

# Due Diligence Report: Social Safeguards

---

## **Nepal: Disaster Resilience of Schools Project June 2018**

National Reconstruction Authority  
Ministry of Education, Central Level Project Implementation Unit (CLPIU)

This Due Diligence Report is a document of the borrower. The views expressed herein do not necessarily represent those of ADB's Board of Directors, Management, or staff, and may be preliminary in nature.

In preparing any country program or strategy, financing any project, or by making any designation of or reference to a particular territory or geographic area in this document, the Asian Development Bank does not intend to make any judgments as to the legal or other status of any territory or area.

## TABLE OF CONTENTS

i.	INTRODUCTION.....	1
ii.	APPROACH AND METHODOLOGY IN DUE DILIGENCE.....	1
iii.	SCOPE OF LIKELY IMPACTS OF THE PROJECTS .....	2
	A. Involuntary Resettlement .....	2
	B. Indigenous Peoples .....	3
	C. Impacts of Village Trails Passes through Schools.....	4
iv.	SITE OBSERVATION AND CONSULTATIONS .....	4
v.	CONCLUSION AND RECOMMENDATIONS .....	4
	Annex 1: Involuntary resettlement impact screening checklist of sample Schools .....	6
	Annex 2: IP impact screening checklist of sample Schools (subprojects) .....	7
	Annex 3: Details list of participants during consultation meeting.....	8
	Annex 4: Scanned copies of land ownership certificate & occupancy rights (as sample of a few school, individual school's detail is included in individual DDR of the school) 17	
	Annex 5: Indicative Sample Documents of current school enrolment by caste and ethnic group (Details of each school in individual school DDR).....	30
	Annex 6: List of School Selected for First Batch (Recon 1) under DRSP & their Land Ownership Status.....	39
	Annex 7: Sample Master Plans of School.....	45

**CURRENCY EQUIVALENTS**  
**(As of 1 January 2018)**

Currency Unit - Nepalese Rupee (NRs)

NRs 1.00	=	\$ 0.0097991
\$ 1.00	=	NRs 102.05

**WEIGHTS AND MEASURES**  
**Kilometer - km**

**ABBREVIATIONS**

ADB	Asian Development Bank
CLPIU	Central Level Project Implementation Unit
CSA	Concerned Sector Agency
CSSF	Comprehensive School Safety Framework
DLPIU	District Level Project Implementation Unit
DOE	Department of Education
DRM	Disaster Risk Management
DSC	Design and Supervision Consultants
EMIS	Education Management Information System
GON	Government of Nepal
GRC	Grievance Redress Committee
GRM	Grievance Redress Mechanism
IFB	Invitation for Bid
MOEST	Ministry of Education, Science and Technology
NGO	Nongovernmental Organization
NRA	National Reconstruction Authority
O&M	Operation and Maintenance
PPTA	Project Preparation Technical Assistance
PMU	Project Management Unit
SPS	Safeguards Policy Statement 2009
SMC	School Management Committee
TOR	Terms of Reference

**Note**

In this report, "\$" refers to US dollars unless otherwise stated





## I. INTRODUCTION

1. The Disaster Resilience of Schools Project (DRSP) will reconstruct and retrofit about 174 secondary school buildings to earthquake-resistance standard that were damaged by the devastating 2015 Gorkha earthquake in Nepal. These schools have been selected based on the total enrollment, the scale of the physical damages incurred, and the proportion of girls and underprivileged students. They are located in 14 districts affected by the earthquake. The investment works will also include the provision of laboratories, information communication and technology, library, gender segregated toilets, and amenities designed to mitigate other potential weather-related disaster and ensure a safe learning environment. Along with the infrastructure investments, the project will train the school management and communities to increase awareness and reduce exposure and vulnerability to natural disaster.

2. The project (DRSP) with the following impact: disaster risk management for human resource development enhanced. The expected project outcome is: disaster resilience of schools and communities increased and learning environment improved. The three expected project outputs are: (i) heavily damaged schools reconstructed and improved; (ii) unsafe schools retrofitted and disaster risk reduced; and (iii) institutional capacity for disaster resilience strengthened.

