

REPORT

on

SCHOOL FOLLOW UP AND SUPPORT PROGRAM-2015

(23th Sept.-13th Oct. 2015)

Conducted by



Lifting Education Advancing Rural Nepal

at

Adarsha Secondary School Resource Center, Rima

&

Mukti Marga Higher Secondary School RC, Ghara

Myagdi, Nepal

Financial Support by

Nepali Village Initiatives Association, Australia

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Executive Summary

School support and monitoring is one of the important activities of LEAR. LEARN team, visited the project area – the schools under Rima and Ghara Resource Centers. LEARN team took 20 days (23rd Sept to 13rd Oct, 2015) to complete the school support program. The team interacted with and received feedback and information from 22 head teachers, 59 teachers, 57 students, 47 SMC members and 54 parents. The Resource Persons of the corresponding resource centres had also joined the team.

During in-school support, the team explored and assessed the teaching-learning activities, interacted with various stakeholders, and gathered information for further analysis. The team also shared some instant ideas with teachers and head teachers during the interactions. Interacting with the stakeholders even students, SMC members, PTA members, and parents were aware of the LEARN's activities. They all considered there had been positive changes in teaching-learning activities and majority of them even claimed that they had observed improvement in students' learning gain.

Students' enrolment trend shows that the schools were facing students' dropout problems. After the LEARN's intervention many of the schools had improved in retaining students. The trend of the academic achievement from 2069 BS to 2072 BS also provided a significant positive trend of achievements. In overall, LEARN's training and support program had significant and positive impact in students' learning and students/teachers motivation.

Background

LEARN started its education venture officially from 2014. LEARN conducts a series of teacher development and awareness programs including basic level and refresher training for teachers, awareness programs for parents, School Management Committee (SMC) and Parents Teachers Association (PTA). LEARN's team with facilitators works very closely with teachers, head teachers and the community in the project areas in order to improve quality of school education, increase enrolment in schools and support community for their sustainability so that they do not have to migrate to the cities for education and jobs. LEARN coordinates with District Education Office (DEO), Myagdi and had been receiving full support from the RPs in its venture. The program was fully funded by Nepali Village Initiatives, Australia (NVIA).

In the project area, LEARN first conducts 3-days orientation program for SMC members, parents and head teachers in order to communicate LEARN's program and make them aware of their role in improving quality of school education. Then the basic level training course is conducted for teachers. Such training programs make teachers aware of the best practices, provide them basic ideas and skills for making their teaching more child-centered and child friendly, and develop and use instructional materials. In order to support teachers for effective teaching, LEARN provides teaching learning materials so that they could apply their learning in their classrooms too. LEARN selects some Key Teachers from each RCs in order to develop them as local resource persons. LEARN provides leadership training to all the key teachers, head teachers and RPs so that they could lead their teams in a better way and support in better students' learning.

As follow ups for the training effectiveness, LEARN provides in-school support program. LEARN with a team of trainers and experts visits the schools in the middle of the session during the school days. The team interacts with teachers, students, PTA, SMC members, RPs and the head teachers and receives their feedback on the effectiveness of the programs launched in those schools. During the interaction, the team receives the feedback and information from these stakeholders. The team also witnesses the classroom environment and teaching-learning activities. Hence the main objective of this program is to assess the effectiveness of the program, appreciate the changes and provide instant support to teachers and schools, and integrate feedbacks/suggestions too to improve the LEARN's programs in future.

The In-school Support and Monitoring Program

LEARN with its team visited 24 schools, the schools under Adarsha Secondary Resource Centre and Mukti Marga Higher Secondary School Resource Center of Myagdi district in coordination with the Resource Persons and Head Teachers of respective resource centres. See the programs schedule in Appendix 1. The team interacted with and received feedback and information from 22 head teachers, 59 teachers, 57 students, 47 SMC members and 54 parents. See Appendices 2 to 10 for information about the participants.

The objectives of the programs were to observe the reflection of the training programs and a thorough review of program impact in the schools of the project area. The main objectives and outcomes of the program are as follows:

Objectives and Expected Outcomes

Objectives	Expected Outcomes
<ul style="list-style-type: none">• Data collection (Students number, learning achievement)	Actual data of the students collected to analyze the students retention and learning improvement
<ul style="list-style-type: none">• Need Collection	Trainers identify the needs of teachers to address in the next training.
<ul style="list-style-type: none">• Collection of feedback from SMC/Parents/HT/Students/Teachers	Better understanding from all stakeholders, know program effectiveness
<ul style="list-style-type: none">• Technical support for classroom management and material preparation	Instant support to address the problem incurred in the class room management and material preparation

Information Collection

Review and assessment of the program is one of the main purposes of this program. In order to assess the effectiveness of LEARN's programs in the project area, we interacted with SMC members, head teachers, teachers, parents and students and received information through interviews, questionnaires, and informal interactions and observations. All together 267 stakeholders who are the direct beneficiaries from the LEARN project shared their feedback face to face. Students' retentions and enrolment, students' performance, and the feedback were collected for further analysis and assessment of the programs.

Interaction with Teachers and Head Teachers

The head teachers from all the 24 schools were called for a meeting to discuss on how the training skills were implemented and if any problems faced in the class room teaching and learning. LEARN had developed a set of questionnaires to reflect their views and feeling on the LEARN's programmes. 22 head teachers and 59 teachers from 24 schools gave their views through the form (see Appendix 11). Majority of the teachers were engaged in Agriculture and some in tourism in their off times for additional earning. We found positive feedback from all of them with some suggestions.

All the head teachers shared that the training provided by LEARN is helpful but, there were some concerns regarding applying the training in classrooms. The head teachers have observed the better students' attendance and responds in classes. Although in some schools students' retention could not improve, the head teachers accept the LEARN's programs had significant positive impact in teaching and learning. See Appendix 12 for detailed information.

Similar as the head teachers, all the participating teachers also appreciated the LEARN's program, and 41 among 59 participants claimed that they had been applying what they had learnt during the training. Only 8 of them shared that they are able to apply partially in the classrooms. Almost all the teachers seemed worried about the retention of the students. However, they are happy that most of the students have shown enthusiasm and progress in performance than before.

Interaction with Students

85 students provided their feedback through questionnaire forms and interviews. Their reflections and experiences are listed in Appendix 13.

40% of the participants knew that LEARN provided training to their teachers. 88% of them experienced the teachers have changed their teaching strategies and started making the classed more interesting. Most of them also shared that they have improved their achievement, and improved their attendance in the recent years. Most the participating students appreciated the teachers' changed approach since the teachers have started using materials and made the classes interactive. Since there were quite a few primary and lower secondary schools, it was good to hear that students from those schools had planned to join the high school near from their home and continue their studies.

Interaction with SMC Members and Parents

47 SMC members (24 from Ghara and 23 from Rima) were interviewed from 24 schools (See Appendix 14 for detailed information). Majority of the SMC members were not new in their role, but almost 55% of them received no orientation regarding the role of SMC in schools. However, many of them (72%) shared that they were familiar with their role in SMC. 83% of the participants expressed that they contributed to overall well being of the school and 70% of them also stressed that they played role to retain students in their schools. They shared that they organized parents' meetings, conducted door to door campaign, counseled parents, communicated rules, and even built hostel for students in order to retain students in their schools. 77% of the participants knew about the LEARN's programs, and 64% of them also appreciated the orientation program for the SMC members. The participants suggested more awareness programs, training for parents, English medium, computer classes, tiffin and dress for children, manage materials for ECD, and encouragement the parents to admit their kids in the nearby public schools to improve quality instruction and improve student retention the their schools.

54 parents (31 from Ghara and 28 from Rima) participated in the interaction (see Appendix 15). More than 81% of the parents appreciated their children's academic performance and behavior in the recent years. 71 % of them were aware of the LEARN's training and support programs. In the recent years, the parents found that their children show interest to go to school and they also wish to keep their kids in the same schools if quality of teaching is improved.

Many of the parents and SMC members stressed to introduce English as medium of instruction so that they do not have to go to the cities for English medium schools and invest huge amount of money for their children's education and rent.

Parents also showed interest in building their future in their village and involved in commercial farming and other income generating activities.

Resource Support Program

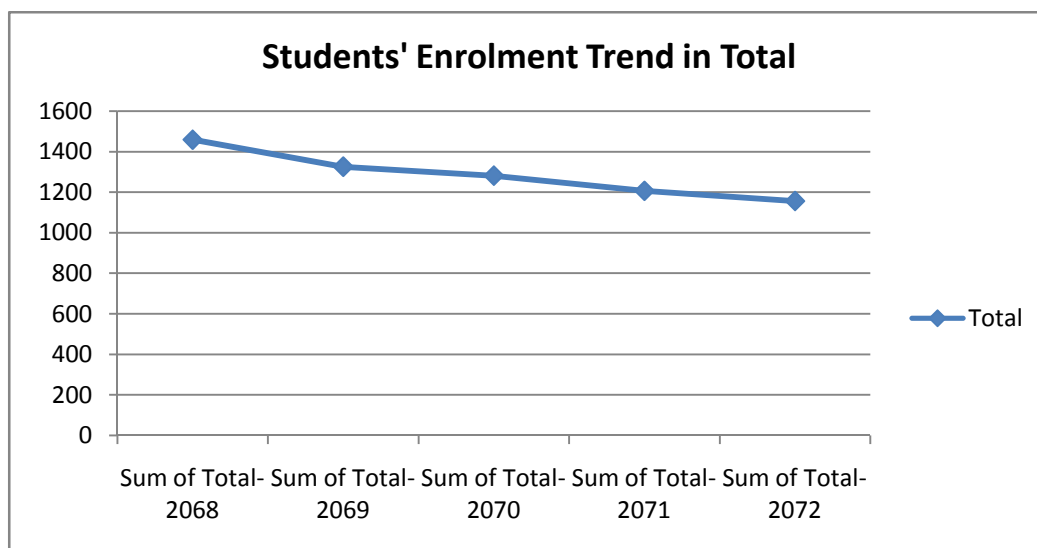
LEARN provides instructional and office materials to all the schools in the project area. The main objective of supporting schools with resources is to make the schools more resourceful in order engage students with fun activities and reform the classroom practices by promoting experiential and interactive activities.

