

**Information collected from Internet in 2006 about the Nepali
School System
by Daniel Laursen, Teacher in Silkeborg, Denmark**

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1. INTRODUCTION

Around 66% of the adult population in Nepal can neither read nor write; illiteracy is especially a problem for women: only 1 of 5 women can read and write. Despite the growing number of schools and teachers the educational system on Primary and Secondary level are still too weak and under-privileged. More schools and teachers are needed and the quality of the teaching has to be strengthened to teach the growing number of children in Nepal, which counts 40% of the population. Therefore focus on the Primary and Secondary level education has to be even bigger in the years to come ¹.

1.1 The Nepali Vision 2012

To understand which intentions can be found in Nepal we have chosen to bring extractions from a so-called SESP rapport (Secondary Education Support Programme) created by the Nepali government in co-operation with The Asian Development Bank and DANIDA in July 2002.

A student in 2012 should have a set of rights with respect to secondary education:

- *A student who has completed primary education will have access to secondary education irrespective of race, religion, ethnicity, gender or locality.*
- *A student in a secondary school will be taught on the basis of a curriculum that is relevant for the student with respect to appropriate life skills and vocational needs for their personal development as well as one that fulfils community needs and national requirements in terms of content and assessment.*
- *A student in a secondary school will be taught by teachers trained and qualified to teach the curriculum; he or she will be taught the required number of days allotted in the school year, in an environment conducive to learning and by teachers provided with instructional materials of an adequate quality and quantity.*

This will according to the report most easily be reached if the school is placed at the centre of a decentralized system of management and planning, guided, co-ordinated and regulated by district, regional and national organisations and institutions.

It seems quite obvious that they are in fact quite open-minded towards international organisations taking responsibility for at least a part of the education in Nepal. It is also already quite easy to get an approval to build and run a school in Nepal compared to other countries. However, it is worth taking a look on the vision dealing with schools in 2012:

¹ Information taken from DANIDA 2003

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A school in 2012, through its own efforts, in partnership with government will:

- *Be responsible for managing its resources including its budget.*
- *Be equipped to teach a curriculum designed for the student, society and economy, and national aspirations.*
- *Be rich in information about itself including assessment data.*
- *Be capable of self-reflection and responsive to identified needs.*
- *Be accountable to the community for student, teacher and school performance.*
- *Have access to information and communication technology.*
- *Have an improved learning environment including its physical facilities.*

According to the report, this will be possible because of sound clear policies, clear self-evaluation by the school and community, a strong management capacity in the headteacher, external supervision through regular visits and inspections, and the co-ordination of planning, implementing, monitoring and evaluation of the school's work.

The goals are very ambitious and therefore they need all the help they can get to achieve these goals. Despite the situation in the country at this very moment, it is still possible to start up or maintain school and educational projects in most areas without any problems. Educational progress remains a main priority for the government despite the nervous situation.

1.2 Poverty

Approximately 42% of the population in Nepal (9 million people) are estimated to live in poverty, the majority in rural areas. Most of Nepal is characterized by a lack of government services, the absence of even the most elementary infrastructures, a high degree of vulnerability to natural and unforeseen disasters and crises. 80% of the working population are employed in the agricultural sector, and the benefits of the growth in other sectors have not been distributed to this majority of the population.

The OECD's DAC Guidelines (Development Assistance Committee) for Poverty Reduction has identified 5 capabilities that need to be improved to reduce poverty effectively ²:

- 1) Human capabilities (education, health and nutrition)
- 2) Economic capabilities (consumption, income and assets)
- 3) Political capabilities (rights, influence and freedom)

² Information taken from Secondary Education Support Programme (SESP), July 2002

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- 4) Socio-cultural capabilities (status and dignity)
- 5) Protective capabilities (security and environment)

Currently, more than 40% of the population lack capabilities with respect to all 5 categories and only a very small minority possess all 5 capabilities. At the moment, there are no strong indications that this situation will improve in the immediate future due to the ongoing conflict.

2. THE EDUCATION SYSTEM

According to the Guidelines for Poverty Reduction as mentioned above, it is an effective way to reduce poverty if you improve the educational level. In the Nepali Vision 2012 it's obvious that the goals are very ambitious for creating the right possibilities for a better school system. On the other hand it is important to know what is going on at the present moment as well to indicate on which conditions this improvement has to begin at. In the following parts we will try to describe the educational system in Nepal as it looks like in 2006.

2.1 The Institutional Structure

The Ministry of Education and Sports (MOES)

Department of Education (DOE)

Regional Education Directorate (RED) (5 in total)

District Education Office (DEO) (75 in total ó one in each district)

Resource Centres (RC) (1096 in total)

Schools (28026 in total ó counting both public and private schools)

An overview on the organization under The Ministry of Education and Sports can be seen on Schedule B.

An overview on the organization under The Department of Education can be seen on Schedule C.

2.2 The School System

You can divide the schools in Nepal into 3 categories:

Public schools

Public schools receive regular economical support from the national government.

Community schools

Community schools don't receive regular economical support from the national government. It is instead supported by different types of donations and the schools own economical resources.

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Private schools

Private schools don't receive any economical support from the government.

Private schools can again be divided into 3 different categories:

Category 1 and 2 are approved by The Ministry of Education and Sports. They have both public and private governing bodies and they have non-profit motives.

Category 3 consists of private self-governing schools with a cost-benefit policy.

Each school, no matter at which level, has its own school committee to secure a democratic development at the school. Meetings in the school committee and meetings with parents and teachers can be held whenever it is necessary, but there is no government regulation on this area.

Universities

In addition to all the schools there are 5 universities in Nepal:

1) Tribhuvan University

It is the main university in Nepal.

In relation to the university there is a private college (10+2) and a government-owned campus (10+2, which offers primary and secondary level education. In addition there is a hostel nearby for the students.

2) Kathmandu University

3) Mahendra Sanskrit University

Only for Sanskrit people!

4) Purbanchal University (in Biratnagar)

5) Pokhara University

In relation to the universities there are colleges and campuses, which offers 10+2 education (Primary level and Secondary level)

At the universities a bachelor education takes 3 years to achieve and a Master Degree takes an additional 2 years. A PHD can be reached after having achieved a Master Degree.

At the moment there is no private universities, but the colleges and the campuses in relation to the universities are both public and privately run.

All exams are made and controlled by The Tribhuvan University, which is the main university in Nepal.

At the same level of education as the universities there are also other opportunities and institutions:

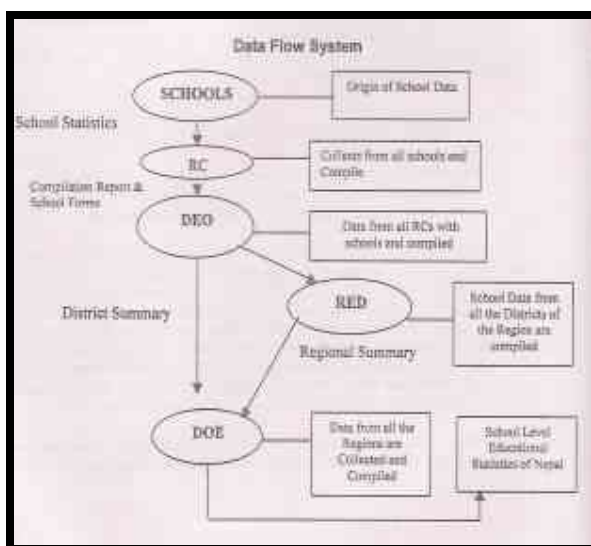
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1. National Council for Sports
2. Nepal Scout
3. Council for Technical Education and Vocational Training (CTEVT)
4. Higher Secondary Education Board (HSEB)

An overview on the institutional arrangement within the education system in Nepal can be seen on Schedule D.

For schools at all levels it is important to inform all relevant institutions about what is going on at the particular school. The normal procedure to exchange data and information in the education system are as illustrated in this info box:



2.3 Primary and Secondary Level

The schools can be parted into two different levels; Primary and Secondary levels.

Primary

All primary level schools offer 5 years of education to all children (1. - 5. grade)

These schools can include a pre-school program called Early Childhood or Pre-Primary school with a duration of up to 3 years which children can attend before Primary school starts. This serves as a kindergarten in European countries. In private schools the Early Childhood program is called Nursery or Kindergarten.

According to The Education Law all teaching on Primary level are free.

Secondary

All secondary level schools offer 5+2 years of education (6th ó 10th grade + 11th ó 12th grade).

Secondary level schools are divided into different sub-levels:

Lower Secondary: 6th ó 8th grade

Secondary: 9th ó 10th grade

Higher Secondary: 11th - 12th grade (called +2)

According to The Education Law all teaching on Secondary level must cost a maximum of 500 RS a year.

2.4 The Future Challenges

After having analysed the school system the SESP concluded that the lower secondary and secondary levels of education were to be the centre of their concern. Despite a considerable progress in secondary school education in the past two decades (324% in lower secondary and 120% in secondary) it is still a huge challenge to improve the access to and the quality of education. As a result Nepal has still not achieved 50% literacy for its population (MOES 2001) ³.

Based on MOES policy documents you can line up the following aims for lower secondary and secondary education:

Lower Secondary Education

The main aim of lower secondary education is to produce citizens who believe in the nation and in democracy and are aware of their responsibility towards the social and natural environment.

Students are expected to be competent in communicating ideas and be independent, hard working, health conscious and ethical.

Secondary Education

The main aim of secondary education is to produce competent and healthy citizens who can contribute to economic development and, are familiar with national traditions, cultural and social heritage and democratic values. Students should be able to communicate articulately and be aware of scientific issues. Creativity, co-operation, independence and industriousness are stressed.

There are significant gaps in educational participation between the poor and non-poor. Children from the highest income quintile are twice as likely to be enrolled in primary school and 10 times more likely to be enrolled in secondary school, than those from the lowest quintile. Participation rates also differ widely across the regions, with people living in the mountainous belt and the Far Western Region of Nepal being the most disadvantaged. Improving access, therefore, is a key goal of secondary education development.

³ Information taken from Secondary Education Support Programme (SESP), July 2002

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In addition most teachers haven't completed the 12 years of education they are actually supposed to do. 10 years of purely academic training and 2 years of pedagogical training mixed up with some academic courses. 66% of the teachers at lower secondary level are untrained and almost 50% of the teachers at secondary level are in the same situation. This is of course also a problem for the level of educational skills among the students.

More specific problems include:

- *A teaching force that is poorly managed, frequently politicised, inadequately trained or not trained at all, often teaching subjects for which they are not qualified, all leading to poor quality education.*
- *A curriculum that is overloaded and does not reflect the diverse needs of the students.*
- *Community schools that are seen as government owned rather than an important resource of the community and a general lack of popular support for public education. Local support for government-aided schools is not sufficient to ensure financial sustainability and quality teaching.*
- *The migration of the children of wealthier families and families seeking a good education for their children to private schools leaving the children of marginalized and disadvantaged families together with a higher proportion of girl children to attend government-aided schools. This contributes to sustaining a two-class education system reproducing inequities both within local communities and Nepal as a whole.*
- *An education system that is seriously short of professional and leadership qualifications and is further marked by frequent transfers of staff at all levels and frequent changes in education rules and regulations.*
- *An availability of public resources that is far too limited to support implementation of even the most necessary changes in education.*
- *Legislation in the form of the Educational Act that is not coherent with legislation in other sectors.*
- *An emerging system of decentralized government based upon devolution of responsibilities and resources, but without co-ordination with the decentralized institutions of the MOES and DOE with respect to education delivery, and without any programme for developing the necessary capacities for implementing the policy of decentralized management of education amongst the requisite organisations and their personnel.*

Significantly, it has been found that communities in general have little respect for the schools, the teachers, the quality of schooling, and the relevance of the curriculum for life opportunities.