3. This due diligence report (DDR) has been prepared covering 67 schools likely to be considered for first batch financing to assess the likely social impacts of the subprojects as per the applicable government policies/procedures and ADB Safeguard Policies as observed during the site visits as well as the information received from CLPIU and DLPIU.

4. The main objective of the DDR is to assess the land availability, ownership status of the schools selected for first batch reconstruction of buildings and assess likely social impacts due to implementation of the proposed reconstruction activities with respect to land acquisition, compensation and involuntary resettlement, common properties (if any) and in terms of displacement, loss of incomes, and restriction on access to private properties and common community resources.

## II. APPROACH AND METHODOLOGY IN DUE DILIGENCE

5. As part of the due diligence, a desk review of the project concept notes, project DPR, design, drawings were carried out. ADB's safeguard policy requirements and government of Nepal's legal framework in relation to social safeguards were reviewed thoroughly for identifying gap between ADB policy and GON legal framework. Consultation meetings were organized with central level stakeholders (CLPIU and social safeguard expert and team leader and members of DSC). Focused group discussions, consultation meetings and formal and informal discussions with district and school level stakeholders were conducted during the field study<sup>1</sup>. The details of the participants participated in the discussion have been provided in Annex 3. Due diligence assessment of the likely involuntary resettlement and indigenous people impacts were carried out on the basis of desk review, information and documents provided by the central level project implementation unit ( CLPIU) and District level project implementation unit (DLPIU) and interviews and discussions with school teachers, members of the school management committee (SMC), representatives of newly elected local governments, students, parents and local communities and other stakeholders while conducting site observation and verification. A construction master plan has been prepared

---

<sup>1</sup> A field visit plan was prepared discussing with CLPIU and DSC team along with PPTA team leader including environmental and GESI experts. The social safeguard consultant visited the project areas in two phases. The first phase of field study was conducted in Ramechhap and Dolakaha districts on November 8-13, 2017 and 2<sup>nd</sup> phase of field visit was conducted in Sindhupalchowk and Bhaktapur districts on December 5-6, 2017. Similarly, DSC consultant conducted field study of all 76 selected schools for first batch.

for identified schools and total land requirements have been assessed following scope of the master plan. Each school selected for reconstruction or retrofitting will be considered as subproject.

6. All 67 schools selected<sup>2</sup> for 1st batch of Reconstruction have been selected for due diligence of the involuntary resettlement and indigenous people impacts. The PPTA safeguard consultant visited 9 schools at first and rest 58 schools were visited by design and supervision consultant (DSC) who were assigned for the detailed design of the schools. The DSC social safeguard specialist collected information from the field. After completion of first and second phase of field study, information collected have been analyzed and substantiated with the findings of desk reviews. Individual school due diligence report was prepared by the DSC and consolidated DDR has been prepared based on information collected through field study and information extracted from individual school due diligence report. Details of land ownership status of all 67 schools attached in Annex 6. The key findings from the first phase have been further substantiated and verified during second phase of field study and came to conclusion that all government schools more or less have similar types of land ownership pattern (either own land title or possess occupancy right from local government, establishment of schools through privately or publicly/community donated lands remains a the historical legacy in Nepal but transfer of land ownership to school is still largely ignored ) and face more or less similar types of issues. Thus, it is assumed that the findings of this due diligence assessment will be applicable for all schools under DRSP. However, a resettlement framework has been prepared to provide policy and procedural guidance to address issues related to lands and indigenous people. Any unanticipated impacts and issue will be documented during the implementation and mitigated based on provision made in the resettlement framework. The implementing agency (IA) and project implementation authorities has discussed and finalized the entitlements in line with the GON legal provisions and ADB's SPS, 2009.

