), CKU - Centre for Continuing Education (Poland), Youth Centre in Sopot (Poland), DSP Center - Center for Developing of Social Programs and Social Entrepreneurship (Slovenia), INDE - Intercooperation and Development CRL (Portugal), ABC - Association Friends of a Common Cradle (Cape Vert)

Site Description

VIN has been working in 2 different areas in Kathmandu:

1. Jitpur Village Development Committee; and
2. Gongabu Village Development Committee.

VIN covers all together 9 schools, 7 in Jitpur, 1 in



Figure 1: VIN's Working Catchments

Gongabu and one in Chabahil.

VIN has been piloting its programmes in Jitpur VDC of Kathmandu District, which is only 12 km away from main ring road, i.e. Balaju but still looks needy area and being adjacent to the valley they are also shadowed, not developed. From the feasibility and preliminary study, it is observed that despite being in a capital of the country, the education level and the living standard of the people are very low. So to achieve the practical and quality education, through assisting in formal schooling and organizing different non formal programmes and activities and hence to upgrade the living standard of the people of the VDC, VIN has chosen the site and has been working from the beginning of the year 2007.

There are mixed caste groups in the communities. Dalit, Tamang and Balami communities seem backward. Some communities' area is very dirty; may be because of lack of awareness. Some schools are deprived of basic facilities, e.g. toilets, drinking water, teaching resources etc. Schools seem positive to the change.

VIN's Programmes, Projects and Activities at a Glance

Preliminary Baseline Surveys			
❖ Community Baseline Survey from PLA			
❖ School Baseline Survey			
Program Components			
1. Community Development Programme	2. Youth Development Programme	3. School Education Development Programme	4. Non Formal Education Programme
Project and Activities			
<ul style="list-style-type: none"> ➤ Women Empowerment Project ❖ Women Literacy Classes ❖ Women Income Generative Trainings ❖ School Health Camp ❖ Awareness activities 	<ul style="list-style-type: none"> ➤ Volunteerism for Community Development ❖ Youth Development Training/ workshops ❖ Further Study Support ❖ Volunteers Mobilization ❖ On Youth Hands - International Project 	<ul style="list-style-type: none"> ➤ Child Development Project ❖ Children's Club formation and strengthening ❖ Sponsored Education ➤ Teacher Development Project ❖ Teacher's Training and Workshop ❖ Teacher's meeting and interactions 	<ul style="list-style-type: none"> ➤ Early Childhood Development Project (ECD) ➤ Flexible Schooling Programme (FSP) ➤ Orphanage Center Support
Other Activities			
Partnership and Network with other like minded organizations			
Mobilizing Overseas Volunteers at teaching at schools, monasteries.			
Office Management			
Website Management and Publicity			

Details of the activities performed, achievements and challenges

❖ Community Baseline Survey from PLA

We have conducted a baseline Survey in two levels; one for women income generating programme purpose and the next is to analyze the whole Jitpur community people's socio-economic situation and educational level.



Our 16 Local volunteers were divided into 3 groups and they conducted social map and Focus Group Discussions (FGD) gathering community people to collect the data. We are very grateful to the volunteers and community people who supported us in the process.

Figure 2: Youth Volunteers Conducting Community Map

Computing and analyzing the data on the table and results, it can be summarized that there are all together 918 households in total 9 wards. Among them ward no.1 has the least no. of households - only 59 where as, ward no.9 has the largest no. of households - 170. The VDC has a total population of 4802; among which 50.25% is female where as 49.75% is male. Out of total population, 364 i.e. 7.58% are infants, which belongs to children below age 5. 66.95% (3215) are literate where as 25.47% (1223) are illiterate, which shows that intensive literacy programme is needed in the community to reduce the literacy gap. Out of total population, 27.45% (1318) of children of school going age, i.e. age 5-15 are going to school where as 1.04% (50) do not go to school and 0.75% (36) are drop out. The reasons for this vary from poverty, differently able, unawareness etc. Though the school not going % and drop out % seems low we can further reduce it, to achieve a goal of **Education for All**. For this, we have different programmes as non formal education programme, awareness programme, sponsorship programme etc to lessen this %. Out of total literate, 1.9% (61) is SLC fail, whose age lies between 16-25 years. Again out of total literate population 10.48% (337) are SLC passed only, 7.53% (242) are Intermediate level pass, 1.68% (54) are bachelor level pass and 0.28% (9) are Master's level pass. It shows that VDC has very less number of human resources acquiring higher education. Out of 918 households 78.76% (723) are dependent on agriculture for their subsistence and income. 29.52% (271) have service either at private or government offices. 13.83% (127) have their business as shop; Poultry farming etc. 8.82% (81) have flown abroad, especially Golf countries as Qatar, Saudi Arabia etc.

Achievements

Educational data and socio-economic data were collected with support of community and hence got a chance to know the community in detail and familiarize VIN with the community. The data obtained helps us design the education and any other development projects and it helps us analyze the real educational and economic situation of the community. This is very useful for the community people and interested parties, especially for schools and development workers. The community stakeholders are requesting us for the data.

Challenges

- Though most of the community members were positive and helpful, there were some people who were not ready to give data and didn't pay much attention to the programme as they had different expectations from the organisation, say - monetary benefits.
- Most people showed negative attitude towards NGOs.
- Difficulties in managing proper time for inclusiveness - as gender, in morning women are busy where as men will be at work in the afternoon.
- Due to time constraint of the community members we couldn't do the social mapping with full process like placing grains as a symbol for different headings, which however do not have any effect on data but lessens the charm of the Social Mapping.

For the quantitative details of data of each ward, please refer to table no. 2 of Annex.

❖ School Baseline Survey

Supporting Schools to promote quality education, being one of the main aims of VIN, we therefore tried to figure out Jitpur schools' situation. All the necessary data, i.e. physical as well as educational data have been collected and have pictured out the actual condition of schools. The survey includes the physical condition (e.g. furniture, toilets, drinking water, and classroom) and the condition of human resources. It also includes the number of students in each class and schools. This will be helpful to set the indicators for School Education Project. It gives all the details for basic need of the schools. All the details of PTA and SMC members were also collected.

For the details of school baseline and details of PTA, SMC, please refer to table no. 3 of Annex.

1. Community Development Programme

Community development has been one of VIN's main programme components. VIN tries to balance its activities to address overall need of the community. We have therefore tried to incorporate all stakeholders in the programme. Our Community Development programme includes Education programmes focusing upon environmental, health and social issues will help marginalised communities lead a better life. VIN's aim is to educate communities to conserve and respect the environment and the surroundings they live in; to understand the concept of healthy living, sanitation and personal hygiene; and , in turn, appreciate the standards that to be achieved for good health. We mainly address these issues by empowering the women.

❖ Women Empowerment

VIN's main focus is on women and children education and VIN believes that to address the issue of quality education, women should first be empowered since they are the ones with whom children are mostly depending on. For this, we should have some programmes and activities for women too, since in Nepal, women and children are very closely related and without the integration of these two programmes, it is difficult to achieve a



Figure 3: Women in the Meeting

sustainable development in either of the program area. Women have been made busy only at the household chores. From our observation we have found that men in that area spend their time gambling or any other business. Women do not have any access of property. VIN therefore has felt mandatory of women empowerment project. If we empower the women, they can make the children's learning environment congenial. They can discuss against their husband's bad behaviors or teach good behavior and support in their children's education; create a favorable learning environment at home. VIN has been implementing the following strategies for empowering the women:

❖ Women Literacy Classes

From the baseline study it is found that most women (over 60%) in the community



Figure 4: Women in the Literacy Class

cannot read and write. They always feel they cannot argue and fight for their right with the men since they are women. Taking into mind this deeply rooted predominant patriarchal value system and also considering the fact that children spend most of their time with their mother at their home, hence to support in their

children education and to reduce a great difference in the literacy rate between male and female and ultimately to reduce the social and gender disparity, the project has focused to develop capabilities of women. Hence VIN has been running six women literacy classes of Jitpur, Kathmandu. There are 17 to 27 women in each class means over 135 women have been benefited out of this programme. The classes run for 2 hours everyday, usually in the evening from 7 to 9pm. 12 local women facilitators have been delivering the classes. We have 2 facilitators in each classes so that they can give individual support and also can conduct awareness class in the community where women come from. VIN has hired an experienced women's literacy program coordinator so that she can coordinate and support these 12 facilitators. Our women classes are managed by the local management committee. The first phase of Adult Literacy for these 135 women has been over and they are waiting for the second phase of course! VIN will start the second phase of women literacy classes from Late November for 6 months.

Achievements

The women have made a good improvement and increased their capabilities of basic reading and writing in Nepali. Moreover they got an opportunity to enhance their knowledge on day to day issues as health, environment, children's education and child and women's rights issue; by conducting interactive activities among them. Now they can have their say!

Challenges

- Time constraints for women since they have to involve in household chores and other field works as well - could not attend in time.
- Due to women's tight work schedule, drop out of the participants occurred. But individual counseling and interacting with their other family member solved this problem to some extent.

❖ Women Income Generative programme

Unless women have the autonomy on economy or in decision-making, the community is not going to progress for positive. Even to travel 10/12 km downtown they have to be dependent on their husbands for the transportation fare. For providing the

autonomy on economic matter, VIN has carefully designed women Income Generative project. In this project, VIN has been running **Income Generating Skills** oriented programmes. VIN has been launching this project in partnerships with DEO Kathmandu. DEO provided 2 trainings and supported 10,000 rupees for each group as a matching fund and VIN did financial support in a debt without interest, to those groups who couldn't collect Rs.10, 000 for their group. VIN has also been doing all the facilitation, networking and monitoring part.