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Note: This is luckily not the case in our community in Solu Khumbu, where Himalayan Project gives aid to a number of schools (for further information see the Survey Report).

Across the country there is also a feeling that too many of the poor and disadvantaged were not getting the opportunity to go to school. There is despair about the current level of SLC passes (School Leaving Certificate) (31% in 2001). Given the lack of organizational and management readiness for returning the schools to the community within a decentralized management framework, it is not surprising that communities either do not know about the proposals or do not possess any great expectations for improvement.

In 2004 the MOES introduced the program "Education for All (2004-2009)" which were made to take care of some of the problems indicated above. This shows that the government actually has good intentions even though it doesn't have the capability of reaching these goals at the moment.

Here are the main headlines of the program:

- Expanding early childhood program
- Ensuring access to education
- Meeting the learning needs for all children
- Reducing adult illiteracy
- Eliminating gender disparity
- Improving all aspects of quality education

Strategies and guidelines are also given in the report, but it will be too much to deal with them in this report. If more information is necessary it is possible to contact the Ministry of Education and Sports (MOES) to receive a copy of the document.

2.5 Statistical Data

These tables are all taken from *School Level Educational Statistics of Nepal 2003 (BS 2060)*

Schools	1999	2000	2001	2002	2003
Pre-Primary/ECD	NA	4038	4263	1505	1471
Primary Level	25522	25927	24943	26638	27266
Lower Secondary Level	7276	7239	7340	7917	8249
Secondary Level	4082	4350	4113	4541	4741
Total Unit	25599	26036	25194	26796	27415

NA: Not Available

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As seen above it is quite clear that the number of schools offering the different educational levels have all increased slightly in numbers. Only the Early Childhood program seems to be drastically reduced.

When it comes to the tables beneath it is important to understand that it shows the number of schools offering primary level; the number of schools offering lower secondary level and so on. Therefore the numbers in total won't fit to the number of schools in total. But it gives us a picture of the overall development in Nepal at the moment in public schools, community schools and private schools.

Table: 2
Number of Public Schools by Unit
1999 – 2003

Unit	1999	2000	2001	2002	2003
Primary	NA	20844	20969	18209	15501
Lower Secondary	NA	3886	5870	2713	1883
Secondary	NA	2101	3108	3159	2991

NA: Not Available

The number of public schools has been decreasing steadily the last 5 years and the reason is primarily closure of smaller schools, which results in fewer but bigger and more well-functioning schools.

Table: 3
Number of Community Schools by Unit
1999 – 2003

Unit	1999	2000	2001	2002	2003
Primary	NA	3119	1802	1447	2186
Lower Secondary	NA	2825	162	355	1266
Secondary	NA	1205	132	232	862

NA: Not Available

Also the number of community schools, have been decreasing due to the same reason as the public schools.

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Table: 4
Number of Private Schools by Unit
1999 – 2003

Level	1999	2000	2001	2002	2003
Primary	5711	2906	2172	1223	1499
Lower Secondary	3665	1495	1308	308	359
Secondary	2616	1081	875	789	868

The dramatic reduction of the number of private schools can be seen as a result of the conflict in Nepal. Many organisations pull out their interests in the country until the situation is more peaceful. In addition some private schools fail to report back to the ministry during the conflict. Also among the private schools, some organisations have build bigger and better schools despite having a lot of smaller schools and this can also be a part of the explanation.

All together it gives us a picture of a country in need of more schools and better schools. Hopefully, the situation will turn to the better and open up for more effective work in the education system and more aid from international organisations and government around the world.

Table: 5
Total Number of Students by Level
1999 - 2003

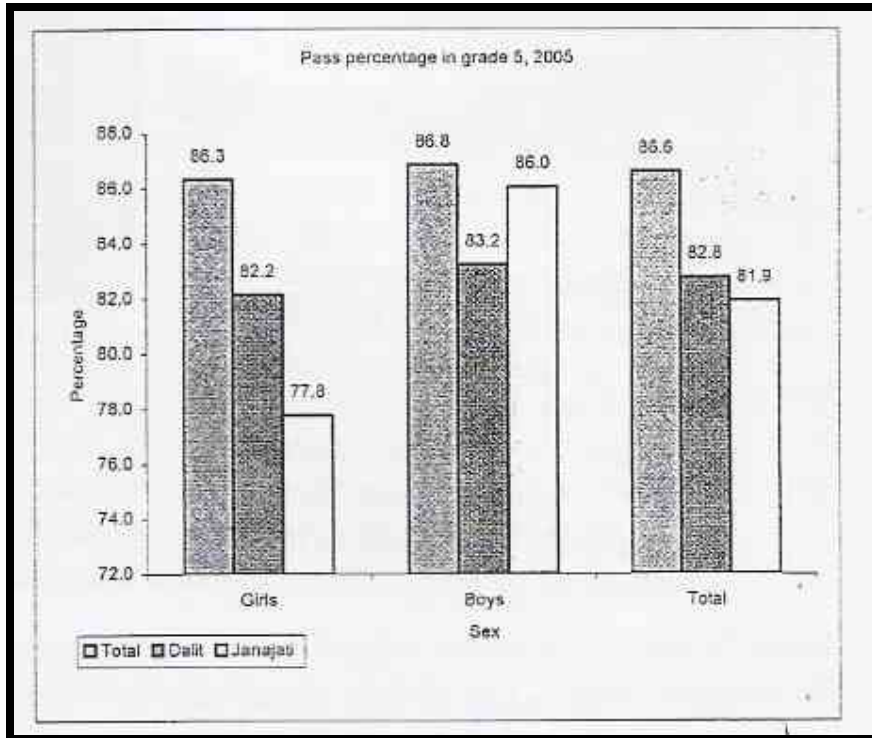
	1999	2000	2001	2002	2003
Pre-Primary/ECD	NA	257968	259065	247930	257121
Primary	3780314	3623150	3853618	3928684	4025692
Lower Secondary	915649	957446	1058448	1137101	1210059
Secondary	385079	372914	449296	480596	511092

NA: Not Available

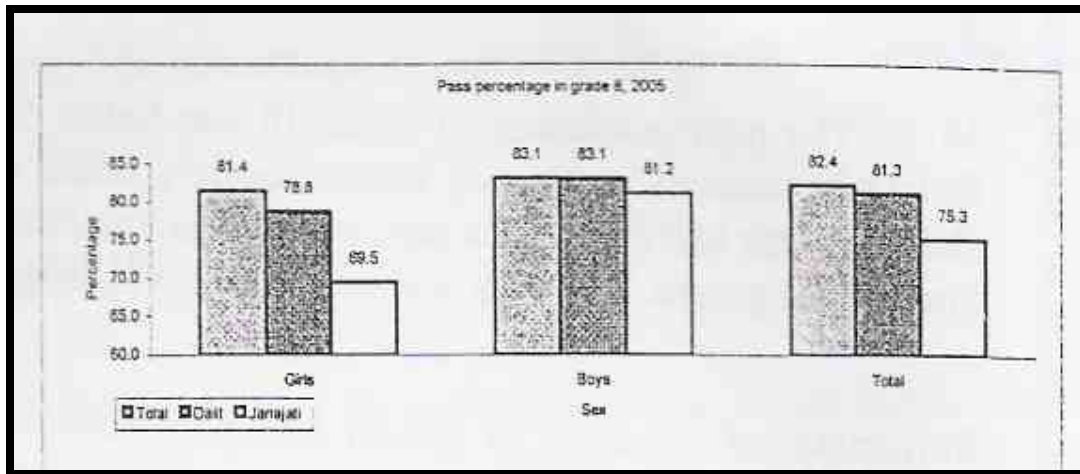
This table shows that despite the decreasing number of schools in Nepal, the number of students at all levels seem to be increasing. Only the Early Childhood program looks as if it is sidelined a little. This means that many families choose to wait a couple of years to send their children in school. Most students start directly in primary school and study for 5 years. Then it is quite obvious that many young children quit their school to work instead. Here is the key to development in Nepal ó motivate the families to keep their children in school for lower secondary and maybe even secondary level as well.

In addition it can be seen beneath that the pass percentage also decreases during the school system, which results in very few young people with a useful and highly educated skills. All 3 graphs are taken from *Flash Report 1, 2062 (2005) by Department of Education*.

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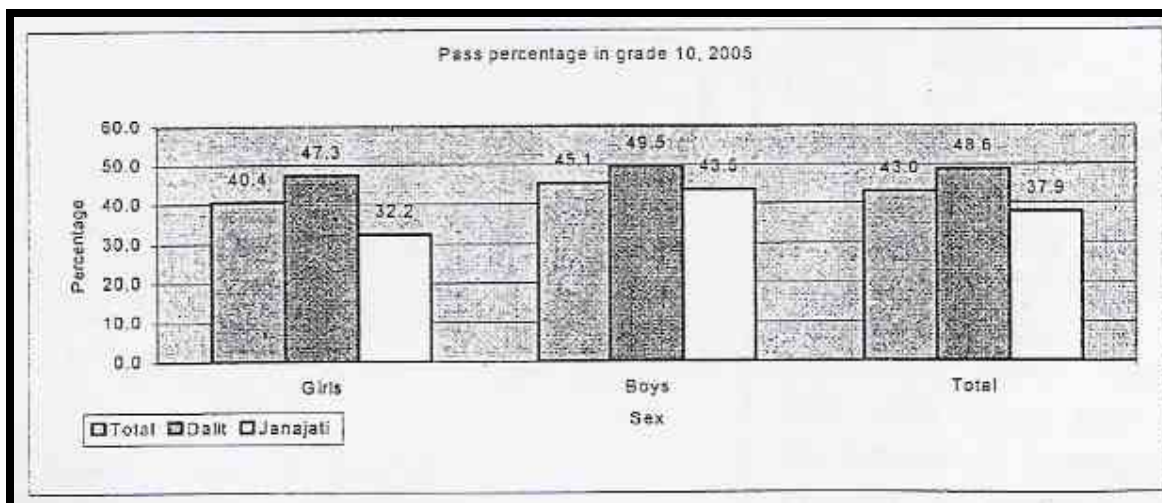


In this report we won't comment on the different religious and sex-oriented differences, which are also illustrated in these boxes. What we can conclude is that the pass-percentage after Primary School seems to be quite high ó around 85%.



After Lower Secondary the pass percentage are down to around 80%.

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At the end of Secondary School under 50% of the students manages to pass their final exam. On the basis of these tables it is not strange at all that SESP concluded it was in Lower Secondary and Secondary School that most of the problems are situated.

Note: Read about the new plan for the education system in Nepal starting in 2009 (Schedule A)

2.5 Nepal Scout

The Nepal Scouts is a non-governmental, non-political, voluntary, educational organization of, for and with young people. Established in 1952, under the Fundamental Principles of World Organization of Scouts Movements (WOSM), it is now a well-established organization with its District Headquarters lying in all the 75 districts of the country attracting enlistment from more and more young people.

The purpose of the Nepal Scouts is to contribute to the overall development of young people in achieving their full physical, intellectual, social and spiritual potentials as individuals and responsible citizens of their local, national and international communities.