### **III. SCOPE OF LIKELY IMPACTS OF THE PROJECTS**

#### **A. *Involuntary Resettlement***

7. Field observation of the total 67 schools proposed for 1<sup>st</sup> batch, discussions with CLPIU, DSC, DLPIU and district DSC team members and review of design of the school building indicate that the construction activity will be confined within the existing boundaries of the schools having their own titled lands or occupancy right issued by local government. 66 school own lands (with landownership certificate) required for reconstruction of school buildings. The land occupied by Shree Ma vi Jaymirekhani, Ramechhap is public (government) lands with evidence of occupancy from local government. Scanned copies of land ownership certificates for 8 schools and evidence of occupancy for one school have been attached in Annex 4. The due diligence of schools to be considered for first batch financing have sufficient land either having land ownership certificate or with land use right document within their existing boundary. However, it is estimated that implementation of master plan will affect existing access road/trail to village for about 10% of the total schools. It may impose restriction to the access. The has confirmed that access will be continued by shifting alignment and included in detailed design of the first phase schools and similar approach will be used for upcoming batches.

8. The construction activity will be limited within the existing boundaries of the schools. According to the assessment of land availability for the proposed schools considered for project design and readiness, there is no need of new land acquisition and there won't be physical as well as economic displacement.

---

<sup>2</sup> On the basis of following criteria: i) rank in the top of the multi-criteria selection system (XE); ii) above 200 students; iii) equally distributed among districts to balance the supervision effort equally among districts and iv) If a school requires a combination of reconstruction and retrofitting, reconstruction will be considered for first batch.

9. During construction period, these schools may lack sufficient number of classrooms to run classes to all students and schools has to merge classes or conduct classes out in the open to accommodate students. To overcome this problem, the establishment of the TLCs has been envisaged within the school compound or in the vicinity of the area. Since Shree Secondary School, Jyamirekhani, Shree Secondary School, Sikral, Gelu and Shree Aajadi Secondary School, Birauta, Melung does not have enough land to establish TLC within their existing school compound. Establishment of TLCs will help the students to continue their study and the schools will have enough time to plan and reconstruct the damaged classrooms. SMC and local people will facilitate to get suitable site for TLC construction (if needed) and a lease agreement will be carried out as per provision in resettlement framework.

10. Based on the analysis of pattern of land availability of the first batch schools and considering the historical practices of school establishment in Nepal, the schools considered for funding by the project in the future are also unlikely to require additional land. DRSP project is aligned with the objective of GON's School Sector Development Plan (2017-2022) for disaster risk reduction and safer school and primarily involves the reconstruction and rehabilitation of earthquake damaged school buildings. The program safeguard system assessment (PSSA) undertaken for School Sector Development Plan (SSDP) in August 2016 envisioned that implementation of the plan is likely to have very limited social and environmental impacts and risks by virtue of the civil works related to construction of building within their existing school premises. However, a minimal area of land may be required in the rare case where existing land would not be suitable for reconstruction. In such cases, provisions stipulated in the PSSA can be applied for school building reconstruction under DRSP. The PSSA has provisions for a negotiated settlement (voluntary donation of land or willing seller and willing buyer approach) to manage additional land required to extend school facilities beyond existing premises. In such cases, first priority will be given to use available government land, and in case of unavailability of government land, a negotiated settlement (voluntary donation of land or willing seller and willing buyer approach) will be adopted to manage the required land. Guidelines to accept voluntary donated lands for school construction is in project's resettlement framework. A consolidated involuntary resettlement screening form has been prepared for the project is attached in Annex 1.

### ***B. Indigenous Peoples***

11. The project is primarily designed to improve the physical infrastructure of the existing school buildings to reduce disaster risk including improved facilities (e.g. class rooms, library and laboratories). During the field visit, it was revealed that the land being used by the schools is exclusively for education purposes where the indigenous peoples have no collective attachments. The improved school facilities and disaster resilient school infrastructures built under the proposed project will be beneficial to the children of indigenous peoples who are among the students of the schools pursuing their basic and secondary education. Children of the indigenous peoples and non-indigenous peoples both follow the similar modes of educational system. Documents of current school enrollment by caste and ethnic group provided by the schools during site visit have been attached in Annex 5. So, implementation of the project activities neither directly nor indirectly affects the dignity, human rights, livelihood systems, or culture of indigenous people. Hence, the safeguard requirements 3 will not trigger. Thus, the project fits into category 'C' for indigenous peoples according to ADB's Safeguard Policy Statement (2009). The IP impacts screening form for the project is attached in Annex 2.