Figure 5: Organic Vegetable Farming

associated. Each group will work in a team to generate the funds. The portfolio for the group is Chairperson, Secretary, treasurer and the members. They were given 2 phases of training. The first phase of training was for the Chairperson and Treasurer or Secretary, for 5 days, so that they could mobilize and keep the group going for positive change. Under the second phase, all group members were trained on different skills as groups), candles keeping (3 groups), for a week, so that and sell to the income.



Figure 6: Organic Farming Training

Achievements

Women have now started producing the respective items they have learnt. So far all community people have been very positive. The outcome is yet to come.

Challenges

- It is difficult to gather women on time.

❖ School Health Camp

VIN conducted school health camp on 29th July at Mahadevsthan Primary School, Jitpur Kathmandu. The children's club of Mahadevsthan received the MEDICAL TEAM with flower bouquet. The camp was conducted in partnership with Social Action Volunteer (GAA-SAV). There were 15 people in the team from SAV, including 5 doctors, 7 nurses and 3 GAA personnel. VIN volunteers, children club and school teachers played active role during the programme.

More than 300 people benefited from the program. Out of them 170 were the school children and 130 plus were the community people. Most people who were deprived of medical check up got checked and received the medicine. The community people participated the program with happiness. We would like to thank GAA-SAV for working in partnership



Figure 7: Community People in the Health Camp

with VIN. VIN will continue the **school health camp** for all of its working schools and communities. Anybody interested to support school health program can contact VIN.

2. Youth Development Programme

VIN's one of the sustainable strategies for its projects is to prepare the local stakeholders. Our main priority is for the local youths, especially the women since they do not have access of any opportunities otherwise. We prepare them through trainings, workshops, interactions, individual counseling and involvements. For any opportunity, the first priority is for the local youth.

➤ Volunteerism for Community Development

We encourage the community stakeholders to allocate part of their time for community development. We mobilize the youths in our structured programme, which allow them to develop their career.

Currently, there are 21 local volunteers working with us. These local youths have been using their time very productively; they would spend their time watching movies or gambling otherwise. They responded that this programme has helped them to develop confidence in them. The impact of the training is very positive. There are other interested groups of local who would like to receive this training. We are planning to deliver second stage of Youth Development Training and 1st level with the second batch.

Currently 2 volunteers are working as community mobilizer, 2 volunteers as ECD facilitator, 2 volunteers as Women's literacy class facilitator, 1 volunteer as FSP facilitator. Rests are also working with VIN with the spirit of volunteerism.

❖ Youth Development Training

VIN conducted a-week-long (7 days) training for the local youths in February (7th-



Figure 8: Youths in the Training

14th) 2007, for strengthening their capabilities through giving direct input and mobilizing them to handle different activities in implementation level. There were 19 local youths, 18 females and 1 male. All participants enjoyed the sessions during the training. The theme of the workshop was: VOLUNTEERISM FOR SOCIAL TRANSFORMATION. The contents covered in the

workshop were: Social Mobilization (2 days), PLA: History and Foundation, PLA Tools Practice -Social Mapping, Child rights and participation, Making Changes Happen, Communication and Feedback etc.

The contents were designed to help youths learn social skills and behaviors. They have shown keen interest to practice these skills in the practical field.

Beside this, volunteers have been given orientation workshop on different children and women issues at various times. They are being given various opportunities to expose themselves and gain real life experiences, with close guidance, monitoring and evaluation of VIN.

❖ Further Study Support

VIN has been supporting the youths. Currently, VIN has supported Ratnamaya Lama for her higher education. She has received 30,223 Rupees for her +2 (equivalent to A level). VIN selected her on the basis of needy and deserving students. She is brilliant! She has deserved 76% in the board exams. Ratnamaya wants to be a doctor, she is, therefore, planning to study medical science BUT if we don't find any sponsor for her medical study, her dream may not be materialized. Anybody interested to support her?



Figure 9: Ratnamaya

Challenges

- Couldn't enroll all interested youths in the programme.
- Due to lack of sponsor, couldn't support all the needy students.

3. School Education Development Programme

School Education Development is one of the prime activities of VIN to enhance the quality education of the children in community schools. It covers different stakeholders as such teachers, students and other stakeholders as PTA, SMC and other community members.

➤ **Child Development Project**

VIN's major concern is children's education. We support schools and community to promote quality education. For this we train teachers, management group and parents to make children's learning environment congenial.

To have common understanding and rationalize teachers, parents, students and other stakeholders, VIN organised one day orientation workshop on Children's Participation in Learning Learning Process.

❖ **Children's Participation in Learning Orientation Workshop**



This workshop was given to all teachers, SMC, student's and parent's representatives in each individual school. The major objectives of the workshop were to make them aware about child rights, importance of non formal learning approach for learning life skills and child participation in their learning process, and making them aware on their roles and responsibilities for children's motivation.

Figure 10: Stakeholders in a Workshop

VIN believes that children and youths are the present and future of the country, the means by which any real change must come about. Therefore, their education should not be merely passing the exam but developing life skills in them through which they control of their own destiny. The majority of government formal schooling in Nepal does not give opportunities for children to practice their learning outside the classroom. The trend of formal schools in Nepal is to finish the course book no matter whether learning takes place or not. As such, the true potentiality of children is not realized. This means that children need to be involved in the process of developing life skills, (e.g. their personalities and leadership skills, decision making). Children club in each school has been an exciting idea for exploring children's innate talents. Under the formal schooling programme, we have following projects as:

❖ **Children's Clubs (CC) and United Children's Club (UCC) Formation**

Children have always been treated as the nucleus element of VIN's work. Therefore, from the year



2007, VIN, with approval from schools, started to form Children's Clubs (CC) in every school in VIN catchments areas. CCs have always been good platforms for the children where they can strengthen their abilities to develop self-confidence, active learning and impart their knowledge, skills to peers and adults.

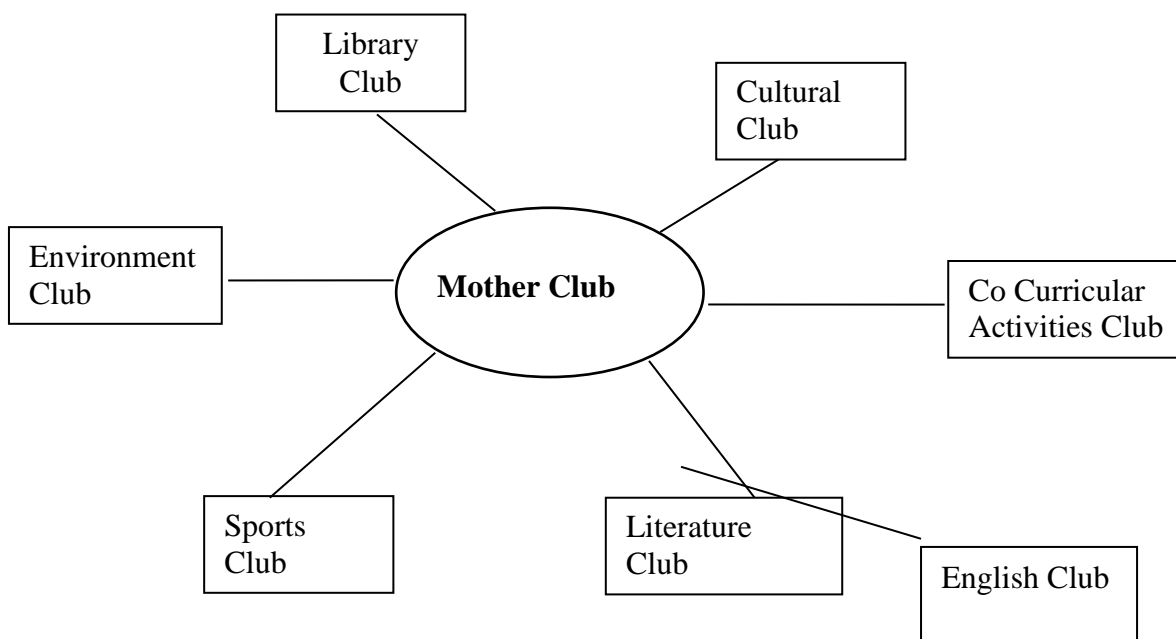
The initiation of children clubs in schools provide platform for children to explore their inner talents. Conducting non-formal activities would ensure their development and their involvement in raising awareness over current national and international issues including health and environment sector would enrich their dynamic personality. Considering this fact VIN has given support to form and run 7 Children's Clubs, 1 in each school and 1 United Children Club as an umbrella club for those 6 clubs.

Figure 11: Children at UCC formation

To initiate the inter school competition and sharing between community school and private boarding schools, VIN has also started to form CC in private schools. Till date, it has formed CC in Kathmandu Vidya Mandir, Chabahil.

CCs were formed by VIN and teachers in democratic way. They made rules and regulations or norms and values while being in CC. Children now discuss among themselves on how to run CC smoothly.

Structure of Child Club



Mother Club consists of:

- President 1
- Vice President 1
- General Secretary 1
- Secretary 1
- Treasurer 1
- Members (Coordinator of each Satellite Club)

Among the representative of executive members of each CC, United Children's Club was formed to conduct VDC's school level activities. In this way students of different schools could share ideas and pool resources. The platform created enthusiasm on them, give them responsibilities of organizing, arranging, participating and carrying out different activities and events at the school level, which gives children opportunities to explore their potentialities.