LEARN considered the schools/teachers' demand and made the supplies, and the amount of the material vary on the basis of the number of students and the school type. The resources and materials included the IT equipments, game equipments, musical instruments,

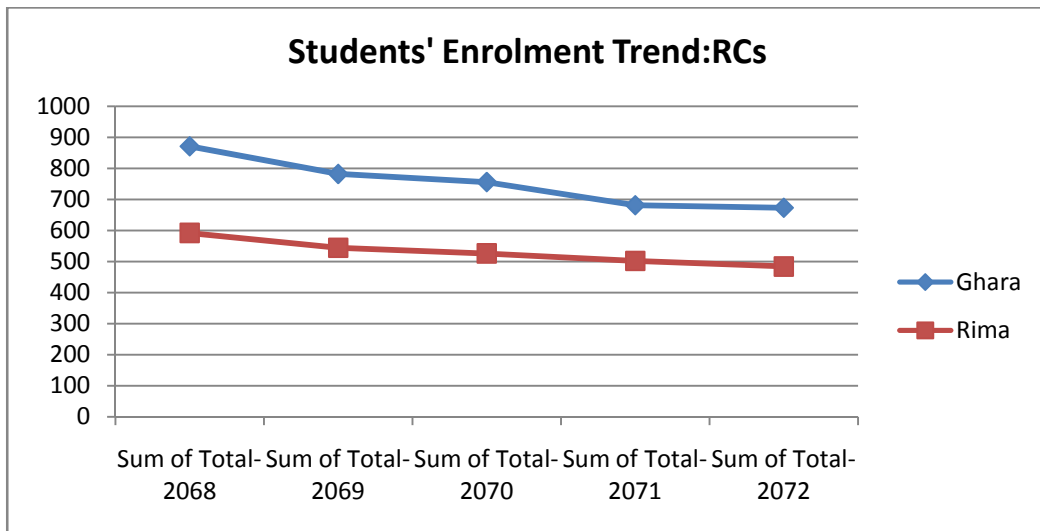
stationeries, and practical teaching materials. LEARN also confirms the proper use of those materials before the next supply. See Appendices 17 and 18 for the set of resources provided by LEARN.

Students' Trend in Attending Schools

In overall the data shows that the students' number is gradually decreasing in the public schools. Besides academic quality including the teaching learning activities there might be some more reasons for this trend in those schools. The graphs show that the number of students decreased significantly in 2069 BS in almost all the schools. Among the 4 VDCs, Histan and Shikha are quite stable by 2072, but in the past 3 years other 2 VDCs - Histan and Ghara were losing lesser students comparatively (Appendix 19, i). Students' dropout was more in the primary classes and the primary schools, and that continued up to 2071, but the rate was gradually decreased (Appendix 19, ii, iii). The graph shows the dropout rate is very high in grade 1 among the primary classes (Appendix 19, iii). However, students joining ECD in 2072 was increased significantly in comparison to the previous years. In the higher classes the dropout rate is quite high in classes 8 and 9 ((Appendix 19, iv and v). However, the classes 9 and 10 were showing a positive trend of students' enrolment (Appendix 19, v). It looks the higher secondary schools and secondary schools were losing more students in the past 4 years, but except the primary schools all the others were losing almost in the same proportion (Appendix 19, vi). Seven of the schools (six PSs and one LSSs) had increased number of students in 2072 in comparison to 2068 (Appendix 19, vii, viii, ix). The graphs of majority of the schools showed quite encouraging. Even though the slopes of the graphs are decreased after right 2068, in most cases the schools began to retain their students in the recent years (2071-2072 BS). The following graphs also show the overall students' enrolment trend from 2068 BS to 2072 BS.



i.



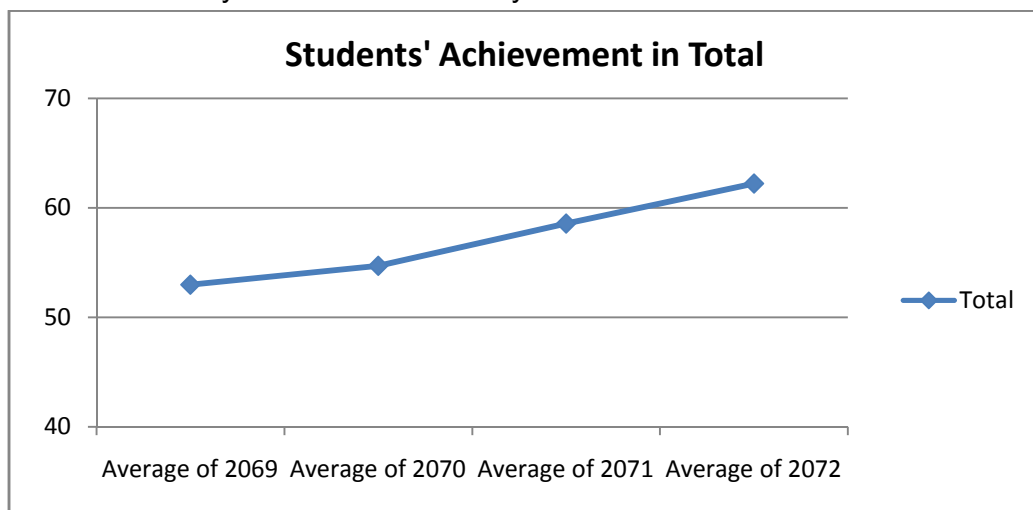
ii.

The first graph, the decreasing trend of slope of the graph indicates that to some extent the schools were able to reduce the dropout rate of the students in the later years. Similar trend could be observed even in both the Resource Centres (RCs) too, in the second graph.

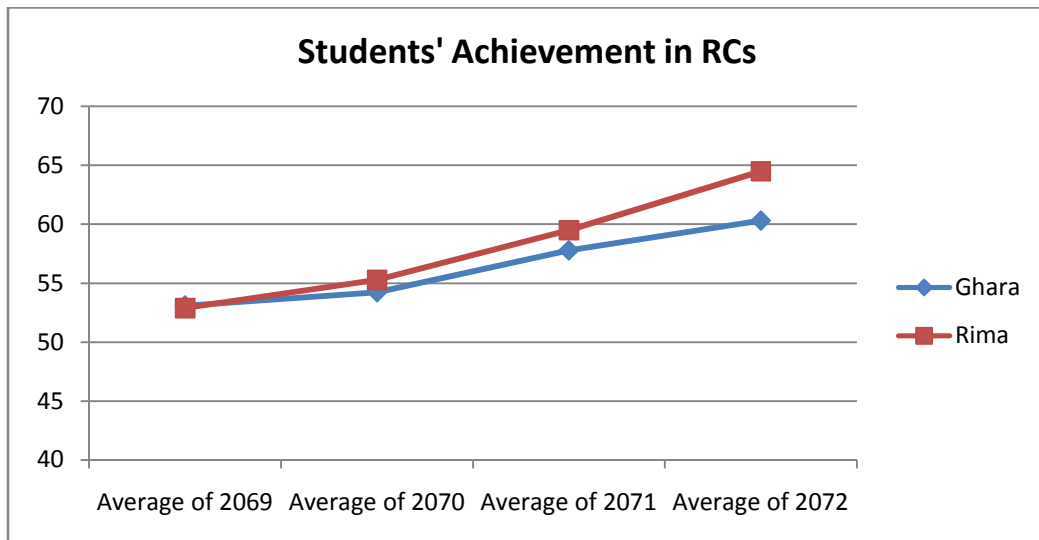
Students' Trend in Learning Gain

Students' academic achievements from 2069 to 2072 BS from all the public schools of the project area were collected and observed the trend. The achievement trends are observed from different perspective such as Resource Centers, VDCs, School types, Subjects, and schools (see Appendix 20).

The trend of students' achievement in total is positive (see the following graph (i)), the average score increased by almost 10% in three years time.



i.



ii.

In both the Resource Centers students have shown a gradual progress, but Rima seems to have done better (see graph ii). Similarly, in all the VDCs students have shown a progress and students from Histan, Ramche and Ghara are showing steady growth in their academics (see Appendix 20, i).

Although all the types of schools are showing positive growth, Primary Schools, Lower Secondary Schools and Secondary Schools are doing better (see Appendix 20, ii). Similar trend is also observed in Class Levels too (see Appendix 20, iii). In comparison to grades 9 and 10 students from grades 1 to 5 and grades 6 to 8 are showing better progress. Academic achievement trends in all the core subjects (English, Nepali, Math, Science and Social Studies) shows a consistent academic growth over the stated years and except in Occupation similar trend could be observed in all the additional subjects too(see Appendix 20, iv, v). Among the core subjects, students were performing low in Math and among the additional subjects students' performance was quite low in most of the subjects.

Conclusion and Recommendations

School follow up and support program included instructional/materials support, interaction with the stakeholders, and collecting information on students' enrolment and academic progress from all the schools.

Most of the Head teachers, teachers, and SMC members knew about the LEARN's initiatives to transform schools at Myagdi. Many of the parents and students also knew about the LEARN's activities. After the LEARN's interventions the head teachers, parents and SMC members have experienced that the many of the teachers have improved their teaching and way of dealing with students. They all including the teachers also have experienced that the students were happy to go to schools and also had shown progress

academically. During the school visits, it was evident that in most of the schools, the classes reflected the student centered and experiential learning activities. Teachers and students were found using the resources and materials for practical and creative activities.

In overall, students up to grade 8 are showing remarkable progress. That was also an evident that the LEARN's programs have shown a significant impact in student learning. Moreover, the students' achievement trends in classes 9 and 10 were also encouraging showing a positive impact in students' learning in the higher grades too. The academic improvement had also shown an impact in students' retention. Although the schools were not able to increase the number of students, in the recent years (2072-2073BS) they were losing lesser number of students in comparison to the initial years (2068-2069 BS).

During the school visits and interaction with the stakeholders, the participants also recommended some of the suggestions for improving quality of education and improving students' retention. They provided the following suggestion:

- ECD teachers need a separate training on preparing instructional materials, child behavior management, communication with the parents, pre-writing strategies, and rhymes and games ideas
- Subject based training for secondary level teachers for the better results on the board exams
- An effective parents awareness program and orientation should be included (in LEARN program, only selected SMC members/PTA members and parent representatives are involved.)
- Review (increase) the accommodation cost (DSA for participants) considering the market value and inflation
- More material support (musical instrument, printers)
- Basic and advance level IT training
- Transform schools to English medium for student retention and English language is also important for promoting tourism in that community
- Provide training for multi grade teaching strategies

Appendices

Appendix 1: Program Schedule

Date	Description	Party	Remarks
6/6/2072	Kathmandu-Pokhara	Krishna	Bus
7/6/2072	Pokhara –Beni	Krishna	Bus
8/6/2072	Beni-Preparation with RP,Bharat	Krishna	stay at Beni
9/6/2072	Beni-Nangi	Krishna, RP Bharat, HT Raman	Jeep
10/6/2072	Himanchal HSS+Shanti kalika PS	Krishna,Bharat	stay at Ramche
11/6/2072	Deurali LS+Kaphaldanda LS	Krishna,Bharat	stay at Kaphaldanda
12/6/2072	Chandra PS,Mahabhir	Krishna, Bharat	stay at Rima
13/6/2072	Adarsh SS+Mandali PS	Krishna, Bharat	Stay at Aula
14/6/2072	Shiwalaya PS,Dosalle	Krishna, Bharat	stay at Tikot
15/6/2072	Tikot SS+Gharamdi LS	Krishna,Bharat	stay at Gharamdi
16/6/2072	Gharamdi-Ghara	Krishna, Bharat	stay at Ghara
17/6/2072	Khibang LS+Mukti Marga HSS	Krishna, Bharat	stay at Ghara
18/6/2072	Himalaya PS+Shikha HSS	Krishna	stay at Phalate
	Bhawani PS+Mukti Path PS	Bharat	Stay at Pokharebagar
19/6/2072	Sharada PS+Lali Gurans PS	Krishna	stay at Swanta
	Pokhare PS	Bharat	Return to Beni
20/6/2072	Shikhar PS+Kindu PS	Krishna	stay at Paudwar
21/6/2072	Paudwar SS	Krishna	stay at Paudwar
22/6/2072	Paudwar PS	Krishna	stay at Tatopani
23/6/2072	Tatopani –Beni	Krishna	stay at Beni
24/6/2072	Beni	Krishna	stay at Beni
25/6/2072	Beni Pokhara	Krishna	Bus, Pokhara
26/6/2072	Pokhara- Kathmandu	Krishna	Bus