### **C. Impacts of Village Trails Passes through Schools**

12. Village/public road (foot trail) passes through the compound of Shree Ajadi Mavi, Melung Dolakha; Tamkoshi Janajrit Ma Vi, Khimti Ramechhap; Shree Ma Vi Jaymirekhani, Ramechhap and Jansudhar Lower Secondary School, Sindhupalchowk. These trails are being used as link road to connect numbers of villages to market centers, health post, motarable road, planting, harvesting and doing other agriculture activities including selling farm products and buying daily necessary items from the markets. To improve learning environment and children safety the existing trails need to be relocated. In consultation with SMC and beneficiaries the design team has planned to move the trail to one side the school boundary to ensure the access continuity. The construction of trail has also been included in the detailed design and built of bill of quantities (BOQ) of the contract document. So, there wont be impact on access.

## **IV. SITE OBSERVATION AND CONSULTATIONS**

13. Site observation and consultation with stakeholders was organized into several rounds. The PPTA consultant conducted first round consultation in Ramechhap and Dolakaha districts on November 8-13, 2017 and the 2nd round of site observation and consultation was primarily organized to substantiate and confirm the findings of the first round of site observation and consultation. The second round of field visit was conducted in Sindhupalchowk and Bhaktapur districts on December 5-6, 2017. During site visits, besides observation of proposed site for school reconstruction, consultations have been carried out with the school teachers, member of the school management of committee, students, parents and local people. After that the DSC team has conducted continuous consultation in 58 schools. Following are the key issues raised by the stakeholders and observed during consultation and site observation:

1. All the participants were highly positive toward ADB funded DRSP and their expectation was to start project (building construction) as soon as possible.
2. All the schools expressed that cost of dismantling of the existing building and construction of TLC (including rent of land) for operating school during construction period must be included in overall cost of the project. SMC and local people will provide suitable site for TLC construction.
3. Few schools also wanted furniture for newly constructed classrooms, library, laboratory and administration building and meeting hall.
4. Schools where public foot trail passes through the school compound wanted to relocate the road outside of the school compound (fencing) but within schools land boundary. They requested to include this particular item in project design including costing.
5. All schools have lands sufficient for construction of school building with various land ownership pattern. All 66 schools have their own land ownership certificate whereas one school is built in public land having occupancy right issues by the government body. One school needs additional land for school construction and the required land is being acquired (ownership transfer yet to be done) through voluntary land donation.
6. Only one School has maintained complaints Box to collect grievances. No any approaches of grievance mechanism have been established in the schools visited. Grievances registration and documentation of resolution has yet to be followed by DLPIUs, though a three-member grievance committee lead by engineer has been formed recently. A sub-engineer has been designated as safeguard focal person.

## **V. CONCLUSION AND RECOMMENDATIONS**

14. Based on the review of land ownership document, the land within existing boundary of all 67 schools selected for 1<sup>st</sup> batch is sufficient to reconstruct the schools. There won't be involuntary resettlement impacts as there will be no involuntary resettlement under the project. All the construction works will be carried out on the existing lands owned or occupied by the

schools. Consultation with officials of DLPIUs, SMCs, teachers and local communities confirmed that the proposed lands for school construction are legally owned or occupied by the schools for only educational purposes, it has no any collective attachments of indigenous peoples and the proposed construction activities will not result in any loss of residential land, or loss of shelter and loss of assets, access to assets, income sources, or means of livelihoods of the local people. The project activities neither directly nor indirectly affect the dignity, human rights, livelihood systems, or culture of indigenous people. Thus, it seems that the subprojects do not appear to involve reputational risk to the Asian Development Bank on social safeguards and it is recommended for funding under the proposed project.

15. The DDR has been prepared considering the availability of lands, land ownership and occupancy patterns of the proposed reconstruction of schools under DRSP project as of field visits between November 2017 to March 2018 and based on the findings of fact finding mission during 14-22 March 2018. Any changes in this regards between this date and actual construction shall be substantiated by preparing an updated report.