VIN has committed to support each CC with seed money of Rs. 2000 for secondary school and Rs. 1000 for primary school.

❖ CC Strengthening Workshop

For the proper functioning and effective management of CC, CC members were given 1 day strengthening workshop. The workshop was focused on club management as conducting meetings, writing minutes, publishing wall magazines, fund raising, account keeping / record keeping, planning, setting norms etc. Students and teachers evaluated that it was very productive and now they can conduct



Figure 12: Children at CC Strengthening Workshop

meetings, write minutes, plan their clubs activities. Some funds which was raised practically (by demonstrating some examples and playing games) from session as fund raising session, was handed to the respective CCs.

Achievements

Though the concept of clubs in schools is new, schools are positive towards the approach and are supportive. The clubs have been working well. They have started doing various activities, e.g. organizing different intra school and inter school competitions and other regular activities as publishing wall



Figure 13: Poem Recitation Competition Organised By UCC

magazine, use of library books, cultural programs as singing and dancing competition and performances, cleanliness around school, spelling contests, quizzes, fund raising activities, poem competition, folk dance programme, spelling contest etc organizing different events within school. The clubs now have been proactive.

On the occasion of Bhanu Jayanti, United Club organized Poem Competition and Cultural Programme in Jitpur Higher Secondary School. It is one of the greatest achievements that students, through Children's Club have initiated to organize and hold the programme by themselves.

Challenges

- Coordination between secondary and primary students is difficult in empowerment and competition in between them.
- It has been difficult to deliver the **action plan** due to Banda / strikes.

❖ Sponsored Education

Within 6 public schools of Jitpur VDC, there are over 1300 children. From its baseline survey, VIN identified that out of 1300 children 150 are from very poor and marginalized families and they do not have school uniforms, and any stationary items with them. They cannot pay school fees either. There is a great potential of dropout of those students if they are not supported or sponsored. These children study from grade 1-8. They are either from very poor family or displaced family or disable or orphaned or children from the AIDS VICTIM parents.



Figure 14: Children to be sponsored

During the selection process, VIN staffs visited all the school children in the area, talked to them, their head/teachers and even their parents. We have prepared profiles of all these 150 children with their photos. VIN has used standard format of questionnaire and other research tools to select the children with the involvement of community stakeholders. The profile includes all details of these children and teachers and parents' remarks about the child.

VIN sponsors these children to attend school from the most marginalized communities, especially victims of the armed conflict, orphans, disabled children and girls. Our aim is to support over 150 children by December 2007 at an annual cost of \$230 USD and will continue until their school education is over. Please help us to achieve this goal. VIN gladly accepts the smallest of donations. Thank you in advance.

➤ Teacher's Development

One of the crucial issues for quality education has been Teacher Development. The public schools have most untrained and teachers; mostly in the primary level of formal education which is commonly regarded as the foundation of quality education. VIN therefore aims to promote quality education through the development of teachers. For the purpose, the organization aims to conduct various activities, e.g. workshops, trainings, interactions, seminars, exchange visits, individual supports.

- Equip and develop teacher personally and professionally to deliver participatory and child friendly classroom teaching learning practices effectively.
- Conduct English clinic for communicative English competency.
- Promote teamwork to foster congenial learning environment in school.
- Develop a built-in mechanism of support system through class observation, feed back, etc.
- Establish linkage between teachers within and outside the country.

VIN has introduced more creative and innovative practices in the classroom through a series of workshops.

TEACHERS' TRAINING on USING ART WORK for JOUFUL LEARNING

VIN conducted a one-day workshop for teachers of English on 17th July at Jitpur, 15 km away from downtown. There were 15 participant teachers from 6 schools: Jitpur HSS, Thulagaun SS, Kalikasaran PS, Khadawalkot PS, Mahadevesthan PS and Saraswoti PS.



Figure 15: Teachers at the Art Training

excited to the ideas. They said they enjoyed the training a lot. This is something teachers can use in their class and can make their lessons more joyful and ultimately can make their lessons more productive.

Playing with English words using colours is really a fun activity for children. We are planning to supply some materials to these schools. Thinking that whether teachers can encourage children to use these ideas in their learning! We need some

funds for this. If you have any ideas for collecting funds, please let us know.

We are planning to conduct one training programmes for teachers of English in September. The theme of the training will be **STARTING ENGLISH LESSONS USING JOYFUL APPROACH**.

Challenges

- Many schools have shortage of teachers to send their teachers to participate in trainings and workshops.

4. Non formal Education

➤ Early Childhood Development (ECD)



Figure-16: Children at the ECD Class

We have conducted preliminary baseline survey in the community and found a needy area at **Panchmane** where there is not any school nearby, to conduct ECD. The children at the age of 3-6 have to walk more than about an hour to go to school and the way for the walk is very difficult - up hill and down hill, which is difficult for the children.

ECD class is running in Panchmane in partnership with **District Education Office (DEO)**. Eighteen children have been benefiting from this project. DEO is supporting Rs.1000 per month for the class facilitator and VIN has done other set up part as furniture, stationary and other materials etc. Two female volunteers have been facilitating the class.

For the better management of ECD class, class management committee was formed and was given a day workshop to make **CMC** members aware of their roles and responsibilities and work accordingly. The objectives of the workshop was also to make them able to support on ECD activities and planning and manage the centre effectively; be aware on children learning and child participation; develop interpersonal skills; and ideas on fund raising activities. A saving account has been set up to help the centre.

Challenges

All six schools have ECD classes for the children between the ages 3-5. BUT the teachers are not well trained and the classrooms are not well equipped. There is a **chalk and talk** type teaching and the children will have to listen to the teachers all day long. There are not any play materials for the children. VIN therefore aims to train these teachers and set up all these six classes for child friendly environment.

This will be a joint venture among DEO, VDC, and Schools. We should have at least 25 thousands rupees per class to make it really child friendly.

➤ School - Flexible Schooling Programme (FSP)

VIN supports the government to achieve the millennium goal of education i.e. Education for All. For this, VIN provides opportunities of education for those children who do not have access of formal education due to different reasons (e.g. remoteness, economic problems, social issue or over age) in its catchments.

We have initiated a Flexible Schooling Programme (FSP) for the children aged 9-14, in partnership with DEO, Kathmandu and CASP/JICA. Currently 22 children have been benefiting out of this programme. We have launched this programme at Gangabu area. Eighteen marginalized poor families and the whole community are also benefiting from the programme, since we conduct different awareness raising programmes.



Figure 17: FSP Class at Gongabu

DEO supports by providing 2000 Rs per month for the class facilitator and 5000 for classroom management. CASP/JICA also has supported us providing about 50,000 Rs for Community Mobilization.

Since these 22 children are from very poor family, they cannot afford their education; VIN therefore has to sponsor their education providing uniforms and stationary items. The session started from 15th April, 2007. The Class facilitator (teacher) has already been trained for the fresh start. There is much more to do for this project.



Figure 18: FSP Children in the CC Workshop

Children Club has been formed in FSP class and a day workshop was given to them to strengthen and effectively carry out CC. With the workshop, children are now organizing and participating in different activities and becoming more creative.

For the effective management of the class, Class Management Committee has been formed among the parents and guardians of the children's, one of the teachers of the mother school and the facilitator of the class. An orientation workshop was conducted for CMC to make them aware on their roles and responsibilities. Various meetings and interaction programmes have been conducted on different times, to run the class smoothly and effectively.

Art Training for FSP Children

VIN has conducted one day **Art Training for FSP Children** at Gongabu on 29th July, 2007. Our VIN International volunteer, Ann-Marie from Canada facilitated the workshop. There were 25 participants altogether including children, class facilitator, Educational volunteers and VIN staff. The participants at the training said- it was really an interesting way of making children's learning more joyful and creative. VIN is replicating these ideas to other children's clubs as well. Thank you Ann-Marie for helping us conducting such an useful training!



Figure 19: Ann Marie delivering Art Training

Challenges

- As most of the parents are labors and have to go to work to make their living as soon as possible, it's difficult for them to give much time on their children's education.
- Despite of student's great interest and enthusiasm, it's difficult to conduct the class for 6 hours as in formal schools, because of lack of room and time availability of the facilitator. Facilitator has been entitled to take class for 4 hours only.

➤ Support for Orphanage Centre

VIN has also been working in partnerships with Child Women Development Organization (Bal Mahila Utthan Sanstha), Painyatar, Kapan, Kathmandu. This is an orphanage ceintre. There are 31 orphan and abandoned children. They are from different parts of the country. The organization has very big challenge to take care of these children. The children are very smart but are in poor conditions. They are seeking the helping hands. VIN therefore decided to work with them to help manage the orphanage.



Figure 20: Children at the Orphanage Center

VIN has provided some clothes and consuming goods collected from its International volunteers. One of our overseas volunteers Ann-Marie Quinn, Canada, has provided 7 mattresses so that these children could sleep comfortably. VIN has also provided them some monitory support. VIN is trying to build network for them

so that the organization could manage the orphanage well. We are seeking individual or organizations who would like to sponsor these children in the centre.

Partnership and Network

VIN in its very short period of time has succeeded to network with different Government and Non-government organizations. We have been working in partnerships with LOOP UK, National No-formal Network, Sanothimi, DEO Kathmandu, Community Based Alternative Schooling Programme (CASP) / JICA, Samuhik Aviyan, Godawari Alumni



Figure 21: Participants at the DEO visit

Association and Social Action Volunteers (GAA-SAV) Jitpur VDC, 6 schools and 9 other different organizations. British Council and NELTA have also been very supportive with us. We will keep on building network with the like minded organizations. VIN also has assured its membership at the district level Non-formal Education Board,

Kathmandu. There are representatives from Kathmandu DEO, Kathmandu Metropolitan City, District Development Committee and the NGOs. VIN even in its pre-matured stage was able to deserve its position in the committee. This proves the popularity of the team.