Appendix 2: Participants- Parents, Ghara

S.N.	Participants	Gender	Qualification	Occupation	School
1	Bal Devi Purja	Female	VIII	Business	Sharada PS
2	Gopal Pariyar	Male	Literate	Agriculture	Sharada PS
3	Ganga Budha	Female	10+2	Agriculture	Lali Gunras PS
4	Kul Bahadur Tilija	Male	Literate	Agriculture	Shikhar PS
5	Laxman Purja	Male	SLC	Agriculture	Shikhar PS
6	Chandra Purja	Female	V	Agriculture	Shikhar PS
7	Mukti Ram Purja	Male	Literate	Agriculture	Kindu PS
8	Khima Tilija	Female	SLC	Agriculture	Paudwar PS
9	Man Kumari Serpuja	Female	VIII	Agriculture	Paudwar PS
10	Purna Bahadur Paija	Male	VIII	Agriculture	Paudwar PS
11	Manu Tilija	Female	Literate	Agriculture	Paudwar SS
12	Syam Kali Tilija	Female	I.Ed.	Child care	Paudwar SS
13	Luk Maya Garbuja	Female	VII	Agriculture	Paudwar SS
14	Hukum Bahadur Baruwal	Male	SLC	Agriculture	Mukti Marga HSS
15	Shiva Prasad Baruwal	Male	SLC	Agriculture	Mukti Marga HSS
16	Tul Devi Paija	Female	SLC	Agriculture	Khibang LS
17	Khem Bahadur Garbuja	Male	VIII	Agriculture	Khibang LS
18	Dhan Maya Garbuja	Female	V	Agriculture	Khibang LS
19	Kiran Paija	Female	V	Agriculture	Shikha HSS
20	Bishnu Tilija	Female	Literate	Agriculture	Shikha HSS
21	Durga Bahadur Khati	Male	Under SLC	Business	Shikha HSS
22	Purnima Paija Pun	Female	SLC	Teaching	Shikha HSS
23	Maya Paija	Female	Under SLC	Agriculture	Shikha HSS
24	Ujeli Baruwal	Female	Literate	Agriculture	Bhuwani PS
25	Sarita Khadka	Female	SLC	Tailoring	Bhuwani PS
26	Janu Baruwal	Female	VIII	Agriculture	Mukti Path PS
27	Jit Bahadur B.K	Male	SLC	Service Fore	Mukti Path PS
28	Dhan Bahadur Baruwal	Male	Under SLC	Agriculture	Mukti Path PS
29	Mukunda Baruwal	Male	VIII	Agriculture	Pokhare PS
30	Gobinda G.C.	Male	V	Business	Pokhare PS
31	Lal Bahadur Bhandari	Male	V	Agriculture	Pokhare PS

Appendix 3: Participants-SMC Members, Ghara

SN.	Name	Gender	Age	Qualification	Occupation	Position	Duration	School
1	Bhuwan Purja	Male	40	VIII	Agri+Restau	SMC Chair	1 year	Sharada PS
2	Bishnu Ram Garbuja	Male	60	Literate	Agriculture	SMC Member	16 years	Lali Gunras PS
3	Buddhi Bahadur Garbuja	Male	51	Literate	Agi+Hotel	SMC Chair	17 years	Lali Gunras PS
4	Tham Bahadur Paija	Male	57	V	Agriculture	SMC Chair	9 years	Shikhar PS
5	Gyan Bahadur Serpuja	Male	35	I.A.	Agriculture	SMC Chair	3 years	Kindu PS
6	Narayan Serpuja	Male	52	V	Agriculture	SMC Member	3 years	Kindu PS
7	Purna Bahadur Tilija	Male	62	VIII	Agriculture	SMC Chair	3 years	Paudwar PS
8	Man Rupi Khatri	Female	36	V	Agriculture	SMC Member	2 years	Paudwar PS
9	Dhan Bahadur Paija	Male	60	Literate	Agriculture	SMC Member	9 years	Paudwar PS
10	Mal Chandra Tilija	Male	43	SLC	Agriculture	SMC Member	4 years	Paudwar SS
11	Khim Bahadur	Male	57	VII	Agriculture	SMC Member	New	Mukti Marga HSS
12	Ram Bahadur Khadka	Male	48	IX	Agriculture	SMC Chair	New	Mukti Marga HSS
13	Bhim Kumari Pariyar	Female	38	Literate	Agriculture	SMC Member	3 years	Khibang LS
14	Jum Bahadur Buduja	Male	64	Literate	Agriculture	SMC Member	3 years	Khibang LS
15	Ram Kumari Pariyar	Female	30	Literate	Agriculture	SMC Member	3 years	Himalaya PS
16	Buddhi Bir Garbuja	Male	50	IX	Agriculture	SMC Member	3 years	Himalaya PS
17	Dil Bahadur Paija	Male	68	C.Ed	Agri+business	SMC Chair	3years	Shikha HSS
18	Pok Maya Pun	Female	62	Literate	Agri+other	SMC Member	4 years	Shikha HSS
19	Hira Khadka	Male	35	VI	Agriculture	SMC Member	1 year	Bhuwani PS
20	Lila Bahadur Khadka	Male	34	Under SLC	Agriculture	SMC Member	1 year	Bhuwani PS
21	Gokul Bahadur Baruwal	Male	56	I.SC Ag	Agriculture	SMC Chair	4 years	Mukti Path PS
22	Bahut Bahadur Baruwal	Male	72	Matrix	Agriculture	SMC Member	4 years	Mukti Path PS
23	Khadka Giri	Male	48	SLC	Business	SMC Chair	4 years	Pokhare PS
24	Indra Bahadur Khadka	Male	50	VIII	Agriculture	SMC Member	12 years	Pokhare PS

Appendix 4: Participants-Head Teachers, Ghara

SN.	Name	Gender	Qualification	Occupation	Position	Duration	School
1	Mamata Devi Garbuja	Female	IX+Normal	Teaching	Head Master	16 years	Sharada PS
2	Lila Devi Purja Pun	Male	I.Ed.	Teaching	Head Master	8 years	Lali Gunras PS
3	Tek Bahadur Khadka	Male	B.A/B.Ed	Teaching	Head Master	9 years	Shikhar PS
4	Rudra Bahadur Khadka	Male	SLC	Teaching	Head Master	14 years	Kindu PS
5	Tul Man Rana	Male	SLC	Teaching	Head Master	20 years	Paudwar PS
6	Tham Maya Pun	Female	B.A/B.Ed	Teaching	Head Master	13 years	Paudwar SS
7	Ram Chandra Puri	Male	M.A/M.Ed	Teaching	Head Master	2 months	Mukti Marga HSS
8	Kamal Prasad Subedi	Male	I.A.	Teaching	Head Master	1 year	Khibang LS
9	Isha Garbuja	Female	10+2	Teaching	Head Master	3 years	Himalaya PS
10	Bel Bahadur Baruwal	Male	SLC	Teaching	Head Master	7 years	Bhuwani PS
11	Maiya Baruwal	Female	SLC	Teaching	Head Master	10 years	Mukti Path PS
12	Lok Bahadur Baruwal	Male	SLC	Teaching	Head Master	8 years	Pokhare PS

Appendix 5: Participants-Teachers, Ghara

S.No.	Name	Gender	Qualification	Schools
1	Gita Ram Rantija	Male	SLC	Sharada PS
2	Chin Bahadur Pun	Male	I.Ed.	Sharada PS
3	Laxmi Tilija Pun	Female	SLC	Lali Gunras PS
4	Gita Garbuja	Female	10+2	Lali Gunras PS
5	Chap Devi Tilija	Female	SLC	Shikhar PS
6	Durga Purja	Female	I.A.	Shikhar PS
7	Man Bahadur Pun	Male	SLC	Shikhar PS
8	Sita Garbuja	Female	SLC	Kindu PS
9	Khadka Bahadur Nepali	Male	SLC	Kindu PS
10	Devi Tilija	Female	B.Ed	Paudwar PS
11	Uma Devi Serpuja	Female	10+2	Paudwar PS
12	Gam Bahadur Pun	Male	I.Ed.	Paudwar SS
13	Achyut Goutam	Male	M.Ed	Paudwar SS
14	Yam Shree Tilija	Female	10+2	Paudwar SS
15	Mina Khadka	Female	I.A.	Mukti Marga HSS
16	Bhakta Bahadur Baruwal	Male	B.Ed	Mukti Marga HSS
17	Ram Krishna Khadka	Male	M.Ed	Mukti Marga HSS
18	Binita Baruwal	Female	M.Ed	Khibang LS
19	Indra Prasad Regmi	Male	I.Ed.	Khibang LS
20	Lila Dhoj Khadka	Male	SLC	Khibang LS
21	Sher Mati Tilija	Female	Test SLC	Himalaya PS
22	Tanisha Pariyar	Female	SLC	Himalaya PS
23	Sete Tilija Pun	Male	I.Ed.	Shikha HSS
24	Hari Maya Serpuja	Female	I.Ed.	Shikha HSS
25	Chana Mati Purja	Female	B.Ed	Shikha HSS
26	Lila Dhoj Khadka	Male	Under SLC	Bhuwani PS
27	Santa Maya Pariyar	Female	I.Ed.	Bhuwani PS
28	Sabitri Baruwal	Female	SLC	Mukti Path PS
29	Santosh Baruwal	Male	SLC	Pokhare PS
30	Sunita Baruwal	Female	10+2	Pokhare PS
31	Mira Baruwal	Female	SLC	Pokhare PS

Appendix 6: Participants-Students, Ghara

SN	Name	Gender	Class	School
1	Sabina Purja	Female	5	Sharada PS
2	Mohan Sunchruri	Male	6	Sharada PS
3	Dal Prasad Purja	Male	5	Lali Gunras PS
4	Guin Tilija	Male	5	Lali Gunras PS
5	Dristi Purja	Female	5	Shikhar PS
6	Radhika Tilija	Female	5	Shikhar PS
7	Rikesh B.K.	Male	5	Kindu PS
8	Arun Serpuja	Male	5	Kindu PS
9	Kajal Roka	Female	8	Paudwar SS
10	Riya Paija	Female	8	Paudwar SS
11	Sneha Garbuja	Female	7	Paudwar SS
12	Aayush Tilija	Male	7	Paudwar SS
13	Jeena Serpuja Pun	Female	10	Paudwar SS
14	Rabin Roka	Male	10	Paudwar SS
15	Dipa Tilija	Female	5	Paudwar PS
16	Joshi Ram Paija	Male	5	Paudwar PS
17	Babita Baruwal	Female	8	Mukti Marga HSS
18	Badri Baruwal	Male	8	Mukti Marga HSS
19	Dinesh Baruwal	Male	9	Mukti Marga HSS
20	Pratima Baruwal	Female	9	Mukti Marga HSS
21	Akash Garbuja	Male	8	Khibang LS
22	Basanta B.K.	Male	7	Khibang LS
23	Dipa B.K	Female	7	Khibang LS
24	Amisha Purja	Female	8	Khibang LS
25	Durga Nepali	Female	6	Shikha HSS
26	Tham Bahadur Paija	Male	6	Shikha HSS
27	Sabina Purja	Female	5	Shikha HSS
28	Sajan Pariyar	Male	5	Shikha HSS
29	Karishma Buduja	Female	9	Shikha HSS
30	Nirmal Paija	Male	9	Bhuwani PS
31	Nabina Baruwal	Female	5	Bhuwani PS
32	Rohit Baruwal	Male	4	Bhuwani PS
33	Parbati Baruwal	Female	5	Pokhare PS
34	Sudarshan Khadka	Male	5	Pokhare PS