### Annex 1: Involuntary resettlement impact screening checklist of sample Schools

Probable Involuntary Resettlement Effects	Yes	No	Not Known	Remarks
<b>Involuntary Acquisition of Land</b>				
1. Will there be land acquisition?		X		All the construction works will be carried out on the existing lands owned or occupied by the schools. Any lands required for implementation of DRSP will be acquired only through voluntary donation
2. Is the site for land acquisition known?		X		
3. Is the ownership status and current usage of land to be acquired known?		X		
4. Will easement be utilized within an existing Right of Way (ROW)?			X	
5. Will there be loss of shelter and residential land due to land acquisition?		X		
6. Will there be loss of agricultural and other productive assets due to land acquisition?		X		
7. Will there be losses of crops, trees, and fixed assets due to land acquisition?		X		Trees or crops of private persons shall not be affected. While there are some trees in some school premises, it is unlikely that they shall be affected by the construction.
8. Will there be loss of businesses or enterprises due to land acquisition?		X		
9. Will there be loss of income sources and means of livelihoods due to land acquisition?		X		
<b>Involuntary restrictions on land use or on access to legally designated parks and protected areas</b>				
10. Will people lose access to natural resources, communal facilities and services?		X		Access trails passes through middle of the compound has designed to shift to the side for continuous access in a few schools. The similar approach will be taken in future. So, there won't be impact on access.
11. If land use is changed, will it have an adverse impact on social and economic activities?		X		
12. Will access to land and resources owned communally or by the state be restricted?		X		
<b>Information on Displaced Persons:</b>				
Any estimate of the likely number of persons that will be displaced by the Project? [ X ] No [ ] Yes If yes, approximately how many? _____				
Are any of them poor, female-heads of households, or vulnerable to poverty risks? [ X ] No [ ] Yes				
Are any displaced persons from indigenous or ethnic minority groups? [ X ] No [ ] Yes				

## Annex 2: IP impact screening checklist of sample Schools (subprojects)

Impact on the indigenous peoples (IPs)/Ethnic Minority (EM)	Yes	No	Remarks or identified problems, if any
Are there any IPs or EM groups present in the project locations?		X	The field observation reveals that all the settlements/ clusters around the proposed schools are heterogeneous in terms of caste/ ethnicity and no specific territory of indigenous people has been observed and reported
Do they maintain distinctive customs or economic activities that may make them vulnerable to hardships?		X	The IPs share similar economic and political system with non-indigenous groups in terms of livelihood patterns, and access to health and educational opportunities. Children of the indigenous peoples and non-indigenous peoples both follow the similar modes of educational system
Will the project restrict their economic and social activity and make them particularly vulnerable in the context of the project?		X	No physical displacement and economic displacement (loss of land, assets, access to assets, income sources, or means of livelihoods) of indigenous people is anticipated as a result of implementation of the subprojects.
Will the project change their socio economic and cultural integrity?		X	The improved school facilities and disaster resilient school infrastructures built under the proposed project will be beneficial to the children of indigenous peoples who are among the students of the schools pursuing their basic and secondary education.
Will the project disrupt their community life?		X	Project will have no impact on IP's community life
Will the project positively affect their health, education, livelihood or social security status?		X	The improved school facilities and disaster resilient school infrastructures built under the proposed project will be beneficial to the children of indigenous peoples who are among the students of the schools pursuing their basic and secondary education
Will the project alter or undermine the recognition of their knowledge, preclude customary behaviours or undermine customary institutions?		X	The project activities neither directly nor indirectly affects the dignity, human rights, livelihood systems, or culture of indigenous people
In case no disruption of indigenous community life as a whole, will there be loss of housing, strip of land, crops, trees and other fixed assets owned or controlled by individual indigenous households?			neither physical displacement nor economic displacement will be occurred as a result of the project

### Anticipated Project Impacts on Indigenous Peoples

Project Activities & Outputs	Anticipated Positive effect	Anticipated Negative effect
Improvement of physical infrastructure of the existing school buildings to reduce disaster risk including improved facilities (e.g. class rooms, library and laboratories)	Beneficial to the children of indigenous peoples who are among the students of the schools pursuing their basic and secondary education	None