Scouting in Nepal is a movement with series of organized activities working towards an objective. The voluntary character of scouting emphasizes the fact that the members adhere to it of their own free will and also accept the fundamentals of the movement. As an educational movement, scouting, non-political as it is, does not involve itself in the struggle for power. This non-political character is constitutionally required from all Scout Organizations. In order to meet the objectives, a unique system of progressive nature has emerged within the framework of scouting. As such, the Scout method in attaining its objective is a system of progressive self-education through:

- A promise and law,

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- Learning by doing,
- Membership of small groups called patrol
- Progressive and stimulating programs of varied activities based on the interest of the participants and service to the community largely in an outdoor setting in loose contact with the nature.

In order to meet the above goals in compliance with the requirements of WOSM, Nepal Scouts serves the nation in the field of:

- Youth program
- Adult leadership
- Public relationship
- Community development projects and community services and
- Various other educational programs.

Nepal Scouts also organizes skill development programs, which in essence have helped scouts find suitable jobs. The National Headquarters in Lainchour, Kathmandu serves as the secretariat to Nepal Scouts.

For more information: <http://www.moe.gov.np/autonomous/scouts.php>

3. CTEVT (Council for Technical Education and Vocational Training)

Sanothimi, Bhaktapur, Nepal

Administration Head Office

Director of Curriculum Development Division: Bishnu Koirala

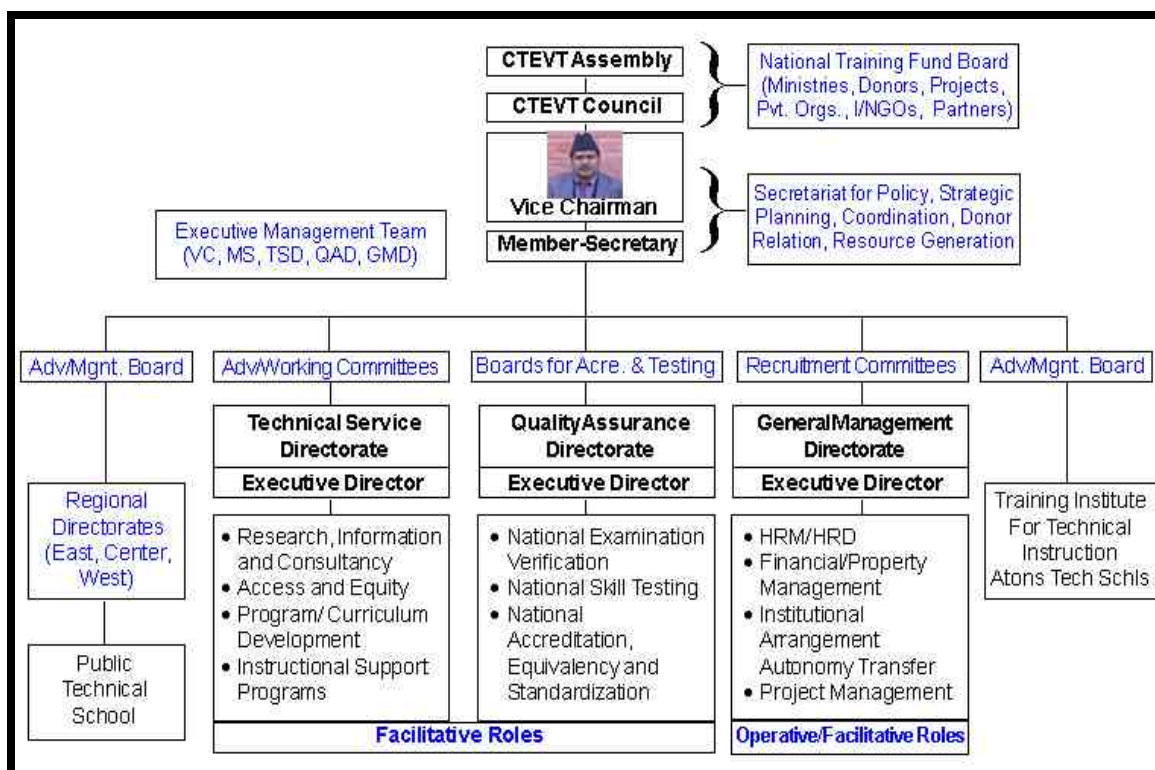
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3.1 Organizational Structure of CTEVT Head Office



The Council for Technical Education and Vocational Training (CTEVT), constituted in 1989 A.D. (2045 BS), is the policy formulation and coordination body for Technical Education and Vocational Training (TEVT) programs in Nepal. It is a national autonomous body committed to the development of human resources for the Kingdom of Nepal. In particular, CTEVT is concerned with basic and middle level technical education and vocational training. It has an assembly with 24 members and a governing board of nine members, which is known as Council. Minister of Education chairs the Assembly and the Council.

The Council has now its own 12 Technical Schools and 2 Rural Training Centers outside the Kathmandu Valley. CTEVT has now big challenge and responsibility ahead for the successful execution and implementation of the TEVT programs. To facilitate, coordinate and support all the Stakeholders who are involved, CTEVT has its own mission and purpose for the accomplishment and development of TEVT sectors.

Mission Statement of CTEVT

CTEVT formulates policies, ensures quality control, coordinates all the technical education and vocational training (TEVT) related stakeholders and provides services to facilitate technical

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education and vocational training programs to prepare and facilitate in the preparation of basic and middle level skilled human resources for economic development throughout the kingdom.

3.2 Objectives

The primary purpose of CTEVT is to facilitate the growth and development of human resources of the nation. The main objectives that will enable the organization to accomplish this purpose are:

- To provide the necessary support and services to both its own institutions and to private institutions so that training is need-based, effective, and as efficient as possible.
- To encourage the growth of independent (private) training providers through support and services which will help them to be effective, efficient and recognized for producing high-quality trainees.
- To increase the number of trainees, especially women and others representing underprivileged groups, from both government and private training programs.
- To ensure the quality of middle and basic level TEVT training so that it results in improvement of quality of life, self-employment, wage employment or income generation.
- To contribute to the protection of the national job market.

3.3 Activities

1. The practice of making involvement in the policy, coordination and quality control will be made more comprehensive.
2. As an agency for encouraging others for making their involvement in the TEVT sector, CTEVT will make efforts for creating favourable working environment for the other training providers.
3. In association with the government, CTEVT will take a lead in providing vocational guidance for the high school students in the country.
4. In order to increase employment in the country and thereby replace the non-nationals from the employment market, CTEVT will strengthen skill testing activities in the country.
5. Strong coordination will be maintained between CTEVT, institutions under CTEVT management or affiliated and other stakeholders such as DOL, DCVI, INGOs, NGOs, HMTTC.
6. The support services provided to all training providers will include:
 - need-assessment information and training
 - development of skill-based curriculum that can be divided into modules and is environmentally-sensitive

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- assist in the development of special training programs to meet the needs of women and other underprivileged groups
- training for trainers
- skill testing and certification
- quality assurance through monitoring, evaluation and examination, articulation between various types of training programs e.g. through equivalency certificates based on training standards

7. The sustainability of the institutions will be enhanced through:

- Making involvement of the local governing bodies in the management of the CTEVT managed technical schools. They will be expected to share the operating cost of the particular institutions.
- Production of the quality graduates from the private technical and this is expected to help these schools maintain themselves for longer.
- Regulate the private training providers.
- Apprenticeship training.

Current Activities of CTEVT

- Operation of the 10 Technical Schools.
- Operation of the 2 VTCD programs.
- Operation of one Technical Teachers Training Institute.
- Carrying out manpower needs assessment programs.
- Granting recognition and accreditation to other TEVT programs and institutions.
- Development of skills classifications, skills standards and carrying out skill testing.
- Development of curriculum for long-term and short-term technical training programs.
- Make necessary arrangements for the operation of Polytechnics, apprenticeship training programs by others.
- Various activities to strengthen the relationship between the employer and CTEVT.

3.4 Goals and Resources

Developing a TEVT institution requires heavy investment. Therefore, most of the TEVT institutions in Nepal in the past were developed with the external assistance. Assistance from the international agencies has to be continued to further develop and expand TEVT institutions in different parts of

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Nepal. There is little cooperation among the agencies to jointly tackle rural poverty and unemployment. Most of the external assistance projects lack realistic planning and plans are not backed up by strategies for sustaining the training programs they start in the future. Another challenge for CTEVT is to seek support from the international agencies and develop sustainable TEVT through a mechanism that allows training institutions to become increasingly self-sufficient both financially and administratively in the long run.

Need for Standardization and Quality Control

CTEVT is challenged to standardize and control the quality of training provided by public and private TEVT institutions. Because of the diversity of rapidly growing institutions, standardization and control of program quality has become a difficult task.

Quality control of private vocational training institutions operating with a strong profit motive is even more challenging. The general public always questions their quality, relevancy and effectiveness of programs of profit-oriented private institutions. A great deal of effort will be required to standardize the existing programs by applying effective quality control mechanisms. The volume of work required to carry out all of the various coordination and support activities will require a large number of highly skilled professional staff.

Addressing the Poverty

Though sufficient research are required as how vocational training graduates can combat the poverty in Nepalese context, it is natural to think that with a skill people can make themselves able to solve the day to day problems. This particularly important in the rural areas because with technical education and vocational training, farmers can be expected to increase both production and productivity in a sustainable way.

Resources

All the technical schools and VTCD centres under CTEVT are well equipped. All these schools possess sufficient resources required for fulfilling the practical aspect of training. These resources include both machinery and buildings.

Donor's Activities in TEVT sector

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Donors activity in TEVT sector is very much appreciated from the beginning of TEVT development activities. Donors have supported to establish Technical Schools, Vocational Training and Community Development Centres and even the Polytechnic Institutes, which is under consideration in Hetauda, Makawanpur, Nepal. The Donor Agencies are mostly supporting in equipping Technical Schools and RTCs and in providing physical facilities. The major area of involvement by Donor Agencies is:

- Infrastructural Development
- Human Resource Development
- Software Development
- Consultancy Services
- Other Expertise

Private Partners

Given the huge need for delivering training service in the country, it is natural that there is need of heavy involvement from the private sector. Such involvement is expected to increase in the future too as myriad of new training areas have emerged. It will also be so age the government training system has not yet been able to address the market needs. Therefore, before the government mechanism achieves this quality, the role of private sector must not be limited.

The present experience shows that the private sector has huge potential to mobilize the resources. It might help the government in cost sharing. However, CTEVT as an apex body, should take care of all the quality aspects of training.

3.5. Technical Schools and their Programs

One of the functions of CTEVT is to facilitate the private technical schools and provide services to maintain quality of programs. TEVT sub-sector is a huge area in which CTEVT alone cannot fulfill the national needs. Accordingly, it has granted provisional affiliation to over 160 private institutions to run TEVT programs. Total enrolment capacity of these institutes is about 12,000. Private institutes offer training programs mainly in agriculture, engineering, health, electronics, food technology etc.

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Level of training courses can be categorized into 3 broad classes or levels:

1. Short-term training courses

A course lasting no longer than 1 year.

No qualifications are required, even people who are illiterate can take part in these courses.

2. Technical School Leaving Certificate (TSLC)

A program which takes more than 1 year to complete.

It is required to have a SLC (Secondary Level Certificate) to be able to take part in these programs.

3. Diploma level programs

A program which takes up to 3 year to complete.

It is required to have a SLC (Secondary Level Certificate) to be able to take part in these programs.

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CTEVT run Technical Schools & Programs

Over a period of 15 years, seventeen training institutions have been established with the cooperation of various TEVT development partners. These institutions provide training in various areas such as agriculture, construction, health, mechanical, electrical, tourism and sanitation etc. The description of the courses is tabulated in the table 1 below. The following is the brief introduction of each of the schools/training centres.