Appendix 7: Participants- Head Teachers, Rima

SN	Name	Gender	Qualification	Duration	Schools
1	Raman Pun	M	MBA/M.ED		Himanchal HSS
2	Rama Pun	F	SLC	1 year	Deurali LS
3	Samjhana Pun	F	XII		Shanti Kalika PS
4	Kumar Garbuja	M	B.Com	16 years	Rima SS
5	Tok Bdr Pun	M	SLC	1 year	Mandali PS
6	Indra B.K	M	I.ED	14 years	Chandra PS
7	Jag Bdr Pun	M	SLC	4 years	Kaphaldanda LS
8	Phul Bdr Pun	M	I.A	13 years	Shiwalaya PS
9	Tirtha Bdr Pun	M	I.A	18 years	Gharamdi LS
10	Thak Raj Pun	M	MBA		Tikot SS

Appendix 8: Participants-SNC Members, Rima

S.No.	Name	Gender	Age	Qualification	Occupation	Position	Duration	Schools
1	Tul Bahadur Garbuja	M	41	VII	Agriculture	SMC Chair	2years	Adarsh SS
2	Devan Garbuja	M	25	SLC	Agriculture	SMC Member	2years	Adarsh SS
3	Yam Bahadur Purja	M	50	VI	Agriculture	SMC Member	2years	Mandali PS
4	Mina Rantija	F	38	X	Agriculture	SMC Member	1year	Mandali PS
5	Tak Maya Purja	F	34	VIII	Agriculture	SMC Chair	1year	Mandali PS
6	Tak Kumari Paija	F	50	Literate	Agriculture	SMC Member	3years	Chandra PS
7	Bhakta Bahadur B.K	M	60		Agriculture	SMC Member	4years	Chandra PS
8	Laliman Purja	M	65	Literate	Agriculture	SMC Chair	25years	Chandra PS
9	Devendra Purja Pun	M	35	Literate	Agriculture	SMC Member	2 months	Kaphaldanda LS
10	Kham Bdr Garbuja	M	44	Literate	Agriculture	SMC Member	1year	Kaphaldanda LS
11	Bhim Kumari Purja	F	43	VII	Agriculture	SMC Member	4years	Deurali LS
12	Kamala Pun	F	32	VIII	Agriculture	SMC Member	2 months	Deurali LS
13	Nil Prasad Pun	M	52	VI	Agriculture	SMC Member	3 years	Shiwalaya PS
14	Maya Devi Paija	F	35	VII	Agriculture	SMC Member	3 years	Shiwalaya PS
15	Parta Bdr Purja	M	40	X	Agriculture	PTA Chair	1year	Himanchal HSS
16	Devi Purja	F	34	VII	Agriculture	SMC Member	1year	Himanchal HSS
17	Lila Mati Serpuja	F	40	VIII	Agriculture	SMC Member	1year	Shanti Kalika PS
18	Kumari Purja	F	32	VI	Agriculture	SMC Member	1year	Shanti Kalika PS
19	Hem Bdr Pun	M	34	VIII	Agriculture	SMC Member	1year	Shanti Kalika PS
20	Man Kumari Purja	F	30	VIII	Agriculture	SMC Member	3years	Tikot SS
21	Bhakta Bdr Purja	M	48	SLC	Agriculture	SMC Chair	5years	Tikot SS
22	Kil Maya Rantija	F	45	Literate	Agriculture	SMC Member	1 year	Gharamdi LS
23	Man Kumar Garbuja	M	43	IX	Agriculture	SMC Chair	1 year	Gharamdi LS

Appendix 9: Participants-Teachers, Rima

SN	Name	Gender	Qlification	School	Subject
1	Abir Garbuja Pun	M	I.ED	Deurali LS	Social std
2	Gaushree Garbuja	F	I.A	Deurali LS	Nepali
3	Nilam Purja	F	I.ED	Deurali LS	English
4	Maya Pun	F	SLC	Shanti Kalika PS	All
5	Om Bdr Pun	M	SLC	Shiwalaya PS	All
6	Tak Raj Armaja Pun	M	SLC	Shiwalaya PS	All
7	Anusha Pun	F	SLC	Shiwalaya PS	All
8	Phul Maya Purja	F	B.Ed	Himanchal HSS	English
9	Krishna Bdr Pun	M	M.Ed	Himanchal HSS	Maths
10	Deu Maya Pun	F	M.Ed	Himanchal HSS	Nepali
11	Durga Bdr Purja	M	I.A	Tikot SS	Social std
12	Gobinda Bdr Garbuja	M	I.A	Tikot SS	English
13	Gobinda Sunar	M	B.Ed	Tikot SS	Science
14	Kharimaya Garbuja	F	I.A.	Gharamdi LS	English/Maths
15	Tek Bdr B.K.	M	SLC	Gharamdi LS	Social/Maths
16	Rupa Purja	F	B.Ed	Gharamdi LS	English
17	Sirjana Paija	F	B.Ed	Adarsh SS	English
18	Pashupati Baruwal	F	B.Ed	Adarsh SS	Nepali
19	Balaram Rantija	M	M.Ed	Adarsh SS	Nepali
20	Shanti Pun	F	I.A.	Mandali PS	Nepali
21	Madhu Purja	F	XII	Mandali PS	English
22	Tak Maya Pun	F	SLC	Mandali PS	Nepali
23	Devi Paija	F	SLC	Chandra PS	Science/Health
24	Buddhi Bdr Purja Pun	M	B.Ed	Chandra PS	Maths/English
25	Jai Maya Purja	F	I.ED	Chandra PS	Maths
26	Chhem Prasad Garbuja	M	B.Ed	Kaphaldanda LS	Nepali
27	Dipa Kumari Gharti	F	I.ED	Kaphaldanda LS	Maths
28	Khem Raj Purja	M	B.Ed	Kaphaldanda LS	English

Appendix 10: Participants- Parents, Rima

SN	Name	Gender	Qualification	Occupation	School	No of children
1	Min Kumar Pun	M	Under SLC	Agriculture	Adarsh SS	2children
2	Man Kumari Paija	F	VII	Agriculture	Adarsh SS	1 child
3	Tek Bdr Rantija	M	IX	Business	Adarsh SS	2children
4	Jamuna Paija	F	VI	Agriculture	Mandali PS	3children
5	Rim Kumari Purja	F	V	Agriculture	Mandali PS	1 child
6	Pabitra Rantija	F	VII	Agriculture	Mandali PS	2children
7	Kumari Garbuja	F	Literate	Agriculture	Chandra PS	3children
8	Kaisara Garbuja Pun	F	V	Agriculture	Chandra PS	2children
9	Yam Devi Garbuja	F	VIII	Agriculture	Kaphaldanda LS	
10	Buddhaman Paija	M	IX	Agriculture	Kaphaldanda LS	
11	Kesh Maya Purja	F	VIII	Agriculture	Shiwalaya PS	1child
12	Dil Maya Garbuja	F	Under SLC	Agriculture	Deurali LS	1child
13	Bhim Kumari Garbuja	F	IV	Agriculture	Deurali LS	3children
14	Yam Maya Garbuja	F	Under SLC	Agriculture	Deurali LS	1child
15	Reu Kumari Pun	F	X	Agriculture	Tikot SS	1child
16	Lal Maya Purja	F	V	Agriculture	Shanti Kalika PS	
17	Mina Garbuja	F	V	Agriculture	Gharamdi LS	2children
18	Bindu Garbuja	F	VII	Agriculture	Gharamdi LS	1child
19	Dipa Phagami	F	IX	Agriculture	Gharamdi LS	1child
20	Ganesh Pun	M	VII	Agriculture	Himanchal HSS	
21	Lalita Tijja	F	SLC	Agriculture	Himanchal HSS	
22	Nammaya Phagami	F	VIII	Agriculture	Himanchal HSS	
23	Karna Kumari Tilija	F	Literate	Agriculture	Himanchal HSS	

Appendix 11: Participants- Students, Rima

SN	Name	Gender	Class	School
1	Brinda Garbuja	F	6	Gharamdi LS
2	Nishan Garbuja	M	6	Gharamdi LS
3	Renuka Pun	F	5	Gharamdi LS
4	Sagar Phagami	M	5	Gharamdi LS
5	Aakriti Garbuja	F	8	Tikot SS
6	Pramod Pun	M	10	Tikot SS
7	Dhan Maya B.K	F	10	Tikot SS
8	Elishan Pun	F	9	Tikot SS
9	Aakash Paija	M	9	Tikot SS
10	Ashis B.K.	M	7	Tikot SS
11	Nutan Pun	M	10	Himanchal HSS
12	Aruna Pun	F	10	Himanchal HSS
13	Khima Khoraja	F	9	Himanchal HSS
14	Mahendra Pun	M	9	Himanchal HSS
15	Rekha Serpuja Pun	F	7	Himanchal HSS
16	Pradip Purja	M	7	Himanchal HSS
17	Barsha Phagami	F	7	Himanchal HSS
18	Sujal Purja	M	6	Himanchal HSS
19	Rita Pun	F	6	Himanchal HSS
20	Muna Khoraja	F	5	Himanchal HSS
21	Iham Khoraja	M	5	Himanchal HSS
22	Sonam Pun	M	3	Shanti Kalika PS
23	Delisha Garbuja	F	5	Shiwalaya PS
24	Sajan Paija	M	4	Shiwalaya PS
25	Ritu Garbuja	F	4	Shiwalaya PS
26	Samarjit Pun	M	5	Shiwalaya PS
27	Bhawana Garbuja	F	5	Deurali LS
28	Prabin Pun	M	7	Deurali LS
29	Nishal Purja	M	5	Deurali LS
30	Shankar Pariyar	M	6	Deurali LS
31	Tanisha Tilija	F	6	Deurali LS

SN	Name	Gender	Class	School
32	Usha Garbuja	F	8	Deurali LS
33	Akash Garbuja	M	8	Deurali LS
34	Kriti Purja	F	5	Mandali PS
35	Manika Garbuja	F	4	Mandali PS
36	Usmita Paija	F	8	Adarsh SS
37	Pinkala Paija	F	8	Adarsh SS
38	Bhisan Purja	M	7	Adarsh SS
39	Chandra Garbuja	F	7	Adarsh SS
40	Uma Paija	F	10	Adarsh SS
41	Sanam Rantija	M	10	Adarsh SS
42	Ram Kumar Chochangi	M	9	Adarsh SS
43	Lalita Garbuja	F	9	Adarsh SS
44	Hira Garbuja	F	4	Chandra PS
45	Asmita Garbuja	F	5	Chandra PS
46	Sabita B.K.	F	6	Kaphaldanda LS
47	Dilak Purja	M	7	Kaphaldanda LS
48	Hemchardra Garbuja	M	6	Kaphaldanda LS
49	Tika Phagami	F	6	Kaphaldanda LS
50	Gita B.K	F	8	Kaphaldanda LS
51	Subas Garbuja	M	8	Kaphaldanda LS