We have also got very good rapport with the entire community representatives in the catchments- Jitpur. Jitpur VDC has given us the word of every support needed during its project implementation period means they want to go hand in hand with VIN.

VIN has been supporting the children of Orphanage (Baal Mahila Utthan Sanstha, Aanath Baal Ashram) in Kapan, which has been looking after 31 children aged 3-13. VIN has supported the orphanage in different aspects.

🚩 Website Management and Publicity

VIN's website <http://www.volunteeringnepal.org> has been very effective tool to promote its ideas in the development world. VIN has been getting much inquiries and interest for the project. Our site now can be found at www.thamel.com, www.goabroad.com, www.idealists.org, www.volunteermatch.org, www.volunteerfirst.com, www.wikipedia.com, www.google.com, www.msn.com, www.yahoo.com and much more. Our effort now is to optimize the site so that we can be ranked at TOP 10 in Yahoo, GOOGLE and MSN.

Office Management

With the suggestions from stakeholders as community, volunteers, and organizations and also due to our own realization, we've established a contact office with most needy equipments.

✚ Overseas Volunteers

VIN also mobilizes overseas volunteers. In this short period also we are able to bring three overseas volunteers- Corinne Shipley from the US, Sarfaraz Amhed from Bangladesh and Ann Marie from Canada. They were very positive and convinced with the way VIN has been working in the community and in the schools. There are 4 more upcoming potential volunteers for September to November.

✚ Future Programme

VIN's TOP priority activities for next 4 months:

- a. Women Income Generative Group facilitation (on going)
- b. Further strengthening of Children Clubs at all six schools, FSP and other private schools.
- c. ECD Centre set up and facilitation at community level first and at schools the next
- d. FSP facilitation and community mobilization
- e. Local volunteers' training
- f. Primary teachers' training
- g. Website optimization and promotion
- h. Explore the potential sponsors for our 150 children Volunteers' recruitment for a year

Manage office at the community level so that local volunteers can work locally.

Annexes

Table No. 1

Contact information of the schools in Kathmandu Contact List for Schools

S.N.	Name of School	Telephone #	Head Teachers' Name
1.	Saraswoti Primary	9841256996	Bimala Basnet

	School	9841454807	
2.	Mahadevsthan Primary School	9741002901	Ratna Dhamala
3.	Kalika Saran Primary School Gopal Guragain	012171641 012141061	Gopal Gajurel
4.	Khadawalkot Primary School Megh Bdr Dahal	9841423553	Megh Bdr Dahal
5.	Jitpur Higher Secondary School	012172527 9841392600	Hari Aryal
6.	Nagarjun Thulagaun Secondary School	014363539 9841278146	Arjun Funyal
7.	Jitpur VDC	012092160	(Harikrishna Aryal) Khadga Bdr Shrestha

Acronyms

- AIDs = Acquired Immune Deficiency Syndrome
- CASP/JICA = Community Alternative Schooling Programme / Japanese International Cooperation Agency
- CBO = Community Based Organizations
- CC = Children's Clubs
- CLC = Community Learning Centers
- CMC = Class Management Committee
- DEO = District Education Office
- ECD = Early Childhood Development
- FGD = Focused Group Discussions
- FSP = Flexible Schooling Programme
- GAA -SAV = Social Action Volunteer
- GOs = Governmental Organisation
- HSS = Higher Secondary School
- LOOP = Learning Out of Poverty
- MDGs = Millennium Development Goals
- NFEC = Non Formal Education Centre
- NGO = Non Governmental Organisation
- PLA = Participatory Learning and Action
- PS = Primary School
- PTA = Parents Teachers Association
- SMC = School Management Committee
- SWC = Social Welfare Council
- SS = Secondary School
- VDC = Village Development Committee
- UCC = United Children's Club
- VIN = Volunteers Initiative Nepal

Table No.2

Summary of educational data of 9 Wards of Jitpur VDC

Notations: F-Female, M- Male, T- Total Population, In- Infants, Lit- Literate, Illit- Illiterate, SGC- School Going Children, SNG- School Not going Children, DO- Drop Out, SLC-F- SLC Fail, Ag- Agriculture, S- Service, Tr- Trade, For- foreign

		Headings																		
Ward	Total	F	M	T	In	Lit	Illit	SGC	SNG	DO	SLC-F	SLC	IA	BA	MA	Occupation				Remarks
No.	House Holds							(5-15)	(5-15)	(5-15)	(16-25)					Ag	S	Tr	For	
1	59	135	134	269	17	195	57	70	0	0	10	23	16	8	0	42	14	7	4	
In %		50.19	49.81		6.32	72.49	21.19	26.02	0	0	5.13	11.79	8.21	4.1	0	78.19	23.73	11.86	6.78	
2	70	199	188	387	22	266	99	94	4	17	16	22	25	9	2	39	22	1	12	
In %		51.42	48.58		5.68	68.74	25.58	24.28	1.03	4.39	6.01	8.27	9.39	3.38	0.75	55.74	31.42	1.43	17.14	
3	92	240	249	489	33	306	150	137	8	1	2	32	20	3	2	86	42	6	10	2 disable
In %		49.08	50.92		6.75	62.58	30.67	28.02	1.63	0.2	0.65	10.45	6.53	0.98	0.65	93.48	45.65	6.52	10.87	
4	62	146	147	293	22	228	43	66	0	0	2	35	23	7	1	32	21	4	4	
In %		49.82	50.18		7.51	77.82	14.67	22.52	0	0	0.88	15.35	10.09	3.07	0.44	51.61	33.87	6.45	6.45	
5	118	334	311	645	59	363	223	191	8	0	1	41	21	2	0	104	24	27	4	1 disable
In %		51.78	48.22		9.15	56.28	34.57	29.61	1.24	0	0.27	11.29	5.78	0.55	0	88.13	20.34	22.88	3.39	
6	106	298	267	565	36	428	101	197	0	1	11	35	30	6	0	83	36	9	2	
In %		52.74	47.26		6.37	75.75	17.88	34.87	0	0.18	2.57	8.18	7	1.4	0	78.3	33.96	8.49	1.89	
7	95	269	276	545	41	288	216	138	15	13	5	21	27	4	1	59	23	29	8	
In %		49.36	50.64		7.53	52.84	39.63	25.32	2.75	0.55	1.74	7.29	9.37	1.39	0.35	62.1	24.21	30.53	8.42	
8	146	361	369	730	75	472	183	188	7	4	10	35	28	4	1	126	44	23	9	
In %		49.45	50.55		10.27	64.66	25.07	25.75	0.96	0.55	2.11	7.41	5.93	0.85	0.21	86.3	30.17	15.75	6.14	
9	170	431	448	879	59	669	151	237	8	0	4	93	52	11	2	152	45	21	28	
In %		49.03	50.97		6.71	76.11	17.18	26.96	0.91	0	0.6	13.9	7.77	1.64	0.3	89.41	26.47	12.35	16.47	
Total	918	2413	2389	4802	364	3215	1223	1318	50	36	61	337	242	54	9	723	271	127	81	
In %		50.25	49.75		7.58	66.95	25.47	27.45	1.04	0.75	1.9	10.48	7.53	1.68	0.28	78.76	29.52	13.83	8.82	

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Table No. 3

Preliminary School Baseline Survey

1. Details of School:

Name of School: **Shree Mahadevsthan Primary School**

District: Kathmandu
Gaon

Village Development committee: Jeetpur Fedi

Ward No.: 8

Tole: Danda

Telephone No.: 4436951 (HT Res.)

Email:

School Catchments Highlights: 8, Okharpauwa 9, the community seems very back warded. The main occupation of the people is agriculture. It's adjacent to City but the living style and their profile seems very low. Very few people have joined for higher studies. There is discrepancy between boys and girls. The interesting fact is that the girls would marry (infants marry) when they are born. It's been reduced but still the early aged marriage prevails. Most of the women are illiterate and do not owe any source of income. We also didn't find any team work in them. Should work more on environment on health, sanitation and environment.

Distance from RC (Nepaltar): 9 Km. Road: Gravel Accessibility: Bike and on foot
Time:

2. Information of Teachers:

S.N.	Name of Teacher	Position	Gender	Qualification	Level	Experiences	Training	Subject Taught
1.	Ambika Paudel	Head Teacher	Female	B.A	Primary	19 yrs, permanent	4 th package completed, modular training, management	All

							training	
2.	Devaki Jamkatel	Teacher	Female	S.L.C	Primary	15 yrs, temporary	4 th package completed, modular training	All
3.	Bidya Phunyal	Teacher	Female	S.L.C	Primary	9 yrs, temporary	4 th package completed, modular training	All
4.	Samundra Pariyar	Teacher	Female	S.L.C	Primary	4 months, (/fxt sf]if_	No	Nepali
5.	Raj Kumar Devkota	Teacher	Male	I.A	Primary	3 yrs, temporary	No	Math
6.	Diwakar Devkota	Teacher	Male	I.A	Primary	1.5 yrs, temporary	No	English
7.	Jayanti Devkota	Teacher	Female	S.L.C	ECD	9 months	E.C.D training	ECD grade teaching
8.	Mohan Rokka	Peon	Male	Literate		12 yrs		

3. Class wise students' information: -

Class	KG	1	2	3	4	5	Total
Boys	13	10	13	8	11	8	63
Girls	12	15	9	5	11	3	55
Total	25	25	22	13	22	11	118

No of drop out every year: 8 (2girls and 6 boys)

- Number of children from very poor family who can not afford their children's education

Grade	KG	1	2	3	4	5	Total
Boys	2	2	2	2	3	3	14
Girls	3	2	3	2	3	2	15
Total	5	4	5	4	6	5	29

4. Children Club

Children Club: **No**

House: **No**

What kind of activities they do in school and community?