Zone	Institution	Trade Areas	Level of Certificate
Bagmati	<u>Training Institute for Technical Instruction</u>	Instructor Training and Management Training	Differs as per the nature of the training.
	<u>Balaju Technical Training Center</u>	Electrical, Sanitation, Mechanical	Diploma (Senior). Technician (Junior)
	<u>Panauti Technical School</u>	Automobile	Technical SLC (TSLC)
	<u>Lahan Technical School</u>	Agriculture, Construction	TSLC, Diploma
Janakpur	<u>Jiri technical School</u>	Agriculture, Construction, Health	TSLC
Koshi	<u>Dhankuta Technical School</u>	Agriculture	TSLC & Senior Technician
Karnali	<u>Karnali Technical School</u>	Agriculture, Construction, Health	TSLC
	<u>Bheri Technical School</u>	General, Mechanics, Auto Mechanics, Plumbing, Welding, Electricity, Electronics, Computer, Office Management	TSLC, Diploma and other short-term training certificates
Rapti	<u>Rapti Technical School</u>	Agriculture, Construction, Health	TSLC, Diploma and other short term training certificates
Dhaulagiri	<u>Dhaulagiri Technical School</u>	Lodge Management, Cooking, Food Processing, Fruit and Vegetable Production, Livestock, Production, Mountaineering	Training Certificate
Gandaki	<u>Pokhara Tourism Training Center</u>	Hotel Management, Travel Agency, Trekking	Training Certificate
	<u>VTCD Lamjung</u>	Vocational Training according to local needs	Training Certificate
	<u>VTCD Tanahun</u>	Vocational Training according to local needs	Training Certificate
Lumbini	<u>Tansen Nursing School</u>	Health	Staff Nurse
Narayani	<u>School of Health Science</u>	Health	Health Assistant
	<u>Hetauda Polytechnic</u>	Construction and Industrial	Training Certificate
Seti	<u>Seti Technical School</u>	Agriculture, Construction, Health	TSLC, Diploma

3.6 Establishment of a Technical School

Technical schools are quite easy to establish as a private institution, but to achieve governmental support to the establishment you have to prove the need for such a Technical school in the project area. Even after having achieved governmental support it is still necessary to use private funds and money to assure a proper administration of the school. Therefore a Technical school will always be partly private.

To grant a useful and official certificate to hand out to the students after their exams, the examinations must be carried out, controlled and approved by CTEVT. To obtain that you have to contact the CTEVT before the exam and then they will prepare an exam in the subjects which are taught at this particular Technical school. CTEVT has created a list with possible subjects and with the amount of lessons needed for each subject to achieve the right level of skills before the exam.

Each Technical school can decide for themselves which subjects they are offering and what the price of a particular education would be.

A typical advertise for a Technical school could look like this:

- Authorized by Government
- Only one authorized by CTEVT in the district
- We teach according to the text book of CTEVT
- One student one E-mail address
- E-mail, Internet service
- Computer maintenance and other training class.
- Serving for the last 5 years.
- 18 color computers in class.
- Experienced and skilled teachers.
- Every student has their own computer in class.
- Separate theory and practical class.
- We teach in English and Nepali according to the expectation of students.
- Job guaranteed to the best students.

For more information: <http://www.ctevt.org.np/>

4. HSEB (Higher Secondary Education Board)

Higher Secondary Education Board (HSEB) was established in 1989 under the Higher Secondary Education Act. The Board is involved in running the 10+2 system in the country. Nepal National Commission of Education 1992 recommended the importance of the 10+2 structure in the education system and viewed it as the first step towards specialization. However, it was felt that the 10+2 structure should essentially focus on the need for addressing middle level manpower requirements and for imparting necessary knowledge and skills to those students who want to continue their education at undergraduate level.

4.1 Objectives and Goals

The objectives of Higher Secondary Education are to:

- Prepare students for the world of work especially in meeting middle level manpower requirements in different fields.
- Prepare students for general higher education and for professional disciplines.

Creating opportunities for graduates of secondary education to pursue higher study is the main intent of the Higher Secondary Education System. However, various other factors in favour of this educational system are mentioned below:

- The 10+2 system is characteristically democratic because, with the opening of 10+2 schools, the SLC-pass students in rural areas will have access to further education. Students aiming for higher education can study at their own surroundings.
- This system is basically oriented to addressing the issue of equity in higher education with emphasis on creating a congenial environment for girls and for deprived and disadvantaged groups of people getting this level of education.
- Relevant curricula, quality text materials and involvement of qualified teachers for effective instructional processes are the major emphases of 10+2 system. Judged from this standpoint, this system will be successful in producing people with high potentials needed for all-round national development.
- Since SLC-pass students are still rather immature, they should not be making firm decisions about higher studies independently, the 10+2 system provides them with constant guidance and counselling services.
- A school is greatly strengthened by older students who can give a lead and example to younger students and the whole intellectual ethos of the school is improved. Similarly, the

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universities will be greatly improved by having more mature undergraduates who have learned to study by themselves and think critically and clearly.

- The 10+2 structure is significant in bringing about uniformity between educational structures of Nepal and other Asian countries, especially SAARC member states.

4.2 Functions

The main functions of the HSEB are as follows:

- Granting approval for +2 schools.
- Developing and revising curricula and textbook materials.
- Conducting examinations and publishing results.
- Awarding certificates to higher Secondary School graduates.
- Supervising and monitoring Higher Secondary School programs.
- Implementing plans and programs for improving Higher Secondary Education.
- Recruiting technical, professional and administrative staff.
- Designing and implementing training programs for +2 school teachers and other staff.
- Conducting seminars and workshops.
- Undertaking research activities, which focus on various issues in this field.

Keeping liaison with various national and international institutions.

Affiliation

The HSEB may grant affiliation to an HMG recognized secondary school or an institution willing to open a Higher Secondary School under specified condition relating to physical facilities, qualified teachers, adequate number of students, financial provision, etc. The HSEB till December 1999 affiliated 504 higher secondary schools.

Examination

The office of the Controller of Examinations of the HSEB administers the final examinations. Certificates are awarded to those candidates who duly pass the final examination.

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4.3 Courses Offered at Higher Secondary Education (Grade 11-12)

Class 11	Full Marks	Teaching Hours	Class 12	Full Marks	Teaching Hours
Compulsory English	100	150	Compulsory English	100	150
Compulsory Nepali	100	150	Physics	100	150
Alternative English	100	150	Chemistry	100	150
Physics I	100	150	Biology	100	150
Chemistry I	100	150	Mathematics	100	150
Biology	100	150	Accountancy	100	150
Mathematics	100	150	Hotel Management	100	150
Office Management & Secretarial Practice	100	150	Office Management & Secretarial Practice	100	150
Business Organization and Office Management	100	150	Business Organization and Office Management	100	150
Accountancy I	100	150	Travel and Tourism	100	150
Travel and Tourism	100	150	History	100	150
Hotel Management	100	150	Geography	100	150
Economics	100	150	Culture	100	150
Computer Science	100	150	Economics	100	150
Geography	100	150	Political Science	100	150
Political Science I	100	150	Population Education	100	150
History	100	150	Philosophy	100	150
Culture	100	150	Psychology	100	150
Mass Communication and Journalism	100	150	Health and Physical Education	100	150
Sociology	100	150	Linguistic	100	150
Philosophy	100	150	Dance	100	150
Dance	100	150	Music	100	150
Music	100	150	Agriculture	100	150
Home Science	100	150	Home Science	100	150
Agriculture	100	150	Computer Science	100	150
Psychology I	100	150	Sociology	100	150
Population Education	100	150	Instructional Evaluation	50	75
Health and Physical Education	100	150	Child Development and Learning	100	150
Linguistic	100	150	Teaching Science	50	75
Optional English	100	150	Teaching Social Studies	50	75
Japanese	100	150	Optional English	100	150
German	100	150	Elective Hindi	100	150
French	100	150	Elective Maithili	100	150

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Class 11	Full Marks	Teaching Hours	Class 12	Full Marks	Teaching Hours
Urdu	100	150	Elective Newari	100	150
Elective Nepali I	100	150	German	100	150
Elective Newari	100	150	French	100	150
Elective Hindi	100	150	Japanese	100	150
Elective Maithili	100	150	Urdu	100	150
Introduction to Education	100	150	Elective Nepali II	100	150
Education Pedagogy	100	150	Mass Communication and Journalism	100	150
Nepali Language Teaching	50	75	Business Mathematics	100	150
Teaching of English	50	75	Marketing	100	150
Teaching of Mathematics	50	75	Contemporary Society	100	150
			General Mathematics	100	150
			General Science	100	150
			Introduction to Educational Technology	100	150
			Environmental Education	100	150
			Instructional Organization	100	150
			Primary Education	100	150
			Special Needs Education	100	150
			Social Studies	100	150
			Rural Economics	100	150

Source: HSEB, Sanothimi, Bhaktapur

Read more: <http://www.moe.gov.np/autonomous/hseb.php>

In Nepal it is a common belief to most people that private institutions offer education at a higher level than the institutions run by the government. The fact that public administered schools are cheaper than the private schools doesn't help much to change this opinion among people.

5. ESTABLISHMENT OF A SCHOOL

The following chapter will bring you some extractions from The Education Act, which will be useful if you consider to start a school project in Nepal or just wants to take part in a project related to school organization or administration.

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5.1 The Education Act, 2028 (1971)

Permission should be obtained for establishing school:

(1) If someone, except His Majesty's Government wants to open up a school, he should apply before His Majesty's Government or the appointed authority with detailed particulars and a recommendation letter obtained from the concerned District Education Officer requesting permission for the same. While applying for the same, those intending to found a school should mention whether they want to run it in the form Company Act or Educational Trust clearly in the application.

(2) If applications are received in accordance with the Sub-Clause (1) His Majesty's Government or the concerned authority will screen the application, and if the step is judged proper, he will grant permission to open the school provided that required conditions are fulfilled properly.

(3) His Majesty's Government or the concerned authority will give approval to the school established with permission under the Sub-Clause (2) provided that it has observed the regulations and conditions thereof.

(4) Those schools that are running as Private Schools during the commencement of this Act, should apply before the appointed authority with detailed particulars provided within six months from the effect of this Act stating whether it will be conducted in the form of Company or Educational Trust.

(5) If applications are received in accordance with the Sub-Clause (4), the appointed authority will examine the necessary requirements in the application and while doing so, if the demand for the school is found justifiable, he will give approval to run the school as per the requisition.

(6) Despite whatever stated under Sub-clause (2), (3) or (5), no school subject to the following conditions shall be given permission or approval for running it in the form of Company:

- (a) School running in the Government or public buildings,
- (b) School running in such buildings as are constructed on the Government or public land,
- (c) School running in such buildings or land as have been donated by an individual or an organization to the school, or by constructing a building on the land donated in this way,

(7) Despite whatever mentioned under Sub-Clauses (2), (3) and (5), the concerned Village Development Committee or the Municipality will sanction permission or approval to open up Pre-primary Schools on its own resources.

(8) Despite whatever mentioned under Sub-Clauses (1), (2), and (3) above, nobody will be given permission to establish schools affiliated to any foreign educational institution.

However, His Majesty's Government can extend permission to establish and run schools affiliated to foreign educational institutions by fixing rules and conditions provided that a contract has been signed with His Majesty's Government or recommendations for the effect have been received through some diplomatic agency. Applications can directly be forwarded for this purpose before His Majesty's Government.

(9) His Majesty's Government can close such schools anytime as have been given permission or assent to run as per Sub-Clause (8), provided that they do not run in accordance with the rules and regulations.

(10) Regarding the schools permitted or approved under Sub-Clause (8), other regulations enacted under this Act will not be applicable to them.