Appendix 12: Opinion and views of the Teachers

S.No.	Questionnaires	Ghara (31 Teachers)			Rima (28 Teachers)			Both	
		Yes	No	Remarks	Yes	No	Remarks	Yes %	No %
1	Do you think this training is helping you improve your skill in teaching? Yes/No	31			28			100	0
2	Are you implementing what you have learned during training? Yes/No	31		4-partially	24		4-not all but partial	93	0
A	If yes, how are your children responding to it? Positively/Not so positively			positively	18		10	31	0
B	If No, why are you not implementing it? Resource crunch/Not interested						4-resource crunch		
5	If implemented, do you see more regular attendance of students? Yes/No	28	3		28			95	5
6	Are your students more interactive after your new approach? Yes/No	28	3	3-some	25	1	2- alittle	90	7
7	How is the performance of your students after LEARNs intervention? Good/No Change	30	1	1-some	24	4	11 – some	92	8
8	How is the student retention issue in your school? Good/Bad/No changes	23	8	4-no change	10	18		56	44
9	Are you worried with the retention issue in your school? Yes/No	31			28			100	0
10	What is your opinion about school merger? Good/Not good	3	28		4	15	9	12	73
11	Do you have other vocations apart from teaching? Agriculture/Tourism/ any others	26	5	2-tourism, 24-agriculture	28		23-agriculture, 5- other	92	8

Appendix 13: Opinion and views of the Head Teachers

S.No.	Questionnaires	Yes	No	Remarks	Yes	No	Remarks	Yes %	No %
1	How long is your school teachers participating in LEARN's training program? 1 year/2 and more years	12		2 years	10		1-year	100	0
2	Do you think this training is helping your teachers improve skill in teaching? Yes/No	12			10			100	0
3	Are your teachers implementing what they have learned? Yes/No	12		partially	9	1		95	5
	a. If yes, how are your children responding to it? Positively/Not so positively	11			9	1		91	5
	b. If No, why are they not implementing it? Resource crunch/Not interested			1-not interested			1-resource crunch 1-not interested		
	c. If implemented, do you see more regular attendance of students? Yes/No	10	2		9	1		86	14
4	Are your students more interactive? Yes/No	10	2		9		1	86	9
5	How is the performance of your students after LEARNs intervention? Good/No Change	11	1		7	3		82	18
6	How is the student retention issue in your school? Good/Bad/No changes	5	7		2	8		32	68

Appendix 14: Opinion and views of the Students

S.No.	Questionnaires	GHARA (34 students)			RIMA (51 students)			Both	
		Yes	No	Remarks	Yes	No	Remarks	Yes%	No%
1	Do you know your school teachers are trained by LEARN for effective teaching?	15	18	1-yes but not organization	19	21	11-yes but not organization	40	46
2	Did you find changes in your teachers after training?	28	6		47	4	0	88	12
	If yes, what changes have you noticed? more interactive/more materials/both			10-more material,16-both,2-some	0	0	27-both,11-interactive,13-some changes		
3	Do you find your class more interesting?	26	7	1-some	49	1	1-okay	88	9
4	Have you begun improving your grades?	28	6		50	1	0	92	8
5	Do you find new approaches more fun and easy to learn?	28	6		50	1	0	92	8
6	Have you improved your regularity in class?	32	2		50	0	1-some	96	2
7	Are you happy with your present teachers?	30	4		47	4	0	91	9
8	Do you think you will remain in this school to complete you SLC?	15		19-go to nearest bigger school	21	2	28-will go to near high school	42	2

Appendix 15: Opinion and Views of the SMC Members

S.No.	Questionnaires	GHARA -24 members			RIMA-23 members			Both	
		Yes	No	Remarks	Yes	No	Remarks	Yes%	No %
1	Is this your first time in SMC	5	19		11	12		34	66
	a. If No how many years did you serve as SMC member/chair person	1-6 years			2-5 years				
	b. If Yes, did you get orientation regarding role of SMC? Yes/No	15	9		11	12		55	19
2	Are you familiar with your role in SMC? Yes/No	21	3	3-some	13	2	8-know a little	72	4
3	Do you feel you are contributing to overall well being of the school? Yes/No	22		2-some	17	2	4-feeling a little contribution	83	4
4	Are you familiar with the training program of LEARN? Yes/No	18	4	2- know about REED	18	2	3-yes about training but not organization	77	13
5	How informative it was for you with SMC meeting conducted by LEARN? Yes/No	15			15	3	5-some	64	6
6	Have you played role to retain student in your school? Yes/No	22	2		11	12		70	30
	a. If yes how?	Meetings, door to door campaign but not improved			counseling with parents, maintaining rules, managing hostel and other works				
7	Is improving quality teaching in your school ensuring student retention and growth? Yes/No	21	3		15	7	1-don't know	77	21
8	How can we provide quality teaching in local school, improve quality of students and also ensure student retention?	more awareness program, training for parents, English medium, computer, more tiffin and dress for children, management, materials focus on ECD,			providing more training and encouragement				0

Appendix 16: Opinion and Views of the Parents

S.No.	Questionnaires	GHARA (31 Parents)			RIMA (28 Parents)			Both	
		Yes	No	Remarks	Yes	No	Remarks	Yes%	No %
1	Are you happy with the performance of your child(ren)	24			24	4		81	7
	If yes, why	satisfactory result and behavior			good result, satisfactory, good behavior				
	If no, why	7-okay			poor health, not good attention, not satisfactory result				
2	Do you know your school teachers are trained by LEARN to improve their skill and other aspect of teaching?	21	10	4-yes but don't know the name of organization	21	7	5-yes but not organization	71	29
3	Do you see your child(ren) being interested in going to school?	30	1		27	1		97	3
4	Will you keep them in this school if quality of teaching is improved?	30	1		28	0		98	2
5	Will you be interested in doing commercial farming and other vocations if there is access to market?	28	3		27	0	1-don't know	93	5
6	Will you be interested in building your future here?	29	2		26	0	2-their village is not in the locality they will go to their home	93	3

Appendix 17: Material distributed to Rima RC schools

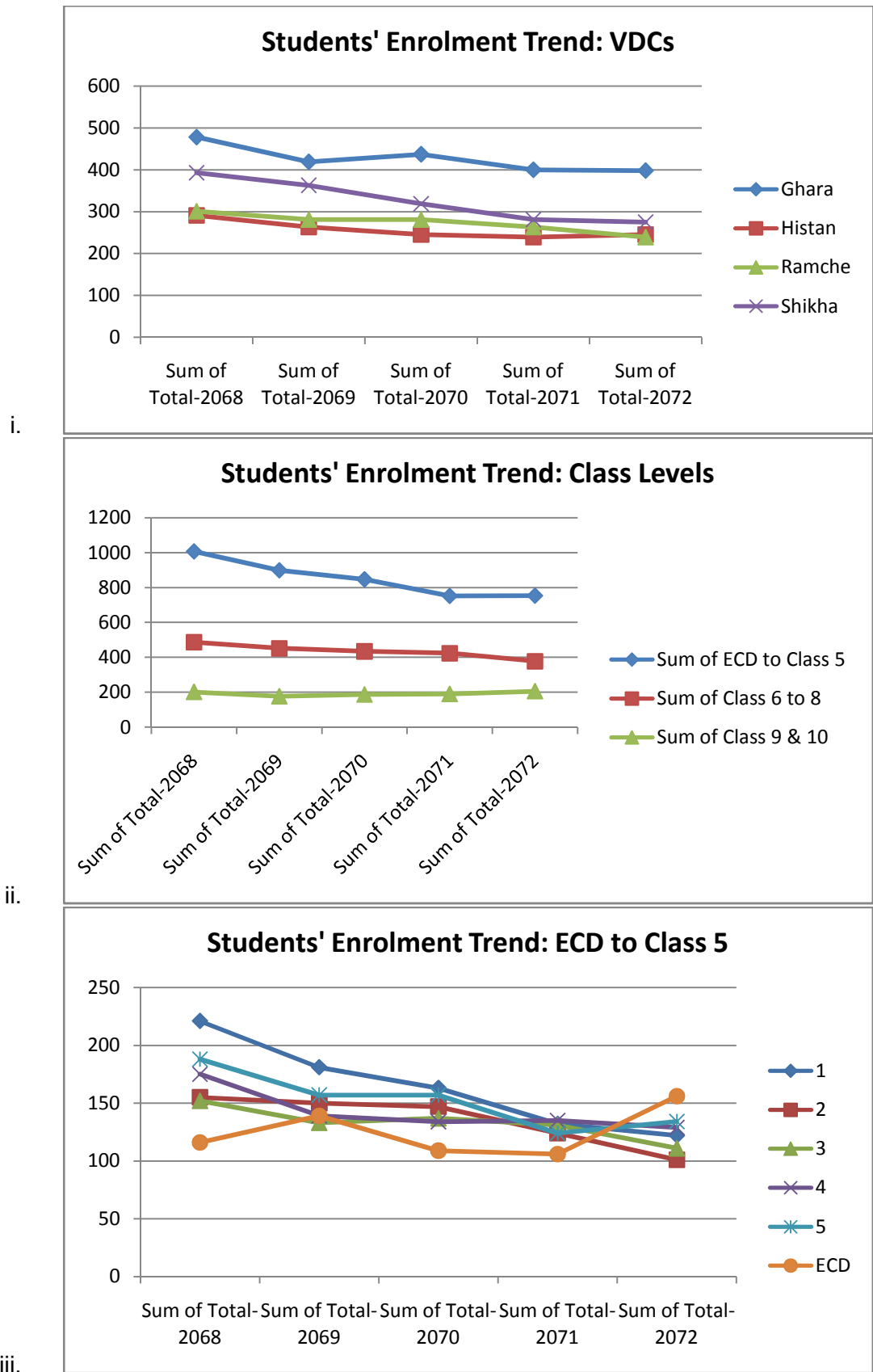
S.No.	Particulars	ChandraPS	Himanchal HSS	Shanti K. PS	Deurali LS	Kaphaldanda LS	Adarsha SS	Mandali PS	Shivalaya PS	Tikot SS	Gharamdi LS	Total
1	Crayons Packet	1	2	1	1	1	2	1	1	2	1	13
2	Masking tape Role	6	10	6	10	10	10	6	6	10	10	84
3	Volleyball Mikasa		1									1
4	Volleyball Pump		1				1			1		3
5	Skipping rope	1	2	1	2	2	2	1	1	2	2	16
6	White Board duster	2	5	2	4	4	5	2	2	5	4	35
7	Binding tape Role		1	1	1	1	1			1	1	7
8	Eraser 20pc pack	1	1	1	1	1	1	1	1	1	1	10
9	Board Pin pkt	1	1	1	1	1	1	1	1	1	1	10
10	Clip Pin pkt	1	4	1	3	3	4	1	1	4	3	25
11	Paint Brush		1	1	1	1	1			1	1	7
12	Duplicating Paper rim	1	1	1	1	1	1	1	1	1	1	10
13	Scissors	4	4	4	4	4	4	4	4	4	4	40
14	A4 size paper rim	1	1	1	1	1	1	1	1	1	1	10
15	Dot pen Packet	2	4	2	4	4	4	2	2	4	4	32
16	Board Marker	4	12	4	8	8	12	4	4	12	8	76
17	White Board Marker ink	3	17	3	5	5	17	3	3	17	5	78
18	Permanet Marker	6	12	6	12	12	12	6	6	12	12	96
19	Pencil sharpner table	1	2	1	1	1	2	1	1	2	1	13
20	Glue stick	3	12	3	8	8	12	3	3	12	8	72
21	Ink bottle Chemel	4	8	4	6	6	8	4	4	8	6	58
22	Marker nib	1	2	1	1	1	2	1	1	2	1	13
23	Permanet Marker ink	2	4	2	4	4	4	2	2	4	4	32
24	Gum bottle big		1	1	1	1	1			1	1	7
25	Mount cutter	2	5	2	4	4	5	2	2	5	4	35
26	Mount cutter blade pkt	1	2	1	1	1	2	1	1	2	1	13
27	Clear tape 1"	3	6	3	5	5	6	3	3	6	5	45
28	Sketch pen Packet	4	7	4	6	6	7	4	4	7	6	55
29	Pencil Packet	5	6	5	6	6	6	5	5	6	6	56
30	Red ink bottle Big		1		1	1	1			1	1	6
31	Board cleaner		1				1			1		3
32	Geometry box		1				1			1		3
33	Madal	1	1	1	1	1	1	1	1	1	1	10
34	Stappler Pin	4	12	4	10	10	12	4	4	12	10	82
35	Lap top	1	0	1	1	1	1	1	1	1	0	8
36	Desk top	1	1	1	1	1	1	1	1	1	1	10
37	Chart paper	135	135	135	135	135	135	135	135	135	135	1350
38	Meta card whole sheet	30	60	30	50	50	60	30	30	60	50	450