Quiz contest, spelling contest etc. Done every Friday but within 1:00 pm. But only the teachers conduct the activities, not the children.

5. Management:

School Management Committee (SMC): **Yes, need to be reformed, formed on 2053 B.S**

Parents Teacher Association (PTA): **No**

6. Public Holiday Information:

Local Festival Holiday: for 5 days

Summer Vacation: from 4th Ashad to 19th Ashad - 15 days

Winter Vacation: from poush - 1 month

Festival Vacation: Dashain - 15 days

7. Examination Information:

First Terminal Exam: From 25th Shrawan to 3rd Bhadra
Second Terminal Exam: From 10th Mangsir to 18th Mangsir
Third Terminal Exam: From 29th Falgun to 5th Chaitra
Questions come from North regional committee but copy checking is within school.

8. Physical Background of School:

Titles	Yes/No	Enough/ Not enough	Description of physical background
Toilets	Yes		Total 3 rooms for toilet.1 separate for teachers, 1 for girls and 1 for boys. No facilities of water.
Garden	No		Enough space but garden is not made as there is no compound and goat and other animals disturb.
Drinking Water	No		No tap inside school. Water is fetched 20-30m far from school from a public tap.
Garbage pit/ dustbin	No		Not even in a single class. Class is cleaned everyday and the garbage is thrown from the hill.

Floor of class			All plastered but need to be maintained in some classes.
Blackboard	Yes		1 wooden and rest are cemented.
Window/door	Yes		No glasses in windows. Wooden door in each class.
Classroom	Yes		Total 9 classes out of which 6 are used for teaching, 1 store room, 1 office, 1 library.
Furniture	Yes	Not enough	In office: 2 steel cupboard, 1 rack, 11 hand chairs.
Staff room	Yes		1 combined as staff room and office room.
Library	Yes		Established with the help of Room to Read. H.T got library management training.
Science Lab	No		No science equipments are available and no science lab in the school.
Sports Materials	Yes	Not enough	Skipping 6 sets, football -2, ring-3, chess board-2, and carom board-2.
Musical Instruments	No		Hand drum only

Play Ground	Yes		Enough but no compound.
Furniture: Desk and bench Ratio	Yes	Not enough	1:4 attached bench - 25 sets Carpet in ECD class

9. Any Organizations are supporting to the School.

Present Support: -

S.N.	Name of Organization	Commencing from	Supporting Activities	Remarks
1	Room to Read	2062 A.D	Library	
2	German Embassy	Starting now	Monetary and technical support for new building construction of school.	
3	V.D.C		Annually giving fund, furniture etc.	

Date of data collection: 5th November, 2006

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Baseline Survey

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Preliminary School Baseline Survey

1. Details of School:

Name of School: **Saraswoti Primary School**

District: Kathmandu

Village Development committee: **Jeetpur**

Ward No.: 9

Tole:

Telephone No.: **4-356713**

Email: x

School Catchments Highlights: Jeetpur-9, Dharmasthali 9, Marginalized Community: Tamang (42 houses), Lama and Putwar. These communities are much marginalized. They hardly get any opportunity to promote their livelihood. Particularly women do not owe any sources of income. The community seems absolutely unaware of the importance of education and do not encourage children for the study, or higher studies.

Distance from RC: **Nepaltar, 13** Km. Road: **Gravel..... / Blacktopped** Accessibility: **Bus** / **Bike.....** / On foot:

Time: 3 hrs

2. Information of Teachers:

S.N	Name of Teacher	Position	Gender	Qualification	Level	Experiences	Training	Subject Taught
9.	Bimala Basnet	Head Teacher	Female	SLC	Primary	18 years Permanent	In-service 2nd package completed, management training, HIV/AIDS, Volunteering	Nepali and Social Studies
10.	Sagar Mani Barasaini	Teacher	Male	SLC	Primary	15 years	In-service 2nd package completed	Social Studies, Environment
11.	Jeevan Kunwar Lawant	Teacher	Male	SLC	Primary	10 years	In-service 1 st package completed	Nepali, English, Health
12.	Niraj Kumar Rana	Teacher	Male	I Ed.	Primary	7 years	Modular	English, Maths
13.	Sarita Lama	Teacher	Female	SLC	Primary	3 years	No	Maths, Nepali
14.	Roshani Lama	Teacher	Female	I Com	Primary	1 Year	No	English, Nepali

3. Class wise students' information: -

Class	KG	1	2	3	4	5	Total
Boys	13	17	12	5	5	3	55
Girls	11	17	4	3	2	4	41
Total	24	34	16	8	7	7	96

No of drop out every year: **20**, Reason for Drop Out: **Poor Economic condition of the family, Unaware of the importance of the education**

➤ **Number of children from very poor family who can not afford their children's education**

Grade	KG	1	2	3	4	5	Total
Boys	7	10	5	4	2	2	30
Girls	8	5	6	2	3	3	27
Total	15	15	11	6	5	5	57

Children Club

Children Club: **No**

House: **No**

Very few activities are conducted for children to participate. They are conducted by teachers only. Students just participate, do not organize themselves.

5. Management:

School Management Committee (SMC): **Yes**

Parents Teacher Association (PTA): **No**, but they want to form it but needs support

6. Public Holiday Information:

Local Festival Holiday: Ghode Jatra and Gaijatra

Summer Vacation: from Ashad 15 to Ashad 24

Winter Vacation: From Paush 16 to Magh 16

Festival Vacation: .20 days.

Other Holidays: As stated by the government

7. Examination Information:

First Terminal Exam: Shravan month.

From Shravan 26 to Bhadra 9 (including Holidays)

Second Terminal Exam: **Paush** month.

From: **Paush 4** to **Paush 13**

Third Terminal Exam: **Chaitra** month.

From: **Not stated yet**

8. Physical Background of School:

Titles	Yes/No	Enough/ Not enough	Description of physical background
Toilets	Yes	Not enough	There is a toilet but only teachers use it and children do not use it. There are no separate rooms for boys and girls. The children go outside for toilet. The school area seems so dirty since the school is not compounded. Cattle and community people come to the school yards and make it dirty. The community also does not have toilets. No water available in the toilet.
Garden	No		There is slope land opposite to the building where school can make a beautiful garden but it needs to be compounded first, otherwise cattle from the

			community come and harm it.
Drinking Water	No		There isn't a tap in the school. There is a source of water about 1.5 km away from the school. The school has to fetch water from down hill. It has created problem to the children. Children even do have sufficient water to drink.
Garbage pit/ dustbin	No		There is not any garbage pit available. School area seems so dirty. Since the school is not compounded, community is not supporting well and dirt seems everywhere.
Floor of class	Cemented		The class floors seem cemented but very rough ones. They seem non finished ones. Needs to be mended and wall to be painted. The building was constructed by Plan international about 12 years back.
Blackboard	Cemented	Enough	Every classroom has a cemented and fixed blackboard. They seem appropriate in size.
Window/door	Yes	Enough	Every classroom has doors and windows means well ventilated ones. There is enough light in the rooms.
Classroom	Yes	Not enough	There are 6 rooms in the building but they are not sufficient. Two more rooms need to be built.
Furniture	Yes	Not enough	There are 22 sets of desks and benches for 94 children. They are all fixed. They do not seem appropriate for child friendly teaching
Staff room	Yes		There is a staff room. It's got 10 chairs, out of them 5 needs to be mended, 3 cupboards, 2 tables and one table is out of order.
Library	No		There isn't a library. No resource materials are available for the children and teachers to use.
Science Lab	No		Did not found any science equipments.
Sports Materials	No		Nothing at all
Musical	No		Nothing at all

Instruments			
Play Ground	Yes		Yes but very small one. There is some area but the land is so slope and seems so costly to expand the ground.
Furniture: Desk and bench Ratio			1:5, 1:4 (one set of desk bench is to 4/5 student)

9. Any Organizations are supporting to the School.

Present Support: -

S.N.	Name of Organization	Commencing from	Supporting Activities	Remarks
1	Plan International	12 years back	Constructed a building for school	Not working now
There is not any organization working in the school and in the community.				