Operation of the School:

The operation of School shall be as prescribed.

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Conduct and Control of Examination:

The conduction and control of Primary School Leaving Examination, Lower Secondary Leaving Examination and School Leaving Certificate Examination shall be as prescribed.

Types of Secondary Education:

Types of Secondary education shall be as follows:

- (a) General Secondary Education
- (b) Sanskrit Secondary Education.

Medium of Education:

(1) The medium of education at the School shall be in Nepali language.

Provided that the education up to primary level may be given in mother tongue.

(2) Notwithstanding anything contained in Sub-section (1), while teaching the subject of language the medium of education may be in same language.

Curriculum and Textbook of the School:

The School shall be required to implement the curriculum and textbook as approved by His Majesty's Government.

Department of Education:

(1) The Department of Education will be instituted under the Ministry of Education and Sports.

(2) A director General will head the Department of education instituted as per the Sub-Clause (1).

(3) The functions, duties, and rights of the Director General will be as prescribed.

Regional Education Directorate:

(1) His Majesty's Government may establish Regional Education Directorate in each development region.

(2) A Regional Education Director shall be as the Chief of the directorate to be established pursuant to Sub-section (1).

(3) Functions, duties and powers of the Regional Education Director shall be as prescribed.

District Education Office:

(1) His Majesty's Government may establish a District Education Office in each district.

(2) A District Education Officer shall be as the Chief of the Office to be established pursuant to Sub-section (1).

(3) Functions, duties and powers of the District Education Officer shall be as prescribed.

Procedures to be Followed for Recommendation:

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(1) The procedures to be followed for the recommendation to permanent appointment of teachers by the Commission shall be as follows:

- a) To take details of number of teachers to be fulfilled according to the level of School from the concerned District Education Office while fulfilling the vacant post of teachers permanently as per the approved position in the Schools of the district,
- b) To publish advertisement for recruitment through open competition having mentioned the number of posts, and to take application from the candidates having the prescribed qualifications according to the post,
- c) To select suitable candidate after investigation of the applications received pursuant to Clause (b), following the procedures as follows:
 - a. Open competitive written examination,
 - b. Interview,
 - c. Practical examination.
 - d. Provided that, practical examination shall be taken in only such situation as deemed appropriate and necessary by the Commission.
- d) The recommendation of appointment and promotion shall be required to be made by the Commission within six months of advertisement.

(2) The procedures as prescribed shall be required to be followed by the Commission while making recommendation for promotion of the teacher.

Teaching License Should be Obtained:

- (1) After the commencement of this Act, nobody without producing teaching license from the Commission can be a candidate for the post of a teacher.
- (2) The Commission can conduct examination as specified announcing through public notices for the purpose of giving Teaching Licenses.
- (3) The commission can distribute Teaching License to those candidates that are successful in the examination conducted as per the sub-clause (2)
- (4) Within six months of the commencement of this Act, the Commission will provide the working teachers with temporary Teaching Licenses.
- (5) Those teachers who have obtained temporary Teaching Licenses as per Sub-Clause (4) will have to obtain permanent license from the Commission within five years of this.
- (6) Those temporary teachers who fail to obtain permanent Teaching License within the specified period will automatically be terminated and the permanent teachers will be terminated as per specification of rules.
- (7) Other provisions regarding the Teaching License will be specified.

Grants can be issued to the Child Development Centers:

- (1) His Majesty's Government can provide the Child Development Center established in collaboration with Village Development Committee or Municipality with grants as per the rules specified.

School Management Committee:

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- (1) For every Community School a School Management Committee consisting of the following members will be constituted for its operation, supervision and management.
- (2) In the School Management Committees of such Secondary schools as offer courses on Technical or vocational Subjects or conduct training on the same, two Members will be represented from the District Level Industry and Commerce and Trade Unions.
- (3) The School Supervisors and the Resource Persons related to the concerned school will be invited to attend the School Management Committee Meetings as observers.
- (4) For every Institutional School, a School Management Committee consisting of the following Members will be constituted for its operation, supervision and management.
- 5) The tenure of the office of the Presidents or Members selected or nominated as per Sub-Clause (1) and (4) will be two years. The selecting or nominating parents, authority or units can dismiss the President or Members thus selected or nominated from their post provided that the latter's conduct is found improper to the post. But before they are terminated from their post, they will not be deprived of the opportunity to absolve themselves from the charge.
- (6) The functions, rights, and duties of the School Management Committee for the Community Schools will be as follow: -
- (a) To mobilize the resources and means available for the operation of the school,
 - (b) To maintain or arrange for maintaining the records of both the movable and immovable property belonging to the school and protecting the same,
 - (c) To maintain and update the records of the academic, physical and financial of the school,
 - (d) To sanction the annual school budget and inform the Village Education Committee and District Education Office of the same,
 - (e) To prevent different elements from polluting the environment of the school on the grounds of politics, religion, communality in order to maintain the academic environment of the school conducive,
 - (f) To join the teacher appointed by the District Education Officer to the school and assign duties to him/her,
 - (g) To get the auditing of the annual budget of the school accomplished by the auditor appointed by the District Education Office,
 - (h) To take necessary action in accordance with the auditor's report and submit the report on the same before the District Education Officer,
 - (i) To carry out orders and instructions issues by the District Education Committee and District Education Office,
 - (j) To appoint such candidates as have obtained Teaching License from the Commission and who are eligible candidates for the post for the teacher as per the prevalent law on the basis of open competition and arrange for the remuneration, facilities and the promotion of the teachers thus appointed,
 - (k) To form Parent-Teacher Association as specified in order to enhance the academic standards.
- (7) The functions, duties and rights of the School Management Committee of the Institutional School will be as follow:
- (a) To mobilize the resources and means available for the operation of the school,
 - (b) To make arrangement for the essential physical facilities for the school,
 - (c) To keep environment of the school favorable,

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- (d) To implement the curriculum and the textbooks approved by His Majesty's Government compulsorily and to acquire approval from the Curriculum Development Center if other supplementary textbooks are regarded essential,
 - (e) To appoint those candidates to the post of the teacher who have obtained License from the Commission and who are eligible for the post as per the prevalent law to the post of teacher,
 - (f) To pay them salary not less than the scale fixed by His Majesty's Government,
 - (g) To take action in cases of the breach of discipline by teachers,
 - (h) To carry out directions issued by His Majesty's Government,
- (8) Other functions, rights, and duties and the procedures of meetings of the School Management Committee will be as prescribed.

Fund of the School:

- (1) A School Fund shall be established in each School, which shall consist the amount as follows:
- (a) Contribution obtained from His Majesty's Government,
 - (a1) Contribution obtained from District Education Fund,
 - (a2) Contribution obtained from Village Development Committee or Municipality,
 - (b) Amount to be collected from fees,
 - (c) Amount to be obtained from donation or gift, and
 - (d) Amount to be obtained from other sources.
- (2) The Fund established pursuant to Sub-section (1) shall be operated and audited as prescribed.

Power of His Majesty's Government to Transfer, Merge, Re- name or Close any School:

His Majesty's Government or the prescribed authority may, upon recommendation of the District Education Committee, transfer any existing School from one place to another or merge two or more Schools into one School or rename the School or close such School, or open a new School at the prescribed place or area or give permission or approval to operate the School with addition of classes.

Properties of the School:

- (1) The property under the right of Community School will be considered as public property. The amount obtained through the sale of the property of such Community Schools as got their permission cancelled or are merged into any other school by His Majesty's Government as per the existing law provided that the property is of no use for other schools, will be deposited to the concerned District Education Fund.
- (2) The property of those Institutional Schools that run as Education Trust will be in the name of the same school. But such property will be considered public property provided that such a school is closed for some reason. His Majesty's Government can utilize such property in the work of any Community School or sell the same and deposit the amount obtained in this way in District Education Fund.
- (3) The property of those Institutional Schools that run as Company will be in the name of that company.

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(4) Before receiving any kind of movable or immovable property from some person or organization, the Institutional School should obtain approval for the same from the concerned District Education Committee.

(5) The property obtained under Sub-Clause (4) cannot be sold without any permission from His Majesty's Government.

(6) The school should hold the meeting of the parents at least once a year and present particulars of the income, expenditure and academic achievement of the previous year and the details of the academic calendar for the next year publicly.

Cancellation of permission or approval:

The concerned authority shall cancel the permission or approval accorded to the Institutional School provided that it fails to furnish the report as per Sub-Clause (4) of Clause (3), or having it found to act against this Act, or other laws enacted under this.

But before canceling the permission or approval, the concerned school will not be deprived of the opportunity to absolve itself from the charge.

Classification of schools:

Schools will be classified as per the rules prescribed.

Rules of fee structure:

(1) The education provided by Community Schools up to the Primary level will be free, and the students enrolled in such schools will be provided free of cost textbooks by His Majesty's Government.

(2) The rate of the fees charged on the students receiving Lower Secondary and Secondary level education at Community Schools will be decided as specified.

However a provision of free education will be made for girl children and the students from the dalits and the tribal class that fall below the poverty line.

(3) Once the schools charge admission fees to the students while getting admitted to a particular grade, the same school cannot collect any kind of tax from the same student while getting readmitted to another grade.

(4) The school will not be allowed to collect any kind of fees towards building the physical infrastructure of the school from the students.

(5) The fees that a school is to collect from the students should be decided only with the permission of His Majesty's Government or the person authorized. The permission of the fee structure will be based on the classification of schools.

(6) The concerned authority must make the school return the fee provided that the school has collected fees from the students against this Act.

(7) The concerned authority can punish the school with a fine of up to Rupees twenty five thousand provided that the school has collected fees against this act.

Teachers' Union, teachers' conduct and other provisions:

(1) There will be a Teachers' Union formed to promote the professional rights and welfares of the teachers.

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(2) The Teachers' Union can be formed both at the central as well as district levels.

(3) The election of the Teachers' Union will be as specified.

(4) The teacher cannot participate in any kind of election held for any political party, he should not serve in any post of any political party, nor should he represent any political party.

But this Sub-Clause does not contradict their right to exercise their voting right entitled to them as per the existent law.

(5) A teacher will be dismissed from his post under the following conditions: -

- (a) If he acts against Sub-Clause (4),
- (b) If he fails to fulfill the duty expected of the post,
- (c) If he remains absent for more than 15 days at a stretch without any information,
- (d) If it is proved that he attends the schools having drunk liquors,
- (e) If he is found to have been punished by court on criminal charges.

Academic qualifications:

The qualifications required of the school teachers' post will be as prescribed.

Provision of reappointment by the order of the court:

(1) The teacher who has been dismissed from the job followed by the departmental action or discharged of his duty can be reappointed to his post only as per order or the decision issued by the court.

(2) The teacher thus reappointed as per Sub-Clause (1) will be entitled to draw full salary, allowance, raised salary if any, for the period between his dismissal from the job and reinstatement to it.

Teachers' transfer:

(1) The teacher seeking transfer should fill in the form as specified and apply before the concerned District Education Office.

(2) The District Education Committee can transfer such a teacher provided that an application as per Sub-Clause (1) is received, the position is vacant and the subject matching.

But every year, more than twenty five percent of the vacant positions will not be filled through transfer from other districts.

(3) Despite whatever written under Sub-Clause (2) if such conditions prevail under which the transfer of some teacher becomes unavoidable, the District Education Officer can, within the district, transfer the teacher; the Regional Education Director can do so within his region and the Department of education can do so within the whole kingdom of Nepal.