Appendix 18: Material Distributed to Ghara RC Schools

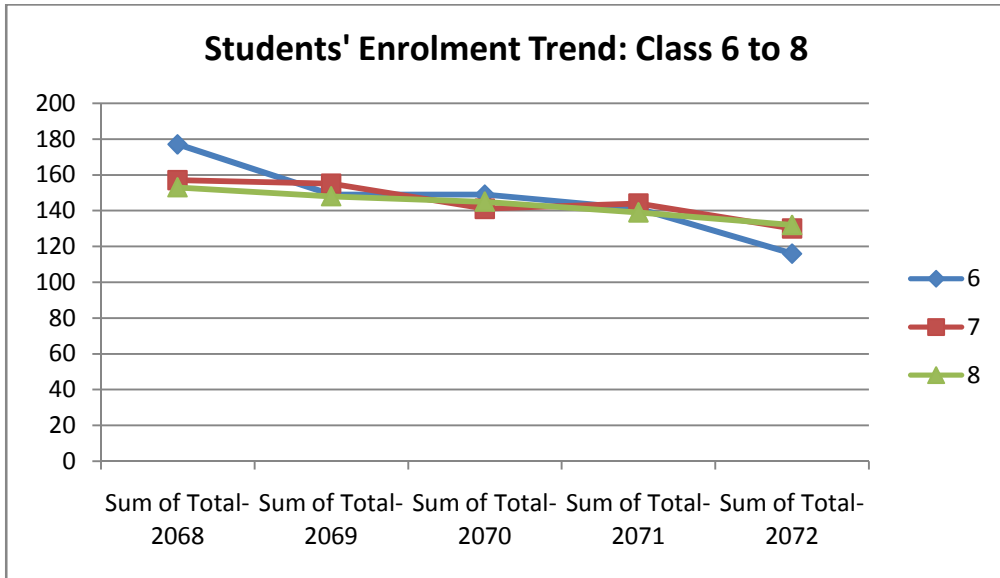
S.No.	Materials	Unit	Mukti Marga HSS	Khibang LS	Bhawani PS	Mukti Path PS	Pokhare PS	Laligurans PS	ECD	Shikha HSS	Himalaya PS	Sharada PS	Shikhar PS	Kindu PS	Paudwar SS	Paudwar PS	Total Qty
1	Dice	pcs	3	2	2	2	2	2	2	3	2	2	2	2	3	2	31
2	A4 Paper	rim	2	1	1	1	1	1	1	2	1	1	1	1	2	1	17
3	Ball point pen	pcs	50	50	50	50	50	50	50	50	50	50	50	50	50	50	700
4	Pencil	doz	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42
5	Masking tape	pcs	12	12	12	12	12	12	12	12	12	12	12	12	12	12	168
6	Erazer	pcs	20	20	20	20	20	20	20	20	20	20	20	20	20	20	280
7	Glue stick	pcs	12	12	12	12	12	12	12	12	12	12	12	12	12	12	168
8	Fevicol	pcs	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
9	Color paper	pcs	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
10	Marker pen permanent	pcs	10	10	10	10	10	10	10	10	10	10	10	10	10	10	140
11	Marker pen board	pcs	10	10	10	0	10	10	10	10	0	10	10	10	10	10	120
12	Paper clip	pkt	2	2	2	2	2	2	2	2	2	2	2	2	2	2	28
13	Thumb pin	pkt	2	2	2	2	2	2	2	2	2	2	2	2	2	2	28
14	Twin ball string	pcs	5	5	5	5	5	5	5	5	5	5	5	5	5	5	70
15	Rular (plastic)30cm	pcs	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42
16	Skipping rope	pcs	2	2	2	2	2	2	2	2	2	2	2	2	2	2	28

S.No.	Materials	Unit	Mukti Marga HSS	Khibang LS	Bhawani PS	Mukti Path PS	Pokhare PS	Laligurans PS	ECD	Shikha HSS	Himalaya PS	Sharada PS	Shikhar PS	Kindu PS	Paudwar SS	Paudwar PS	Total Qty
17	Ring file	pcs	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
18	Curriculum	pcs	2	2	2	2	2	2	2	2	2	2	2	2	2	2	28
19	Teachers' guide	pcs	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
20	Meta card (cut)	pcs	300	300	300	300	300	300	300	300	300	300	300	300	300	300	4200
21	Exercise copy	doz	4	3.5	2	2	2	2	2	4	2	2	2	2	4	2	35.5
22	Duck tape	pcs	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
23	Refil ink permanent	pcs	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
24	Refil ink board	pcs	1	1	1	0	1	1	1	1	0	1	1	1	1	1	12
25	Crayon	pkt	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
26	Mount cutter	pcs	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
27	White board duster	pcs	2	2	2	0	2	2	2	2	0	2	2	2	2	2	24
28	Stappler pin	pcs	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
29	Stappler machine	pcs	1	1	1	1	1	1	0	1	1	1	1	1	1	1	13
30	Card board paper	pcs	100	100	100	100	100	100	100	100	100	100	100	100	100	100	1400
31	Color loose paper	pcs	50	50	50	50	50	50	50	50	50	50	50	50	50	50	700
32	News print paper	pcs	100	100	100	100	100	100	100	100	100	100	100	100	100	100	1400

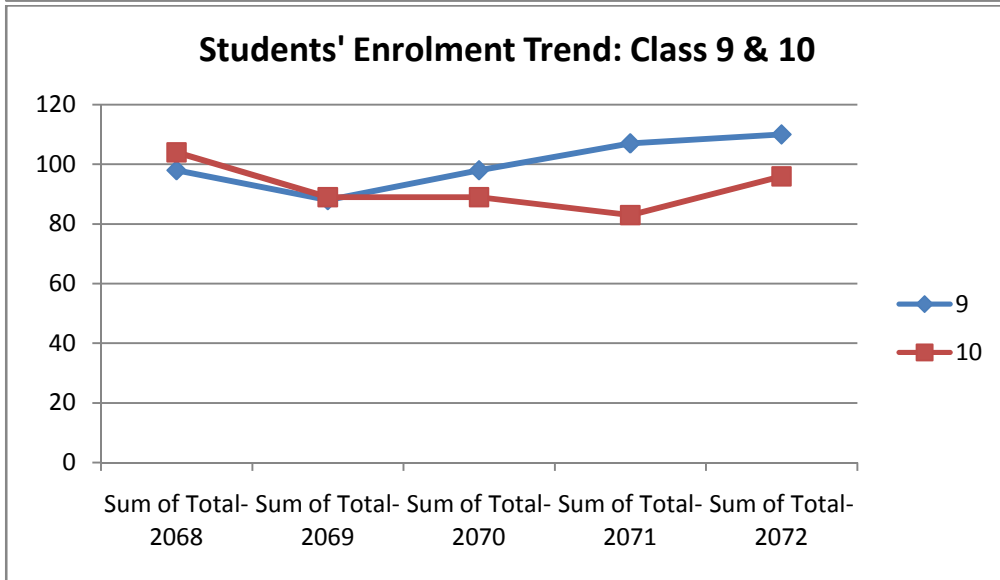
Appendix 19: Students' Enrolment Trend



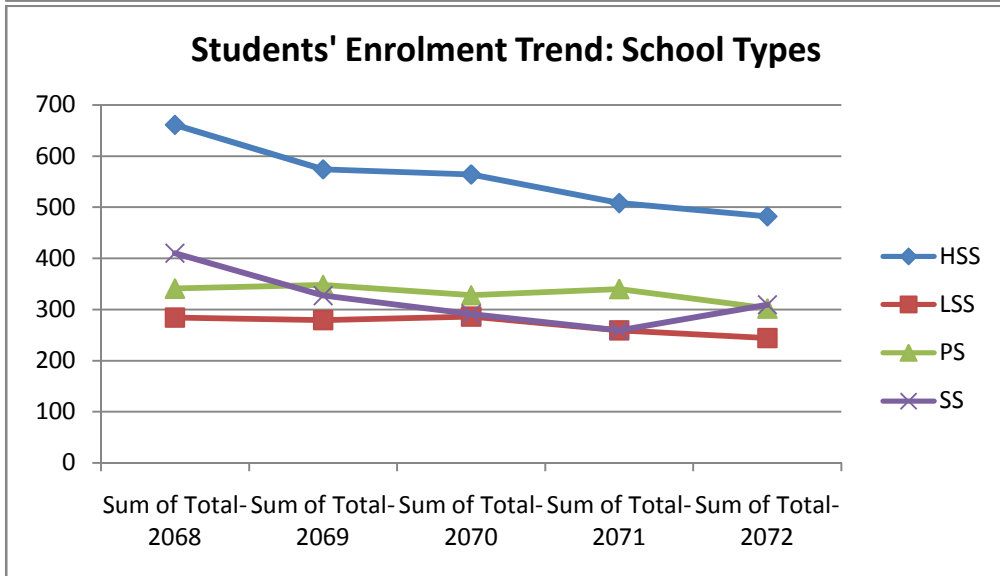
iv.