Date of data collection: November 14, 2006

School Management Committee

Base line survey

No. : 7

Male: 4

Female: 3

Personal detail of the SMC members

Designation	Name	Date of Birth	Education	Training / Skill	Profession	Name and Address of Office	Involvement in the school activities	No. of children		Current School
								Son	Daughter	
Chair person	Jal Maya Lama	30	Grade 6	-	Agriculture	-	Involvement in school's physical infrastructure	2		Studying in same school
Member	Goma Nepali	33	Grade 5	-	Agriculture	-	Involvement in school's physical infrastructure			
Member	Namo Narayan Lama	54	Grade Literate	-	Agriculture	-	They don't come own their own but they present in school activities if they are called.	3	1	
Member	Hari Prasad Dhital	53	Grade Literate	-	Agriculture	-	They don't come own their own but they present in school activities if they are called.	2	1	
Member	Jolthe Putwar	60	Grade Literate	-	Agriculture	-	They don't come own their own but they present in school activities if they are called.	3	3	

			ate							
Member	Raj Kumar Lama	28	Grade 8	-	Agriculture	-	Nothing has been done with their initiative	1	1	
Member Secretary	Bimala Basnet	40	S.L.C	Management	Head Teacher	-	She initiates the activities for the team			

Preliminary School Baseline Survey

1. Details of School:

Name of School: **Jitpur Higher Secondary School**

District: **Kathmandu**

Village Development committee: **Jeetpur**

Ward No.: 9

Tole: **Kisandol**

Telephone No.: **2092160**

Email: x

School Catchments Highlights: Jitpur phedi(except 7/8), Okhar pauwa, Dharmesthali , Kaversathali, Goldhunga . Community: Brahman / Chhetri – Tamang (marginalized), the community seems scattered and of mixed caste groups. Nearby is an army camp and they seemed to be suppressed since the area is the transit point for Maoists. And the people would always be blamed of giving shelter to the Maoists. This is the reason the people in the area are lagged behind in the developmental process.

Distance from RC: 900 m. Road: **Gravel**..... / **Blacktopped**

Accessibility: **Bus** / **Bike**..... / On foot:

Time: **3 hrs**

2. Information of Teachers:

S.N	Name of Teacher	Position	Gender	Qualification	Level	Experiences	Training	Subject Taught
1.	Hari Krishna Aryal	Head Teacher	M	M.A, .B.Com, B.Ed	Secondary	18 Yrs	B.Ed	Economic/Population
2.	Ramesh Bhatta	Assistant Head Teacher	M	B.A, Bsc, B.Ed	Lower Secondary	15 Yrs	E.Ed	Science
3.	Rajan Bhatta	Teacher	M	B.A, B.Ed	L.S / II	20 Yrs	B.Ed	Social Studies
4.	Rajendra Gyawali	Teacher	M	M.Ed	L.S	15 Yrs	B.Ed	Maths
5.	Indira Aryal	Teacher	F	B.Ed	L.S	10 Yrs	B.Ed	Nepali
6.	Bidur Aryal	Teacher	M	B.Ed	L.S	18 Yrs	B.Ed	Nepali
7.	Bishnu Maya Timilsina	Teacher	F	M.A	L.S	15 Yrs	B.Ed	Nepali
8.	Bashu Dev Timilsina	Teacher	M	S.L.C	Primary	18 Yrs	10 Months Package	Environment
9.	Radha Krishna Aryal	Teacher	M	S.L.C	Primary	22 Yrs	10 Months Package	Maths
10.	Ram Prasad Aryal	Teacher	M	I.A	Primary	15 Yrs	-	Social Studies
11.	Kamala Dhital	Teacher	F	S.L.C	Primary	15 Yrs	10 Months Package	Social Studies
12.	Pratima Aryal	Teacher	F	B.Ed	Primary	10 Yrs	B.Ed	Nepali
13.	Anju Aryal	Teacher	F	S.L.C	Primary	10 Yrs	10 Months Package	Social Studies
14.	Dinesh Aryal	Teacher	M	I.A	Primary	12 Yrs	-	Maths
15.	Urimila Aryal	Teacher	F	S.L.C	Primary	10 Yrs	10 Months	English

							Package	
16	Dev Bhakta Dhamala	Teacher	M	B.Ed	Primary	15 Yrs	B.Ed	Maths
17	Nabraj Dhungana	Teacher	M	B.Ed	Second ary	2 Yrs	B.Ed	English
18	Ram Kala Panta	Teacher	F	B.Ed	Second ary	8 Yrs	B.Ed	Population / Education
19	Mahendra Adhikari	Teacher	M	I.Com	L.S	2 Yrs	-	Computer
20	Bhola Nath Aryal	Teacher	M	S.L.C	Primary	5 Yrs	-	General

3. Class wise students' information: -

Grade	KG	1	2	3	4	5	6	7	8	9	10	Total
Boys	26	7	7	16	9	8	47	32	22	24	20	218
Girls	19	19	10	16	17	17	35	23	44	39	37	276
Total	45	26	17	32	26	25	82	55	66	63	57	494

No of drop out every year: 5 to 8, Reason for Drop Out: Poor Economic condition of the family, Early Marriage, Unaware of the importance of the education

4. Number of children from very poor family who can not afford their children's education

Grade	Nursery	KG	1	2	3	4	5	6	7	8	9	Total
Boys	2	3	3	5	7	6	3	7	8	9	4	57
Girls	4	5	5	7	7	3	3	4	9	6	6	59
Total	6	8	8	12	14	9	6	11	17	15	10	116

5. Children Club

Children Club: No

House: **Yes** , Children conduct some extra curricular activities from the house.

Very few activities are conducted for children to participate. They are conducted by teachers only. Students just participate, do not organize themselves.

6. Management:

School Management Committee (SMC): Yes, **Number of people in the Committee: 8**

Parents Teacher Association (PTA): Yes, **Number of people in the Committee: 9** They have not been trained and they even do not what roles they have to bear.

7. Public Holiday Information:

Local Festival Holiday: x and x

Summer Vacation: from Ashad 5 to Ashad 21

Winter Vacation: From Paush 15 to Magh 15

Festival Vacation: .20 days.

Other Holidays: As stated by the government

8. Examination Information:

First Terminal Exam: **Bhadra** month.

From **Bhadra** 2 to **Bhadra 10 (including Holidays)**

Second Terminal Exam: **Paush** month.

From: **Paush 4** to **Paush 13**

Third Terminal Exam: **Chaitra** month.

From: **4** to **13**

9. Physical Background of School:

Titles	Yes/No	Enough/ Not enough	Description of physical background
Toilets	Yes	Enough	Separate for boys and girls. But they are old and need to be mended
Garden	No	-	There is potential area but no compound.
Drinking Water	Yes	Not Enough	Necessary to find new source to supply water, very difficult in the dry seasons.
Garbage pit/ dustbin	No	-	Not managed properly. The garbage is burn in the school area.
Floor of class	Yes	21	Concrete and finished well but six rooms need to be refinished with cement.
Blackboard	Yes	16	Concrete / cemented - 4 /5 ft. appropriate size
Window/door	Yes	Enough	In good condition
Classroom	Yes	21	60 sets for 3 children, 100 sets for 4 children, 10 benches open .All are fixed and not moveable. Enough if not divided children into sections.

Furniture	Yes	Enough	Necessary to library and computer lab (5 computers) not sufficient
Staff room	Yes	3	Sufficient but need some more furniture and teaching resources.
Library	Yes	1	Necessary to add more books in the library and not separate room for library and not enough furniture and books.
Science Lab	No	-	There are some materials for the lab but not separate room available.
Sports Materials	No	Not enough	There are some volleyballs and footballs but not enough and no indoor games available.
Musical Instruments	No	-	Tabala, harmonium, piano only, need more materials.
Play Ground	Yes	Enough	Seems big enough but there is no compound, so dusty and needs to be graveled
Furniture: Desk and bench Ratio	Yes	Not enough	1:3 for secondary, 1:4 for lower secondary and 1:5 for primary level. All desk benches are fixed and are not moveable.

9. Any Organizations are supporting to the School.

Present Support: -

S.N.	Name of Organization	Commencing from	Supporting Activities	Remarks
1	Plan - International	10 years back	Building and furniture	
2	Phor Maila (Metropolitan)	2005	Contributed for building	300000 NRS
3	VDC	2005	Contributed for building	200000 NRS
4	DDC	2004/05	Contributed for building	150000 NRS

School Management Committee

Base Line Survey

Designation	Name	Age	Education	Training/ Skill	Profession	Name and Address of Office	Involvement in the school activities	No. of children		Current School
								Son	Daughter	
Chair person	Dol Prasad Aryal	53	B.A	-	Professional	Security Control	Involvement in school's physical infrastructure	2	3	2
Member	Bhim prasad Aryal	55	B.A	-	-	-	Involvement in school's physical infrastructure	2	2	0
Member	Pradip Kumar Aryal	42	Literate	-	Business	-	They don't come on their own but they present in school activities if they are called.	2	0	1
Member	Damodar Aryal	35	Literate	-	Social Service	-	They don't come on their own but they present in school activities if they are called.	1	1	2
Member	Sangita Bhandari	30	Literate	-	House wife	-	They don't come on their own but they present in school activities if they are called.	1	3	2

Member	Laxman Raj Ghimire	56	B.A	-	-	-	Nothing has been done with their initiative	1	3	2
Member	Basudev Timilsina	42	S.L.C	-	Teaching	Jitpur Higher Secondary School	he initiates the activities for the team	2	1	1
Member	Hari Krishna Aryal	38	M.A	-	Teaching	Jitpur Higher Secondary School	he initiates the activities for the team	1	1	2

PTA

Base Line Survey

Designation	Name	Age	Education	Training/Skill	Profession	Name and Address of Office	Involvement in the school activities	No. of children		Current School
								Son	Daughter	
Chair person	Bishnu Mani Aryal	20	S.L.C	-	Teaching	Tarkeshwor School	Ok , so so	0	0	0
Member	Dol Prasad Aryal	53	B.A	-	Professional	Jitpur Higher Secondary School	Not enough	2	3	2
Member	Radha Krishna Aryal	43	S.L.C	-	Professional	-	Not enough	0	0	0
Member	Bibek Aryal	30	S.L.C	-	Professional	-	They don't come on their own but they present in school activities if they are called.	2	1	1
Member	Loknath Jamarkatal	50	Literate	-			They don't come on their own but they present in school activities if they are called.	3	2	2
Member	Jaya Ram Dhital	39	Literate	-	-		Nothing has been done with their initiative	2	1	1
Member	Ashok Aryal	43	Literate	-	Business	Business of Transportation	he initiates the activities for the team	1	2	3

Member	Rita Aryal	30	G10	-	House wife	-	she initiates the activities for the team	1	1	2
Member	Hari Krishna Aryal	38	M.A	-	Teaching	Jitput Higher Secondary School		1	1	2

Preliminary School Baseline Survey

1. Details of School:

Name of School: **Nagarjun Thulaguon High School**

District: Kathmandu

Village Development committee: Jitpur Phedi

Ward No.: 7

Tole: Thulaguon

Telephone No.: 4363539

Email: x

School Catchments Highlights: 5,7,8 of Jeetpur and 9 of Goldhunga (Janajati 40% - Tamang , Dalit Pariyar, Rai, Balami/Shrestha) This school's catchments have mostly the Dalit and marginalized community. They were deprived of all potential opportunities in the past. The people have not good source of income. Most of the people cut wood and take them to the city and sell them for making their living. They are not aware of any of the development process and facilities and almost all houses do not have toilets.