(4) While transferring the teacher as per the Sub-Clause (3), the District Education Officer should obtain pre-acceptance from the Regional Education Director; the Regional Education Director from the Department of Education and the Department of Education from the Ministry of Education and Sports, and this should also be accompanied by the recommendation of the concerned school.

Rules May be Framed:

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(1) His Majesty's Government may frame Rules in order to execute the objectives of this Act.

(2) Without prejudice to the generality of powers vested by Sub-section (1), such Rules may

in particular make provisions on the following:

- (a) Flag, emblem and prayers of the Schools,
- (b) Fee to be chargeable on students and its realization,
- (c) Grants to be given to the Schools,
- (d) Examination of Schools,
- (d1) Relating to determination of equivalency of School Leaving Certificate Examination,
- (d2) Relating to National Teachers Service Commission,
- (d3) Relating to Teachers Registration Office of the Schools,
- (e) Determination of extra-activities and programme of the School,
- (f) Relating to oath of teacher and employee of the school,
- (g) Methods of admission of students in Schools and the number of students,
- (h) Protection of properties of Schools,
- (i) Operation of hostel of Schools,
- (j) Checking of income and expenditure of Schools,
- (k) Methods of preparing and keeping of records, ledgers and other documents of Schools,
- (l) Curriculum, textbook and reference materials of Schools,
- (m) Code of conduct of teachers and students,
- (n) Library and reading rooms of Schools,
- (o) Co-education,
- (p) Teachers training programme,
- (p1) Training on Teaching and School Management,
- (q) Powers and duties of Headmasters,
- (r) Relating to terms of service of teachers of Schools,
- (s) Teaching^a Permission letter, identity card and pass of the teachers of Schools,
- (t) Special education,
- (u) Non-formal Education,
- (u1) Distance Education
- (v) Constitution of Teacher's Service,
- (w) District Education Fund,
- (x) Student counseling and guidance service ' í í í í
- (y) Other necessary matters,
- (z) Operation of Residential Schools,
- (z1) Relating to^a Institutional Schools,

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- (z2) Relating to coaching class, language teaching class and teachers training class operated in private sector.

5.2 NEPAL GAZETTE ON THE EDUCATION ACT

Re-written and published by Nepal Gazette, May 30, 2002 A.D.

Education Rules, 2059 (2002 A.D.)

Amendment:

Education (First Amendment) Rules, 2060	2060.3.24 B.S.
	(July 8, 2003 A.D.)

Education (Second Amendment) Rules, 2060	2060.12.16 B.S.
	(March 29, 2004 A.D.)

Application be Filed for Permission for Establishment of School:

(1) Those willing to establish a primary, lower secondary school or secondary school shall have to file an application along with recommendation of the Village Education Committee or municipality according to the format provided in Schedule -1 to the District Education Office for permission at least six months before the commencement of new academic session.

(2) Those willing to open pre-primary school shall have to file an application according to the format as provided in Schedule -2 in the concerned Village Development Committee or Municipality for permission at least two months before the start of new academic session.

Infrastructures to be met for Establishing a School:

Infrastructures referred to in *Schedule -3* shall be met for establishment of a school.

Permission to be Given to Open School:

(1) If an application is submitted according to sub-rule (1) of Rule 3 for permission to open a school, the District Education Officer shall upon examination of all necessary documents enclosed with the application so submitted and if it is found that all infrastructures are met as per Rule 4, grant permission according to the format as provided in Schedule -4 at least 30 days before the start of new academic session, and as to the lower secondary and secondary school the application shall be submitted to the Director along with the opinion of District Education Committee at least two months before the commencement of the Academic year.

(2) Prior to granting permission as per sub-rule (1) or sending application to the Director, District Education Officer shall have to examine or cause to examine to satisfy whether the

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necessary infrastructures according to Section 4 have been completed or not for the proposed school.

(3) If an application pursuant to sub-rule (1) is received, for permission to establish a lower secondary school or secondary school the Director shall examine all documents enclosed with the application and if the infrastructures as per Rule 4, for the proposed school are found to have been completed, permission to establish school shall be given to the applicant according to format provided in Schedule -4 at least 30 days before the start of new academic session.

(4) If an application for permission to establish pre-primary school is received in accordance with sub-rule (2) of Rule 3, the concerned Village Development Committee or the Municipality shall examine the proposed school building and other necessary documents enclosed with the application and if all the infrastructures are found to have been completed as per Rule 4 for establishment of such school, permission shall be given in the format as provided in Schedule -5 to the applicant at least 30 days before the start of new academic session.

Terms and Conditions to be Fulfilled by the School:

Except as otherwise referred to in the Act and in these Rules, conditions to be followed by a school shall be as follows:-

- (a) The curriculum and course books approved by His Majesty's Government shall be implemented,
- (b) Additional course books or study materials shall not be used without approval of Curriculum Development Center,
- (c) No reading material or book having any content undermining nationality shall be taught or cause to be taught in the School.
- (d) Salary not less than the minimum scale as prescribed by His Majesty's Government shall be paid to teachers,
- (e) Timely information of income and expenditure, academic achievements and programs for next academic session of the school shall be given to the guardians having called their annual meeting,
- (f) Books of incomes and expenditures shall be kept according to Rule 170,
- (g) Record of evidences of investment made by the school shall be kept,
- (h) No activity undermining national unity, sovereignty and religious tolerance in the Kingdom of Nepal shall be allowed to take place in the school,
- (i) Provision of teachers having qualification as per existing law has to be made not reducing the number as prescribed for the school,

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- (j) Extra curricular activities and other programs shall be conducted in the School,
- (k) Necessary provisions shall be made for creating atmosphere of healthy and moral character building in the school and hostel,
- (l) Quality of foods and nutrient diets prescribed shall be maintained as prescribed by the District Education Committee for students in Boarding Schools,
- (m) Boarding School shall, at the beginning provide Boarding facility to at least 10 percent of the total students of the school,
- (n) Functions to be carried out as per directives given by the District Education Office.
- (o) Infrastructures referred to in Rule 4 shall be maintained as usual,
- (p) Academic statistics of school shall be prepared according to the format prescribed by the Ministry of Education or bodies there under and shall be sent to District Education Office.

Approval to be Granted to Establish School:

(1) Primary, lower secondary and secondary schools which have obtained permission as per sub-rules (1) or (3) of Rule 5 shall apply in accordance with the format provided in Schedule -6 to District Education Officer for approval.

(2) If application according to sub-rule (1) is received, District Education Officer shall conduct an inquiry about the school through Supervisor or any other official deputed.

(3) After the inquiry report as per sub-rule (2) has been submitted, the District Education Officer shall examine the documents received with the application and if the school is found to have fulfilled the terms and conditions as per Rule 6, he shall, having obtained approval from the District Education Committee, grant approval as per the format provided in Schedule -7 in case of primary school and he shall have to send the application along with the opinion of District Education Committee to the Directorate in case of lower secondary schools.

(4) While examining documents submitted along with the application pursuant to sub-rule (3), if it seems that the permitted school has fulfilled the conditions according to Rule 6, the Director shall grant approval to such School as in the format referred to in Schedule-7.

(5) Pre-primary school obtaining permission according to sub-rule (4) of Rule 5 shall file an for approval application in the concerned Village Development Committee or Municipality as in the format provided in Schedule -8.

(6) While examining the application received according to sub-rule (5), if the school is found to have fulfilled the conditions referred to in Rule 6, the concerned Village Development

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Committee or Municipality shall grant approval to such school as in the format prescribed in Schedule -9.

(7) The concerned Village Development Committee or Municipality shall send information to District Education Office within 30 days of the permission or approval given to the pre-primary school according to these Rules.

Provision Arrangement Relating to Approval of school Already in Operation:

(1) Any school being run as an institutionalized schools at the time of commencement of the Act shall, within the prescribed time limit, have to file application along with company registration certificate if the school is to be run as company or the related statute if the school is to be registered as an Educational Trust to the Directorate according to the format as provided in Schedule-10.

(2) If application according to sub-rule (1) is received, the Director General, shall upon examining the necessary documents enclosed with the application so received is found reasonable, grant approval to the applicant to run the school as company or an educational trust in the format as provided in Schedule-11.

Provisions Relating to Approval for establishing School with the Affiliation of Any Foreign Educational Institution:

(1) Those willing to establish school according to the proviso to sub-rule (8) of Section 3 of the Act shall have to submit application in the Ministry for approval in the format as prescribed by the Ministry.

(2) If any application according to sub-rule (1) has been registered, the Ministry shall examine the documents enclosed with the application and shall grant approval to the applicant to establish school with the affiliation of foreign educational institutions, if the description in the application is found to be satisfactory.

Provided that no approval shall be granted to establish more than one schools on the recommendation of one diplomatic mission except in case of agreement with His Majesty's Government.

Deposit to be made:

To obtain permission or approval to establish School, the applicant shall deposit the following amount of money as security for running the School:-

- (a) For secondary School - Rs. Two hundred Thousands,
- (b) For lower secondary School - Rs. One hundred fifty thousand, and
- (c) For primary School - Rs. Fifty thousand.

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Operation of School:

Operation of a school shall be as provided for in the Act and these Rules.

Provision Relating to Addition of Classes in School:

(1) If any School wants to add more classes, application shall be filed to District Education Officer at least three months before the start of the new academic session.

(2) If application is received as per sub-rule (1) District Education Officer shall make necessary inquiry whether or not the prerequisites for addition of class have been fulfilled as per this Rule and if the prerequisites are found to be fulfilled, he may, not going against the plan of the school, grant permission at least thirty days before the start of new academic session to add one upgraded class per year by the school itself in primary school, and for addition of upper class in lower secondary and secondary school the District Education Officer shall send the application so received at least two months before the commencement of the academic year along with his opinion to the Directorate.

(3) If application is received pursuant to sub-rule (2), the director may, by making necessary inquiry grant permission at least thirty days before the start of next academic session to add one upgraded class per year.

(3a) Notwithstanding anything contained in sub-rules (2) or (3), if any school using its own resources apply with the recommendation of the Management Committee for upgrading the level of school and after inquiring on such application received appears reasonable, such school may be given permission to upgrade its level at a time."

(4) If an institutionalized school is found to have fulfilled prerequisites pursuant to Rule 4, permission to run one level of class along with classes already in operation before the commencement of these Rules shall be granted at a time.

(5) Notwithstanding anything contained in sub-rules (3a) and (4), the permission for higher secondary level shall not be given at once.

6. TEACHERS

6.1 Salary

At the moment the standards deciding the salary for teachers working at the different levels are set by The Ministry of Education and Sport.

The standards for the basic salary are currently as follows:

Teachers at Primary level: 4100 RS

Teachers at Lower Secondary: 4900 RS

Teachers at Secondary level: 7500 RS

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The salary is only depending on the level on which you are teaching. It doesn't matter which educational background you can present! This is clearly a result of the poor educational standard among the teachers.

A new scale has, however, been published in addition to the old one. This scale takes personal bonuses etc. into consideration and looks like this:

Teachers at Primary level: 4900 RS

Teachers at Lower Secondary: 5900 RS

Teachers at Secondary level: 9000 RS

These standards have taken into account the level of qualifications needed from the teacher on these levels.