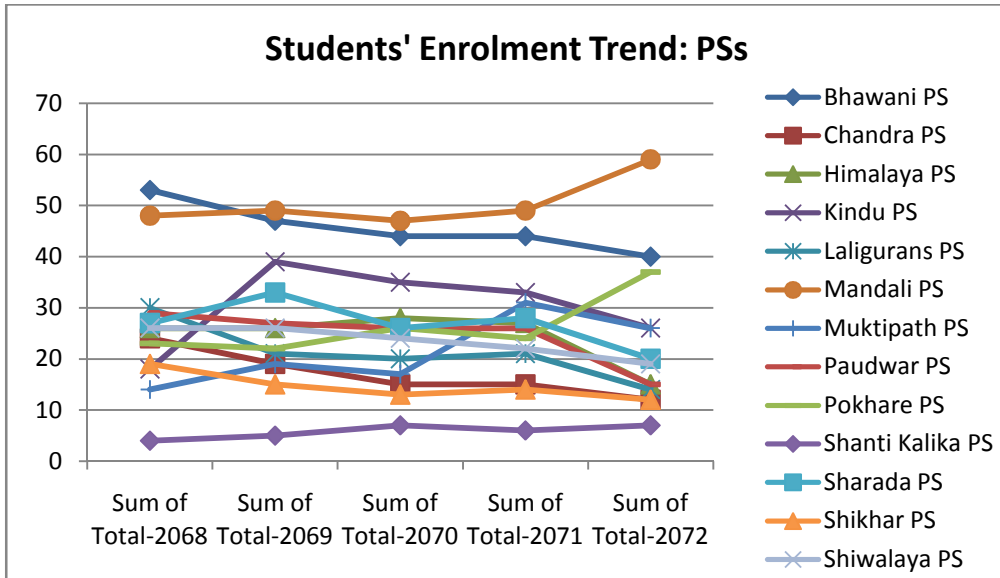
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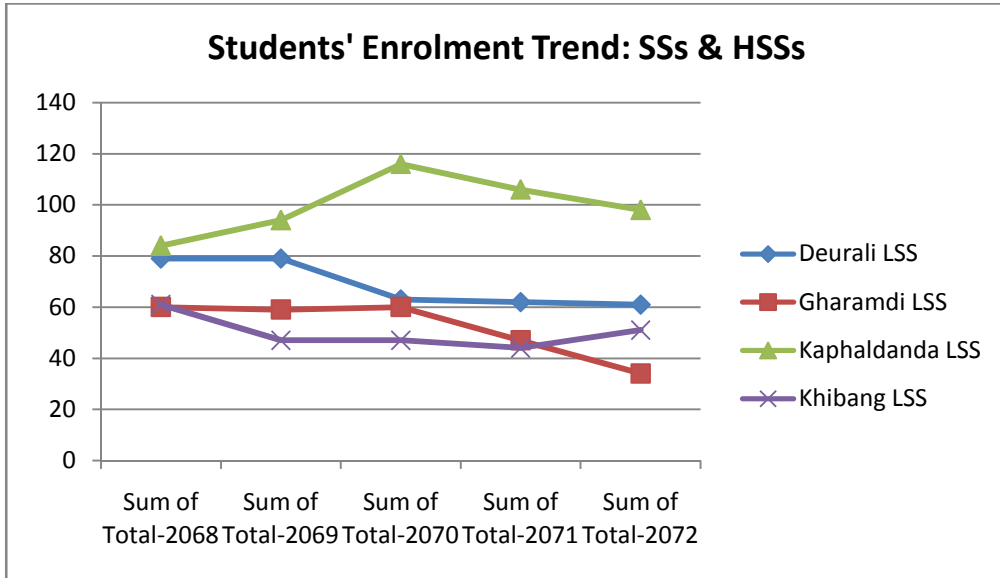
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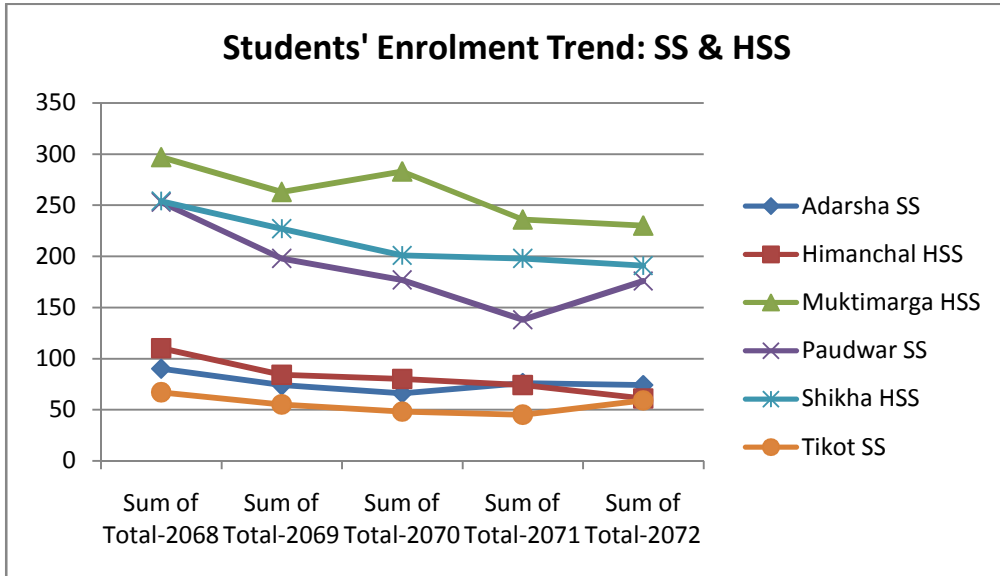
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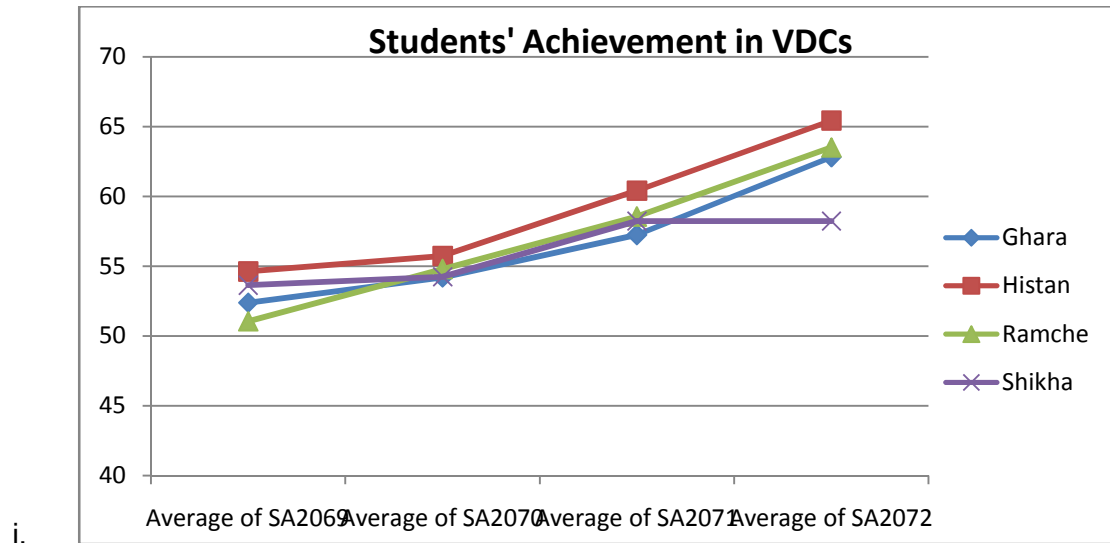
viii.



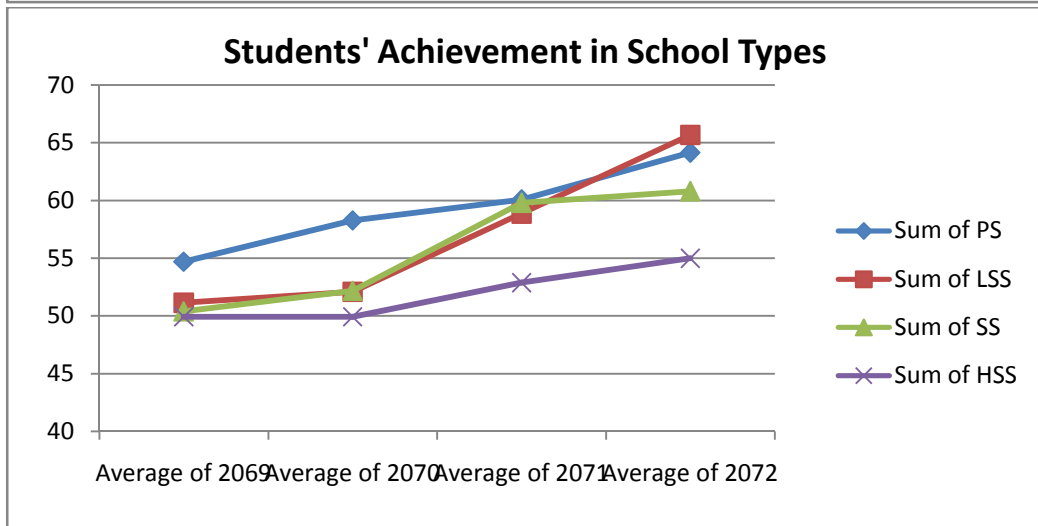
ix.



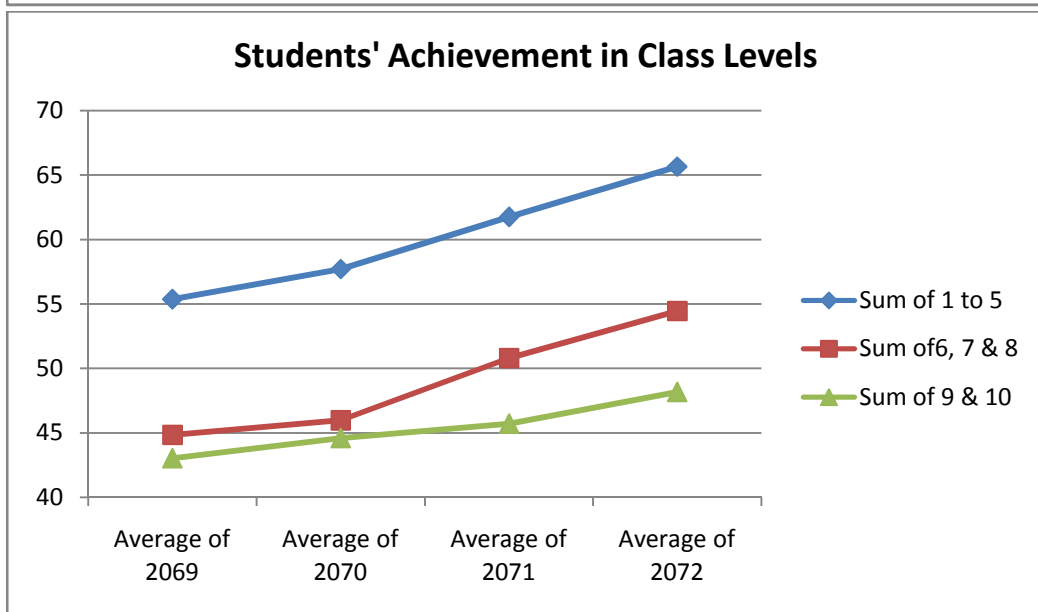
Appendix 20: Students' Achievement Trends



i.