Distance from RC: Km. 8 Road: **Gravel. + Pitch / Blacktopped** Accessibility: **Bus ... / Bike / On foot** Time: 2 hrs

2. Information of Teachers:

S.N.	Name of Teacher	Position	Gender	Qualification	Level	Experiences	Training	Subject Taught
1.	Arjun Phuyal	Head Teacher	M	B.Com, B.Ed, M.A.	Secondary Level	21 Yrs	B.Ed.	Account
2.	Sital Babu Shrestha	Secondary Teacher	M	B.Ed.	S.L	12 Yrs	B.Ed.	English
3.	Shiva Sapkota	Lower secondary Teacher	M	B.Com, B.Ed, M.A.	S.L (Private)	17 Yrs	B.Ed.	Economics

4.	Shiva Prasad Phuyal	Primary Teacher	M	I.Com.	Lower S (Private)	20 Yrs	-	Social Studies
5.	Rukmini Sharma	P.Teacher	F	B.Ed, M.A	S.L (Private)	10 Yrs	B.Ed.	Nepali
6.	Keshav Prasad Aryal	P.Teacher	M	S.L.C	Primary Level	12 Yrs	-	-
7.	Raju Phuyal	P.Teacher	M	B.Ed.	L.S. Private)	15 Yrs	B.Ed.	Nepali
8.	Indra Prasad Pokhrel	P.Teacher	M	B.Ed., M.A	L.S.(Private)	-	B.Ed.	-
9.	Pramod paudel	P.Teacher	M	I.A.	L.S.(Private)	4 Yrs	-	-
10.	Sabitri Acharya	P.T.(Private)	F	I.Ed.	P.L.(Private)	7 Yrs	I.Ed.	-
11.	Manju Phuyal	P.T.(Private)	F	I.A.	P.L.(Private)	3 Yrs	-	-
12.	Kamal K. Paudel	S.T.(Private)	M	B.Sc.	S.L.(Private)	4 Yrs	-	Math
13.	Biswonath Rizal	S.T.(Private)	M	B.Sc.,M.PA	S.L.(Private)	6 Yrs	-	Science
14.	Rammaya Phuyal	P. Teacher	F	S.L.C	P.L	13 Yrs	10 month.	-
15.	Hareram Phuyal	P.Teacher	M	E.Ed., M.A	S.L.(Private)	13 Yrs	B.Ed.	Population & Environment

3. Class wise students' information: -

Class	KG	1	2	3	4	5	6	7	8	9	10	Total
Boys	23	14	12	5	14	17	24	22	19	27	22	199
Girls	17	13	15	8	13	10	17	27	31	29	22	202

Total	40	27	27	13	27	27	41	49	50	56	44	401
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No of drop out every year: 8 to 10, Reason for Drop Out: Poor Economic condition of the family, Early Marriage, Unaware of the importance of the education

4. Number of children from very poor family who can not afford their children's education

Grade	KG	1	2	3	4	5	6	7	8	9	10	Total
Boys	4	3	4	3	4	4	3	4	5	3	2	39
Girls	5	5	3	5	5	5	5	6	5	4	5	53
Total	9	8	7	8	9	9	8	10	10	7	7	82

5. Children Club

Children Club: No

House: No

Very few activities are conducted for children to participate. They are conducted by teachers only. Students just participate, do not organize themselves.

6. Management:

School Management Committee (SMC): Yes

Parents Teacher Association (PTA): No

7. Public Holiday Information:

Local Festival Holiday: Baishakh Purnima

Summer Vacation: from Ashad 01 to Ashad 15

Winter Vacation: From Paush 15 to Magh 14

Festival Vacation: Dashain & Tihar
 Other Holidays: As stated by the government

8. Examination Information:

First Terminal Exam: **Srawan** month.
 Second Terminal Exam: **Paush** month.
 Third Terminal Exam: **Chaitra** month.

From **Srawan 29** to **Bhadra 9** (including Holidays)
 From: **Paush 4** to **Paush 13**
 From:

9. Physical Background of School:

Titles	Yes/No	Enough/ Not enough	Description of physical background
Toilets	Yes	Not enough	Separate for girls and boys. Separate for teachers. Two rooms but partition is made. No enough water for toilets.
Garden	No	-	Enough place to make but no compounding. 8 Ropanies to be compounded.
Drinking Water	Yes	Not enough	Source not enough/should be searched the new source. $\frac{1}{2}$ KM Far.
Garbage pit/ dustbin	No	-	Not managed well/ collected and burnt weekly near the school building.

Floor of class	Yes	-	6 rooms are finished to make pitched others are left. 15/21 -9
Blackboard	Yes	Enough	6/4 -9, $\frac{3}{4}$ concrete blackboard. Seems appropriate.
Window/door	Yes	Not enough	10 windows are left to be made. 4 doors are left to be set up other wooden windows.
Classroom	Yes	Not enough	Not enough rooms to be separated the students for optional subjects. No room for science lab.
Furniture	Yes	Not enough	Fixed furniture. 120 sets. Iron and wooden. Can not be moved.
Staff room	No	-	No separate staffroom. Teachers sit with head teacher. 4 tables, 11 chairs. Two tables should be changed. 5 cupboards.
Library	Yes	Not enough	Total - 1000 books. Not available sufficiently, should be added some.
Science Lab	No	-	No separate room. Some materials are available.
Sports Materials	No	-	One volleyball, No other sports materials.
Musical Instruments	No	-	Harmonium, Tabala, Drum -1. No other materials.

Play Ground	Yes	Not enough	Not compounded. Slope land should be made and constructed. Not enough place. It's so dusty and seems to be graveled.
Furniture: Desk and bench Ratio	5:1		1:4, 1:5 benches

10. Any Organizations are supporting to the School.

Present Support: -

S.N.	Name of Organization	Commencing from	Supporting Activities	Remarks
1	Room to Read	2062 Srawan	Books, Furniture	
2	Plan Int Nepal	2050	To build the building	
3	V.D.C / DDC	2050	To build the building	
4	Local community	2050	To build the building	

School Management Committee**Base line survey**

No. : 9

Male: 8

Female:1

Personal detail of the SMC members

Designation	Name	Age	Education	Training/ Skill	Profession	Name and Address of Office	Involvement in the school activities	No. of children		Current School
								Son	Daughter	
Chair person	Arjun Prasad Phuyal	48	I.A	Management from DEO	Business	-	Involvement in school's physical infrastructure	2	1	Kathmandu Campus
Member	Cholaath Phuyal	52	Literate	-	Agriculture	-	Involvement in school's physical infrastructure	2	3	Gorakh Kali Secondary School
Member	Shivahari Aryal	50	Literate	-	Agriculture	-	They don't come own their own but they present in school activities if they are called.	-	6	Nagarjun School
Member	Raju Phuyal	30	Grade 10	-	Agriculture	-	They don't come own their own but they present in school activities if they are called.	2	-	Nagarjun School
Member	Govinda Gaudel	45	Literate	-	Agriculture	-	They don't come own their own but they present in	2	3	Nagarjun

							school activities if they are called.			School
Member	Shiva Sapkota	36	M.A	General	Teaching	School	Involved	1	2	Nagarjun School
Member	Nirmila Phuyal	35	Literate	-	Agriculture	-	he initiates the activities for the team	2	-	Nagarjun School
Member Secretary	Arjun Phuyal	38	M.A	-	Teaching	School	he initiates the activities for the team	2	-	Nagarjun School

Preliminary School Baseline Survey

1. Details of School:

Name of School: **Kalika Sarana Primary Jitpur -7 Tinpile**

District: **Kathmandu**

Village Development committee: **Jeetpur**

Ward No.: **7**

Tole:

Telephone No.: **2171648** Emails:

School Catchments: **Ward, 3,5,6,7 nearest village of Nuwakot**

Distance from RC: **9 Km.**

Road: **Gravel..... / Blacktopped** Accessibility: **Bus / Bike..... / On foot ...** Time: **1 hrs**