When it comes to other rules and regulations, they can also be found in The Educational Act. Here there are a brief description of the rules on two important areas; *Leave* and *Code of Conduct*:

6.2 Leave

- (1) The teachers shall be entitled to receive the following types of leaves.
 - (a) Casual leave six days in a year.
 - (b) Festival leaves up to six days.
 - (c) Sickness leave up to twelve days.
 - (d) Maternity leaves up to sixty days before or after childbirth.
 - (e) Obsequies leave up to fifteen days in case of death of one's father or mother.
 - (f) Extraordinary leaves not exceeding one year at a time and three years during the whole period of service.
 - (g) Study leave up to three years at once or in compartment.
- (2) Casual leave and festival leave may be taken for even half day. These kinds of leave shall not be accumulated.
- (3) The teachers may have the sickness leave accumulated or carried forward to the next year. Teachers shall have their sickness leave certified by the supervisor. If a teacher retires from the service for any reason, he/she shall receive the money for his/her accumulated leave in one installment on the basis of his/her monthly pay.

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- (4) If a teacher is seriously ill and his/her accumulated leave is not sufficient for treatment, he/she may take additional sickness leave of up to 12 days in advance by producing the medical certificate from registered doctor. The sickness leave taken in advance by the teacher shall be condoned in the case of death.
- (5) If any teacher dies before receiving the cash amount for the accumulated sickness leave, such amount shall be paid to the person referred to by the teacher in his/her deed of will or to his closest claimant.
- (6) The maternity leave shall be granted only for twice.
- (7) Only the teacher who needs to perform obsequies rites shall be granted such a leave. Female teacher, whose husband needs to perform obsequies rites, shall also get the leave for performing obsequies rites of the deceased relative.
- (8) Except in case of falling sick, a teacher not completing a permanent service period of five years shall not be entitled to extraordinary leave.
- (9) Study leave may be granted to permanent teachers completing five years of service for higher studies.
- (10) Teachers on casual leave, festival leaves, sickness leave, obsequies leave, maternity leave and study leave shall be entitled full salary.
- (11) No teachers on extraordinary leave shall be entitled to salary.

6.3 Codes of conduct to be followed by Teachers:

- (1) Teachers shall abide by the following codes of conduct:
 - (a) To carry out prescribed tasks at the place where he/she is assigned
 - (b) To be present in school regularly in the prescribed time and sign on attendance register mentioning time of coming in and going out, and shall not be absent in school without getting prior permission for leave,
 - (c) Not to influence or attempt to influence any body politically with the intention of fulfilling vested interest in connection his/her service.
 - (d) Not to publish any article in his/her real or nick name or give any information, statement or speech to communication media like press or radio or television or any other media jeopardizing the harmonious relation between His Majesty's Government and the people and the relation of Nepal with any foreign country,
 - (e) To regard teaching and study as his/her main with the objective of making students good citizen,
 - (f) To encourage obedience, discipline, good faith, co-operation, morality, sympathy, patience and good conduct,

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- (g) Not to spread feelings of hatred against any language, religion or amongst teachers or students,
 - (h) Teacher working in a community school shall not work out side the school where he/she has been appointed without taking permission from Management Committee and District Education Officer,
 - (i) To work for bringing emotional unity in the country having raised national spirit through the medium of school or educational institution,
 - (j) Not to hold demonstration Gherao, strike, lock-up, so as to undermining the sovereignty and integrity of the Kingdom of Nepal or disturbing public peace and security, foreign relation, public decency or resulting in contempt of court, or causing obstruction to any government authority or officer in performing his/her duties as provided by law,
- (2) The Headmaster and the Management Committee shall, in case of teachers and Headmaster respectively, maintain records whether or not the codes of conduct referred to in sub-clause (1), are followed and shall send the details to the concerned District Education Office if the codes of conduct are not followed.

6.4 Codes of Conduct to be followed by Students:

Students shall abide by the code of conduct as follows:

- (a) To be obedient to and to respect teachers,
- (b) To follow discipline both inside school and everywhere outside,
- (c) To be always effortful for promotion of nationalism, language and culture,
- (d) To actively take part in programs organized by the school,
- (e) To behave in polite manner with all,
- (f) To abide by other codes of conduct prescribed by the Management Committee.

6.5 Punishment

It is common knowledge and understanding among teachers in Nepal that it is acceptable to punish the students if they have acted illegal according to the Code of Conduct for Students (see below). Even though it is not written anywhere, a spokesman for MOES has told us that punishment is allowed in the amount the teacher finds necessary, but must not consist of any

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physical contact. Despite this statement it is still a common punishment to punish physical at many schools according to our knowledge.

Schedule A

Government to merge +2 with schooling system (The Himalayan Times, 13 Jan. 2006)

Kathmandu, 12 Jan: The government is planning to bring in 10 plus 2 under the schooling system rather than keeping it a separate entity and the Department of Education (DOE) is studying the feasibility of the merger.

As per the plan, grades 1 to 8 will be the basic education level, while grades 9 to 12 will be the secondary level. The new provision will come into effect from 2009 though it will be fully implemented only by 2012 as per the National Plan of Action.

The National Planning Commission and donor agencies are also studying the feasibility of the merger on their own.

“The examinations of grades 9 and 10 will be conducted in the regional level, while those for grade 12 will be conducted in a national level. However, discussions on how to incorporate these two termination points are on,” said an official at the Education Ministry, on condition of anonymity. “International schooling models are being studied.”

The Ministry of Education and Sports (MoES) is also formulating a policy on it and preparations are on to introduce a portion of it through the next 8th Education Amendment Act on January 29 this year.

“Financial flow, management, monitoring and affiliation will be looked after by the DoE, while affiliation and curriculum will be looked after by the Higher Secondary Education Board,” said a ministry official.

According to a source at the DoE, the policy is being drafted as the Higher Education Project II, too, recommends higher secondary education under the schooling system rather than a separate entity. Moreover, the 10th five-year plan clearly states that grade 1 to 12 should come under the schooling system.

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As per the government policy, the HSEB has stopped providing registrations to 10+2 schools for the past three years, due to which schools having grade 10 have been applying for +2 registrations. There are 1018, plus two schools in the country.

Spokesperson of the Education Ministry, Laba Prasad Tripathy, said such a provision would be beneficial in terms of cost effectiveness and teachers' quota along with maintaining the international standards.

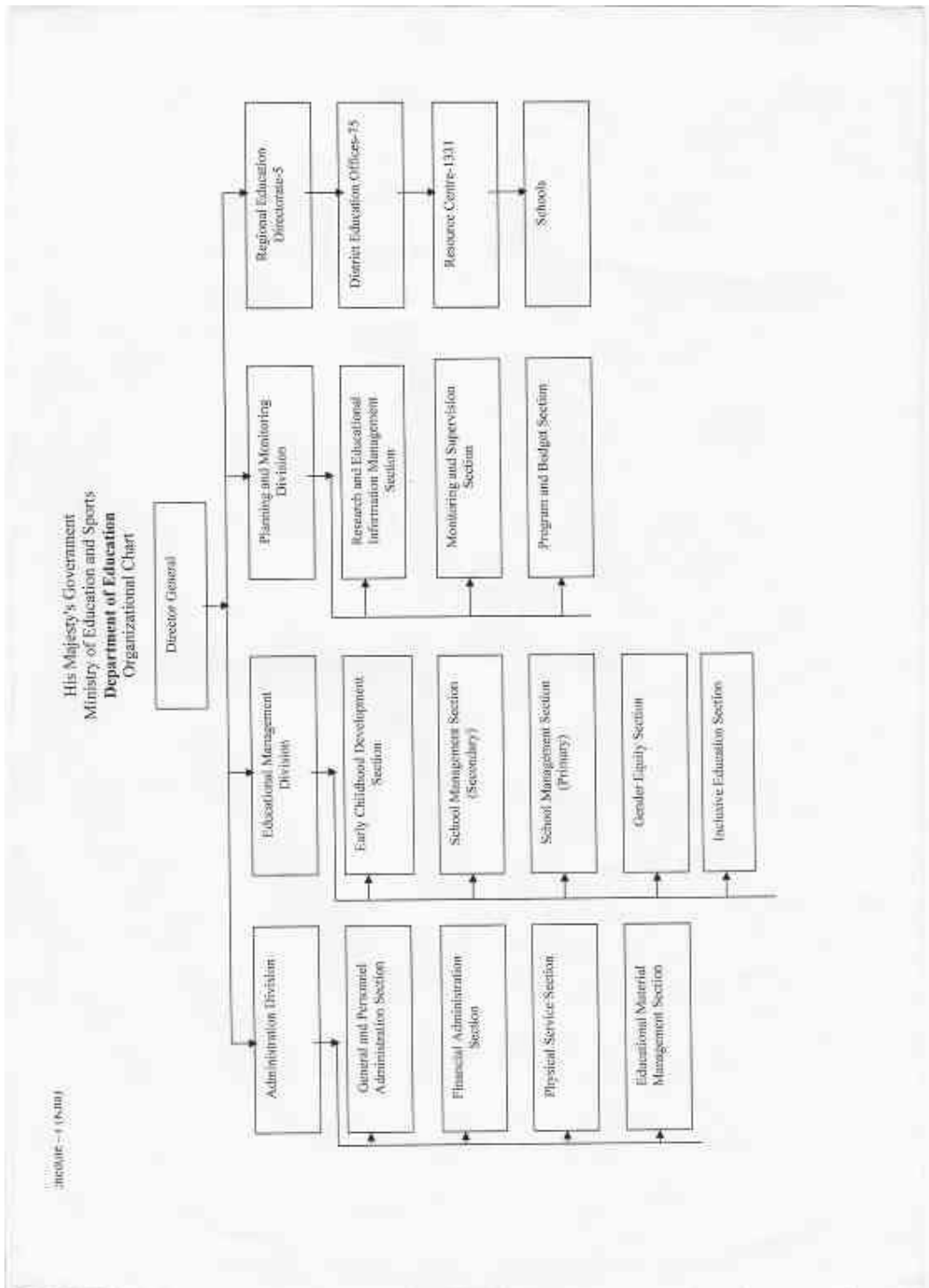
The Higher Education Project II of the World Bank would be signed on January 23 in Washington DC. While the University Grants Commission (UGC) will be the focal point for higher-level education under this project, the DoE will be the focal point for higher secondary and school-level education.

However, out of the \$60 million, the WB is considering providing only \$50 million as grant for higher education reformation. It will provide \$10 million as loan for poverty alleviation programmes.

Professor Dr Bidur Prasad Upadhyaya, the chairman of UGC, said the WB has agreed to provide enough grants if there is demand for the fund for the autonomy of constitutional campuses.