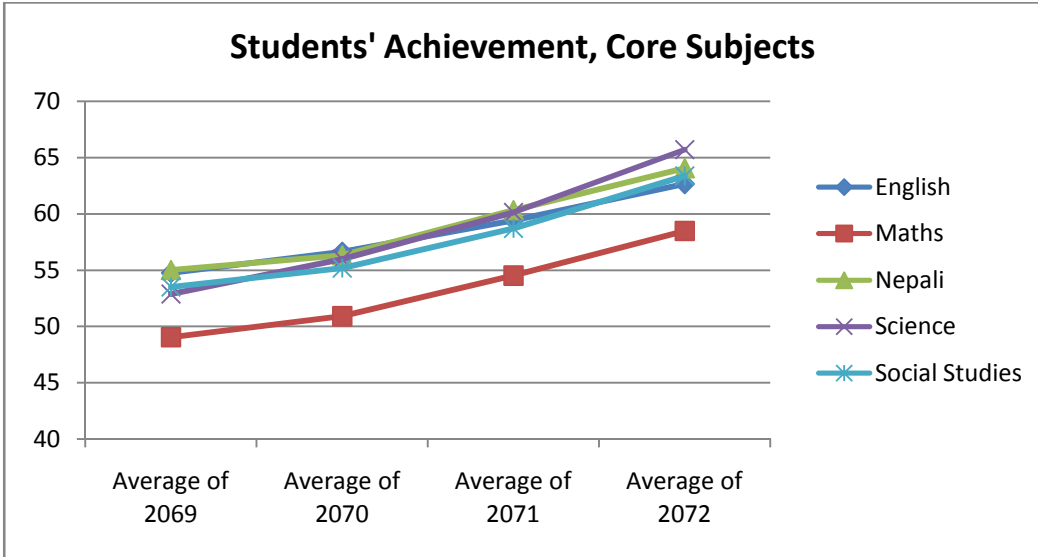


ii.

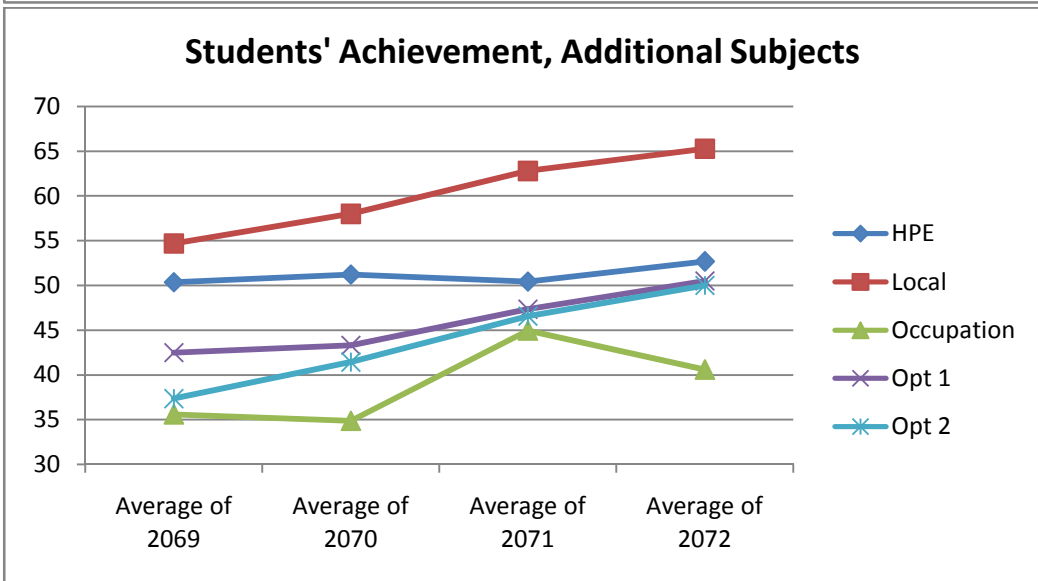


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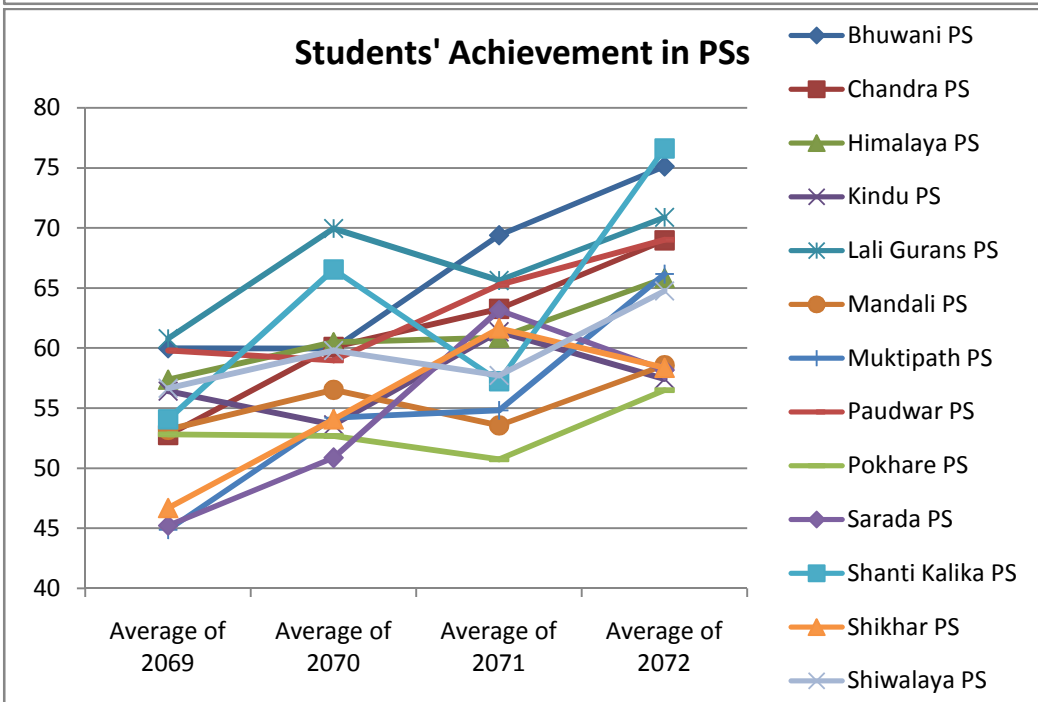
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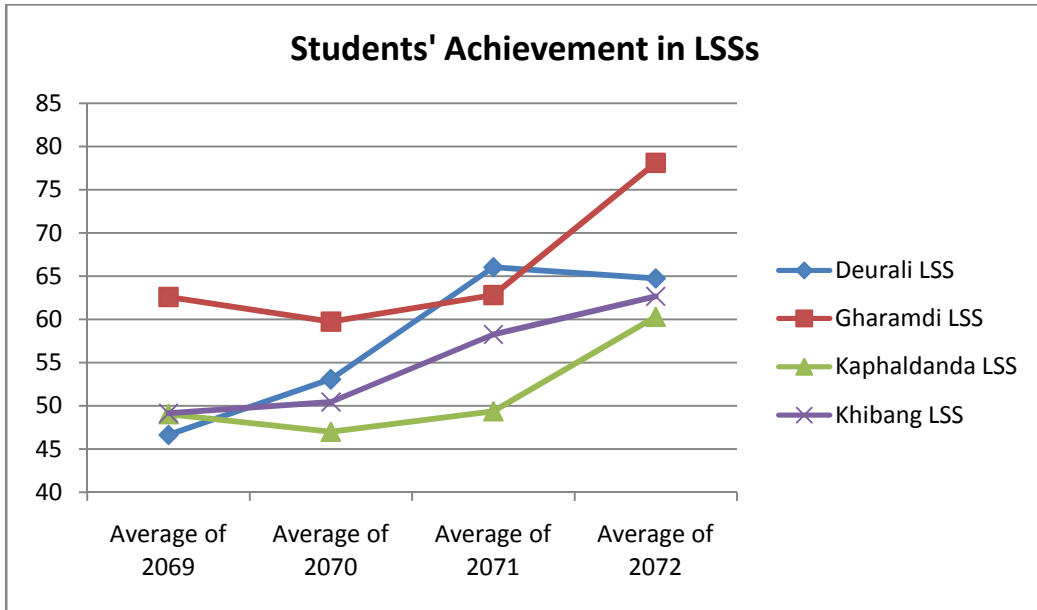
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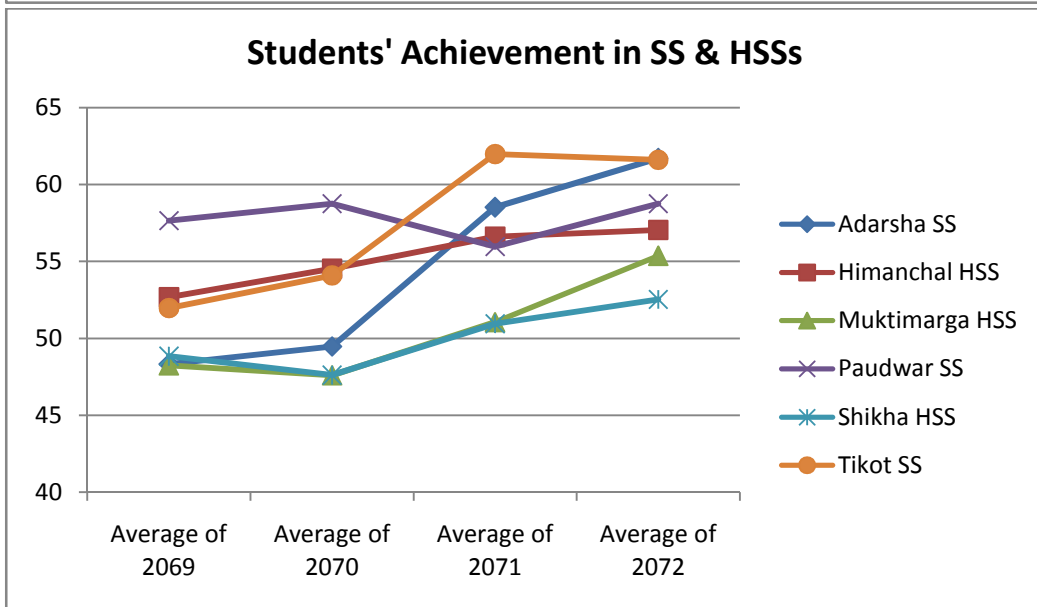
vi.



vii.



viii.



Contacts

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3. Treasurer : Salma Limbu Subba – 9849786615 , salmasubba02@gmail.com
4. Member : Yam Pun – 9841030283, punmagaryam@gmail.com
5. Member : Laxmi Pun – 9846029492, laxmipun7@gmail.com
6. Member : KailashTamang – 9841645402, yonkailash@yahoo.com
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8. Secretary/CEO : Krishna B.T.Pun – 9849289685, Krishna_puntz@hotmail.com