2. Information of Teaching Staffs:

S.N.	Name of Teacher	Position	Gender	Qualification	Level	Experiences	Training	Subject Taught
1.	Gopal Prasad Gagurel	Head Teacher	M	B.Ed.	Primary	24 Yrs	B.Ed.	Social Studies/Maths
2.	Krishna Prasad Dhital	Teacher	M	S.L.C	Primary	24 Yrs	10 months training	Nepali
3.	Shiva Kumar Lamechane	Teacher	M	I.Com	Primary	17 Yrs	10 moths training	Science
4.	Bhumi Kala Pandit	Teacher	F	I.A	Primary	13 Yrs	10 months training	Social
5.	Rudra Prasad Ghimire	Teacher	M	I.L	Primary	12 Yrs	-	English
6.	Rupa Acharya	Teahcer	F	I.Ed	Primary	2	I.Ed.	English

3. Class wise students' information: -

Class	KG	1	2	3	4	5	Total
Boys	9	20	7	10	4	-	50
Girls	11	23	14	6	7	6	67
Total	20	43	21	16	11	6	117

No of drop out every year: **5** Reason of Dropout: **unaware of the importance of education, economic condition**

4. Number of children from very poor family who can not afford their children's education

Grade	KG	1	2	3	4	5	Total
Boys	3	4	2	3	1		13
Girls	3	5	4	3	3	3	21
Total	6	9	6	6	4	3	34

5. Children Club

Children Club: **No**

House: **yes**

What kind of activities they do in school and community? Teachers organize some programmes for children on Friday

6. Management:

School Management Committee (SMC): **Yes**

Parents Teacher Association (PTA): **No**

7. Public Holiday Information:

Local Festival Holiday: Only the national festivals are observed

Summer Vacation: from Ashad 1st week to 3rd week

Winter Vacation: From Paush 15 to Magh 15

Festival Vacation: 15 days

Other Holidays: 5 days

8. Examination Information:

First Terminal Exam: **Srawan** month.

From **Srawan 14** to **23**

Second Terminal Exam: **Paush** month.

From: **Paush 4** to **Paush 13**

Third Terminal Exam: **Falgun** month.

From: **Falgun 29** to **Chaitra 7**

9. Physical Background of School:

Titles	Yes/No	Enough/ Not enough	Description of physical background
Toilets	Yes	Enough	6 rooms. Boys' girls separate. Staff - water available
Garden	No	-	Enough place is there to make
Drinking Water	Yes	Not enough	1 Tap. Difficult only in the dry season (Chaitra - Baishakh little problem)

Garbage pit/ dustbin	No	-	Not available
Floor of class	Yes	Enough	Pitch - cemented.
Blackboard	Yes	Enough	Large size enough. (Cemented)
Window/door	Yes	Enough	Good windows
Classroom	Yes	-	So far enough.
Furniture	Yes	Enough	Fixed, iron and wooden. Not movable though.
Staff room	Yes	Not enough	Head Teacher room and staff room together.
Library	Yes	Enough	Room to read donated. 1200 books. School also collected from different people.
Science Lab	No	-	Not available.
Sports Materials	Yes	Not Enough	Few available

Musical Instruments	Yes	Not enough	Cassette / madal, not enough
Play Ground	Yes	Enough	Large ground.
Furniture: Desk and bench Ratio	Yes	-	60 benches /117. 4 students in each bench.

10. Any Organizations are supporting to the School.

Present Support: -

S.N.	Name of Organization	Commencing from	Supporting Activities	Remarks
1	Room to Read	2061	Library	
2	Plan Int. Nepal	7 years ago	Building construction	Not working now

School Management Committee

Base line survey

No. : 7

Male: 6

Female:1

Personal detail of the SMC members

Designation	Name	Age	Education	Training/Skill	Profession	Name and Address of Office	Involvement in the school activities	No. of children		Current School
								Son	Daughter	
Chair person	Loknath Gajurel	65	S.L.C	-	Agriculture	-	Attend to the meetings and activities when called	-	-	-
Member	Ram Sigdel	58	M.Com	Gov. Training	Profession	-		1	4	
Member	Kedarnath Gajurel	36	S.L.C	-	Business	Jitpur-6		1	4	
Member	Chandra Prasad Ghimire	45	S.L.C	H.T	Profession	Jitpur-5		2	1	College
Member	Shiva Kumari Aryal	50	-	-	Agriculture	Jitpur-6		2	3	Jitpur Secondary School
Member	Rudra Prasad Ghimire	36	I.L	-	Teaching	Jitpur-5		1	1	J.S.S
Member Secretary	Gopal Prasad Gajurel	44	B.Ed	Gov.T.	Teaching	Jitpur-6		2	1	College

Preliminary School Baseline Survey

1. Details of School:

Name of School: **Khadwalkot Primary School**

District: Kathmandu

Village Development committee: **Jitpur**

Ward No.: **1**

Tole: **Phadibazar**

Telephone No.: **2171648** Emails:

School Catchments: **1 nearest village, Tinpile area**

Distance from RC: 10 Km. Road: **Gravel.....** / Blacktopped Accessibility: **Bus** / **Bike.....** / On foot ...Time: **1 hr**

2. Information of Teachers:

S.N.	Name of Teacher	Position	Gender	Qualification	Level	Experiences	Training	Subject Taught
1.	Megh Bahadur Dahal	Head Teacher	M	I.A.	Primary	17 Yrs	Primary (Gov)	Social Studies
2.	Sadhana Shrestha	Assistant Teacher	F	S.L.C.	Primary	24 yrs	Primary (Gov)	Environment Science
3.	Hari Prasad Aryal	Teacher	M	B.A., B.Ed.	Primary	14	B.Ed.	English
4.	Keshav Raj Ghimire	Teacher	M	S.L.C	Primary	12	Primary (Gov)	Nepali
5.	Mina Shrestha	Teacher	F	B.L.L	Primary	7	No.(P.T.T.)	Maths

3. Class wise students' information: -

Class	KG	1	2	3	4	5	Total
Boys	-	9	7	8	11	6	41
Girls	-	7	13	7	7	8	42

Total		16	20	15	18	14	83
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No of drop out every year **5** Reason of Dropout: **poor economic condition**

4. Number of children from very poor family who can not afford their children's education

Grade	KG	1	2	3	4	5	Total
Boys		2	3	2	3	2	12
Girls		3	4	3	2	3	15
Total		5	7	5	5	5	27

5. Children Club

Children Club: **No**

House: **yes**

What kind of activities they do in school and community? Some extra activities

6. Management:

School Management Committee (SMC): Yes But not working properly

Parents Teacher Association (PTA): Yes (five off)

7. Public Holiday Information:

Local Festival Holiday: to5..... days for different local festivals.

Summer Vacation: from Ashad 1st week to 3rd week

Winter Vacation: From Paush 15 to Magh 15

Festival Vacation: 20 days

Other Holidays: 5 days

8. Examination Information:

First Terminal Exam: **Srawan** month.

From **Srawan 18** to **Bhadra - 6**

Second Terminal Exam: **Paush** month.

From: **Paush 4** to **Paush 13**

Third Terminal Exam: **Falgun** month.

From: **Falgun 29** to **Chaitra -11**

9. Physical Background of School:

Titles	Yes/No	Enough/ Not enough	Description of physical background
Toilets	Yes	Enough	3 for students. 1 for teacher. No water available. Not cleaned properly.
Garden	No		Not enough available (not enough compound of the school can be seen.)
Drinking Water	Yes	Not enough	Source is not good. Sometimes gives problem needs to be repaired.
Garbage pit/ dustbin	Yes	Not enough	Cartoon is used / needed buckets etc.

Floor of class	Yes	Good	Pitched floor.
Blackboard	Yes	Enough	Cemented medium size.
Window/door	Yes	Enough	Ventilation is not fixed properly / wooden windows are used.
Classroom	Yes	Enough	Seems enough at this stage.
Furniture	Yes	Enough	1:4. fixed bench but easy to take to the next class.
Staff room	Yes	Enough	Large room together with head teacher. Chair and table are enough.
Library	Yes	Enough	Room to read (org) donated 900 books (separate room can be seen)
Science Lab	No		Not seen any since equipments.
Sports Materials	Yes	Not enough	General and ordinary materials. Football, badminton ,caromboard etc.
Musical Instruments	Yes	Not enough	Madal, Drum

Play Ground	Yes	Not enough	Difficult for Assembly and play ground.
Furniture: Desk and bench Ratio	Yes		40 benches / 84 students. 4 to each

10. Any Organizations are supporting to the School.

Present Support: -

S.N.	Name of Organization	Commencing from	Supporting Activities	Remarks
1	Room to read	2061	Books (Reading materials)	

School Management Committee

Base line survey

No. :

Male:

Female:

Personal detail of the SMC members

Designation	Name	Age	Education	Training / Skill	Profession	Name and Address of Office	Involvement in the school activities	No. of children		Current School
								Son	Daughter	
Chair person	Ram Prasad Ghimire	38	Grade 8	-	Agriculture	-	Not active	3	-	Jitpur -1
Member	Masali Karki	38	Literate	-	Business	-	Attend the activities hardly	3	-	K.P School
Member	Basanta Lama	25	Literate	-	Agriculture	-		-	-	-
Member	Laxuman Ghimire	50	B.A.	Resource center	Profession	-		1	8	Boarding
Member	Bhuvaneshwar Lamichhane	30	Literate	-	Agriculture	-		1	1	K.P. School
Member	Hari Prasad Aryal	38	B.A., B.Ed	-	Teaching	-		1	2	College
Member Secretary	Megha Bahadur Dahal	35	I.A	1 Month management Training	Teaching	School		1	3	K.P. School

- There are 1329 students in six schools. Out of them 626 are boys and 703 are girls. As schools' administration report 355 students need support for their study. Out of them 165 are boys and 190 are girls.