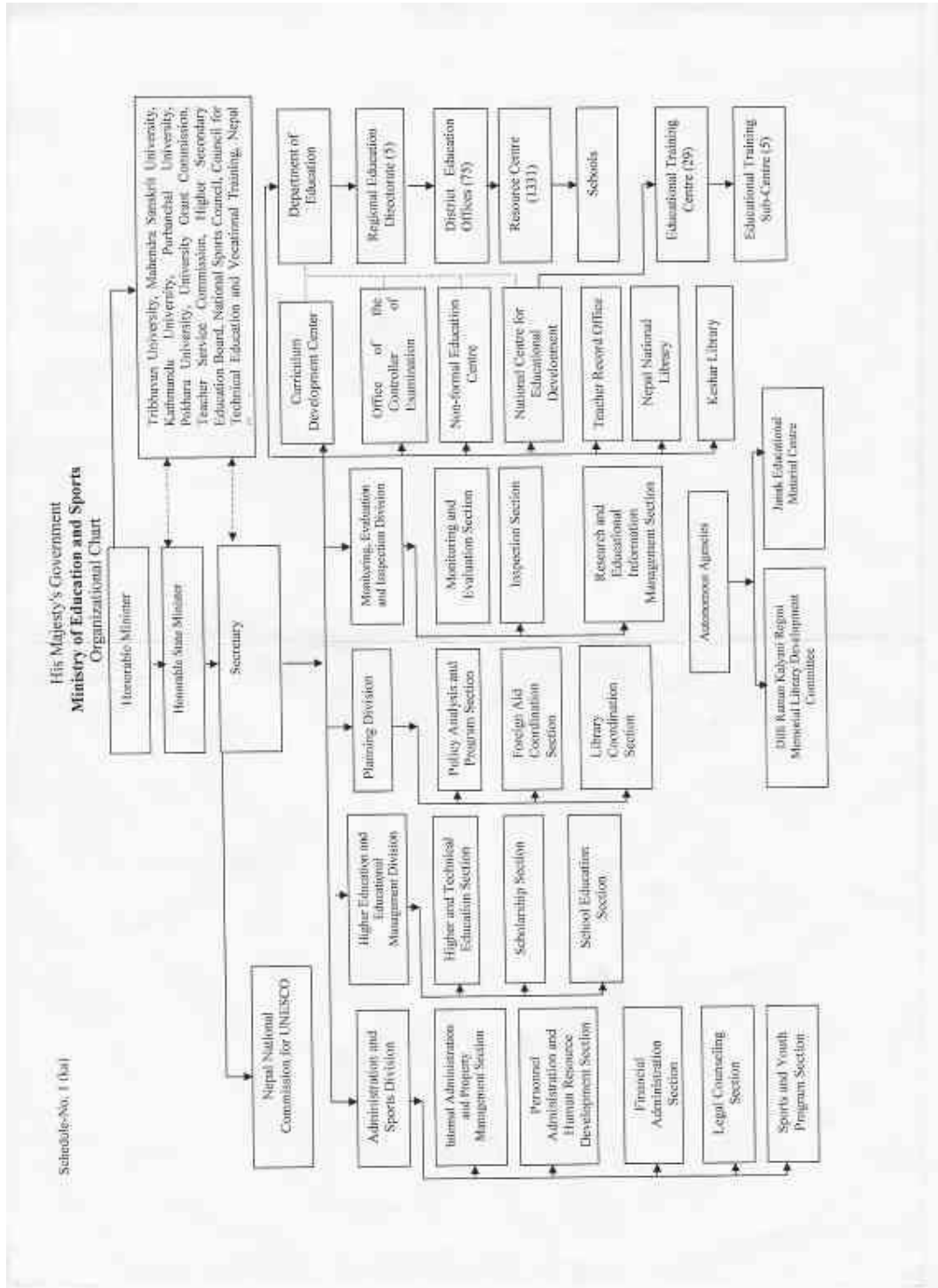
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Schedule B



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Schedule C



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Schedule D

Ministry of Education and Sports

Divisions inside the MOES:
CSC = Curriculum Developing Centre – NCED = National Centre of Educational Development – OCE = Office for Control of Exams
NFEC = Non-formal Education Centre – TRO = Teachers Record Office

Universities and institutions controlled or authorized by MOES:
Tribhuvan University
Mahendra Sanskrit University
Kathmandu University
Pokhara University
Purbanchal University
National Council for Sports
Nepal Scout
Council of Technical Education and Vocational Training (CTEVT)
Higher Secondary Education Board (HSEB)

Department Of Education

Regional Education Directorate (5)

District Education Office (75)

Resource Centres (1096)

Schools (38,026)

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Schedule-1

(Related to sub-rule (1) of Rule 3)

Application for Permission to establish school

To

The District Education Officer,

District Education Office

Subject: Permission for Establishing of school.

Sir,

I hereby submit this application for permission to establish a school of í í í .. Level from the academic session having stated the following details.

A. Of the proposed school :

1. Name

2. Address V.D.C./Municipality Ward No. Village/Street

Phone no. Fax No.

3. Type of School :

1. Community

2. Institutionalized

a. Company

b. Educational Trust:

4. Level for which permission is sought and Class to be operated:-

5. Level and Class sought to be operated in the future:

B. Physical Infrastructures for the Proposed School

1. Of the building: -

a) Number: b) Muddy/concerted/semi-concerned

c) Ownership Type Self/Rented/Public

2. Description of the rooms:

No of rooms	Length	Breadth	Height	Condition of doors and windows	Condition of Light and Electricity	Utility	Remarks

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3. 1) Desks 2) Benches 3) Tables 4) Drawers 5) Chairs 6) Others
4. Condition of playground and land: (in Ropani/Bigha)
5. No. of toilets 1) Used by boys 2) Used by girls
6. Condition of drinking water
7. Condition of library and No. of books:
8. Laboratory: Materials:
9. Description of vehicles:
10. Description of teaching materials:

C. Number of students (proposed)

Classes											
Numbers											

D. Number of Teachers (proposed)

E. Financial Description (proposed)

1. Fixed assets
2. Current assets
3. Annual income
4. Sources of income

All the aforementioned details are true and correct, if found false, I shall be liable as per laws.

Of the Applicant:-

Signature:

Name:

Address:

Date:

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Documents to be enclosed:

1. Photocopy of the regulation of the educational trust or the Memorandum and Articles of Association of the company.
2. In case of rented land and building, contract paper of rent with the owner/s for at least five years.
3. Educational map of the proposed school area.
4. Recommendations of the Village Education Committee or Municipality concerned.

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- 5. Condition of Toilets:
- 6. Condition of Drinking Water:
- C. Proposed No. of Students:
- D. Propose No. of Teachers:
- E. Financial Details (Proposed)
 - 1. Fixed Assets
 - 2. Current Assets
 - 3. Annual Income
 - 4. Sources of Income

All the aforementioned details are correct, true and found false, I shall anything above proven false, be liable as per laws.

Applicant -

Signature:

Name:

Address:

Date:

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Schedule-3

(Related to Rule 4)

Infrastructures for establishing a school

- A. Normal height of classrooms must be 9 feet and safe from rain and heat.
- B. Class wise per student area shall be less than 0.75 square meters in case of pre-primary and primary schools and not less than 1 square meter in case of lower secondary and secondary schools.
- C. Classrooms shall be hygienically clean with good flow of air and light.
- D. Provision of furniture according to the number of students in each classroom.
- E. Provisions of library, laboratory, teaching materials and safe drinking water according to the requirement.
- F. Provisions of separate toilets for boys and girls except for pre-primary schools.
- G. Teaching materials like Blackboard, Map, Globe, and Mathematical instruments as per requirement.
- H. Provisions of library with the availability of curriculum, textbooks and other reference books.
- I. A spacious school compound in which all the students may stand.
- J. Provisions of playground and sports materials.
- K. Normally, minimum number of students in an institutionalized school to be 30 and in case of community schools; the number shall be as follows:-
- | | |
|----------------------|------|
| Valley/Terai region- | 50 |
| Hilly region | - 45 |
| Himalayan region | - 40 |
- L. Minimum number of teachers required for:
- | | |
|-----------------------|-----|
| Secondary Level | - 5 |
| Lower Secondary Level | - 4 |

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- | | |
|---------------------------|-----|
| Primary Level (class 1-3) | - 3 |
| Primary Level (class 1-5) | - 5 |
| Pre-primary Level | - 2 |
- M. Permanent source of income of the school
- N. Provisions of first aid to be made in the school.
- O. Boarding house for the boarding schools.
- P. School premises to be surrounded by compound wall.
- Q. Contract of rent at least for five years to be entered into case of rented school building.

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Schedule-4

(Related to Sub-rule (1) of Rule 7)

Application for the approval of school

To

.....

.....

Subject: About approval of school

I hereby apply for approval of this school, established according to the permission given by the decision of District Education Office,/ Directorate dated by including the following details:

A. School

1. Name:

2. Address: V.D.C./Municipality Ward No. Village/Street

Phone no. Fax no.

3. Permitted Level and Date of Permission:

Pre-primary Date :

Primary Date :

Lower Secondary Date :

Secondary Date :

B. Physical Condition of School:

1. Building

1. Number

2. Muddy/concreted/Semi-concreted

3. Own/Rented/Public

2. Description of rooms:

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3. No. of furniture:
 1. Desks
 2. Benches
 3. Tables
 4. Cupboards
 5. Chairs
 6. Others
 4. Condition of Playground and Land (In *Ropani/Bigha*)
 5. No. of Toilets: Male/Female
 6. Condition of Drinking water
 7. Condition of Library
 8. Condition of Laboratory
 9. Description of vehicles
 10. Description of teaching materials
- C. No. of students (Class wise)
- D. No. of teachers:
- E. Financial Condition:
1. Immovable Property
 2. Movable Property
 3. Annual Income
 4. Sources of Income

All the aforementioned details are true and correct, if found false, I shall be liable as per laws.

School Seal

Of the Applicant -

Signature:

Name:

Address:

Date:

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Schedule-5

(Related to Sub-rule(5) of Rule 7)

Application for approval of Pre-primary School

To

..... Municipality/ Village Development Committee

.....

I hereby apply for approval of the pre-primary school established as per the permission of this V.D.C./Municipality dated having stated the following details:

A. School

1. Name:

2. Address: V.D.C./Municipality Ward No. Village/Street

Phone no. Fax no.

3. Type:

B. Condition of Physical infrastructure:

1. Building

1. Number

2. Muddy/concreted/semi-concreted

3. Owner's Self/Rented/Public

2. No. of rooms:

1. Class Rooms:

2. Office Rooms:

3. Library:

4. Other rooms:

3. No. of furniture: 1. Desks: 2. Benches: 3. Tables:

4. Cupboards:

5. Chairs: 6. Others:

4. Condition of Playground and Land (In *Ropani/Bigha*)

5. Condition of Toilets:

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- 6. Condition of Drinking water

- C. No. of Students

- D. No. of Teachers:

- E. Financial Description:
 - 1. Immovable Property
 - 2. Movable Property
 - 3. Annual Income
 - 4. Sources of Income

All aforementioned details are true and correct, if anything found to be false, I shall be liable as per laws.

School Seal

Of the Applicant -

Signature:

Name:

Address:

Date:

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Schedule-6

(Related to Rule 92)

Posts of Teachers in School

There shall be at least the following number of posts of teachers in a school.

- A. Pre-primary School : at least one teacher in preprimary school.
- B. Primary School: at least three teachers in preprimary school.
- C. Lower Secondary School :
1. Four teachers of lower secondary level in a Lower Secondary Schools running from class 6 to class 8.
 2. At least 7 teachers as stated below in the school running from class 1 to 8.
 - (1) One teacher having passed proficiency certificate level or equivalent with English as major subject.
 - (2) One teacher having passed proficiency certificate level or equivalent with Major Science or Math as major subjects.
 - (3) One teacher having passed proficiency certificate level or equivalent with Nepali or Sanskrit as major subject.
 - (4) One teacher having passed proficiency certificate level or for teaching Social Studies.
 - (5) Three teachers having passed S.L.C. or equivalent.
- D. Secondary School :
1. Five Secondary level teachers in school running from class 9 to 10.
 2. At least nine teachers as follows in schools running from class 6 to 10.
 - (1) One teacher having passed Bachelor's level with English as major subject.
 - (2) One teacher having passed Bachelor's level with Mathematics and science as major subjects.
 - (3) One teacher having passed Bachelor's level with Major Nepali.
 - (4) One teacher having passed Bachelor's level for teaching Social studies.
 - (5) One teacher having passed Bachelor's level in the related subject to teach other optional subject.
 - (6) One teacher having passed proficiency certificate level or equivalent with mathematics and science as major subjects.
 - (7) One teacher having passed proficiency certificate level with Major English.
 - (8) Two teachers having passed proficiency certificate or equivalent in other subjects.
 3. There shall be at least 3 teachers of primary level as per the sub-clause (2) of clause (C) in the schools running from class 1 to class 10.