### Annex 3: Details list of participants during consultation meeting

नेपाल सरकारद्वारा एशियाली विकास बैंकको सहयोगमा संचालन हुने Disaster Resilience of Public School Infrastructure and Community Project (DR-PSIC) को अन्तर्गत कार्यान्वयन हुने विद्यालय भवनहरूको निर्माण तथा संचालनमा वातावरणीय तथा सामाजिक सुरक्षा (Environmental and Social Safeguards), लैंगिक तथा सामाजिक समावेशीपना (Gender and Social Inclusion) का पक्षमा अध्ययनका लागि सार्वजनिक परामर्श गर्ने सिलसिलामा सम्बन्धित सवालहरूका बारेमा प्रस्ताव कार्यान्वयनसँग सम्बन्धित सरोकारवाला कार्यालय, व्यक्ति, संस्थाहरूसँग छलफल गर्ने तथा रायसुझावहरू लिने कार्य सम्पन्न भयो।

स्थान: कुटीकाँडा माध्यमिक विद्यालय, मकेश्वारी, दोलखा, मंगेश्वर-७  
मिति: २०७१/०५/२७

क्रं सं	नाम, थर	सम्बन्धित कार्यालय, पेशा	ठेगाना	हस्ताक्षर
१	कुलाङ्का तामाङ	अध्यक्ष, वि. म. स.	भीरपा - ६	
२	कैलाश कु श्रेष्ठ	अध्यक्ष, भीरपा-६	भीरपा-६	
३	स्रोतगाथ तिवारी	स्रोतगणित, जि. शिक्षा	डिभिडन	
४	शारदा कुडवाल	सदस्य, शिक्षक अभि. मावम लडाख	भीरपा-६	
५	राम व. भुजेल	अध्यक्ष, शिक्षक अभि. मावम लडाख	भीरपा-७	
६	शङ्करलाल श्रेष्ठ	प्रध्यापक	भीरपा - ६	
७	हरिकारण न्यौपाने	शिक्षक	भीरपा ६	
८	रुपा भुजेल	शिक्षक	भीरपा-७	
९				
१०				
११				
१२				
१३				
१४				



नेपाल सरकारद्वारा एशियाली विकास बैंकको सहयोगमा संचालन हुने Disaster Resilience of Public School Infrastructure and Community Project (DR-PSIC) को अन्तर्गत कार्यान्वयन हुने विद्यालय भवनहरूको निर्माण तथा संचालनमा वातावरणीय तथा सामाजिक सुरक्षा (Environmental and Social Safeguards) , लैंगिक तथा सामाजिक समावेशीपना (Gender and Social Inclusion) का पक्षमा अध्ययनका लागि सार्वजनिक परामर्श गर्ने सिलसिलामा सम्बन्धित सवालहरूका बारेमा प्रस्ताव कार्यान्वयनसँग सम्बन्धित सरोकारवाला कार्यालय, व्यक्ति, संस्थाहरूसँग छलफल गर्ने तथा रायसुझावहरू लिने कार्य सम्पन्न भयो ।

स्थान: महेन्द्रोदय माध्यमिक विद्यालय, भीमेश्वर नगरपालिका-२, ताडी खोल  
मिति: २०७५/०५/२६

क्रं सं	नाम, थर	सम्बन्धित कार्यालय, पेशा	ठेगाना	हस्ताक्षर
१	जशु नरहरि खरनेत	वि.व्य.स. अध्यक्ष	भी.न.पा.२ माटी	
२	भीमबहादुर राउत	वि.व्य.स. यल्लाछर	" "	
३	उदीन्द्र दास श्रेष्ठ	विद्यालय प्र. अ.	भी.न.पा.४ जिल्ला	
४	विशारे हाहाल	" शिक्षक	बैतेश्वर - ३ जिल्ला	
५	कालकृष्ण हाहाल	" शिक्षक	शैलुङ्ग ग्रामपालिका	
६	राज प्रसाद थापाकोट्टे	" शिक्षक	भी.न.पा.४ जिल्ला	
७	प्रेमबहादुर खड्का	" शिक्षक	शैलुङ्ग ग्रामपालिका	
८	कमल श्रेष्ठ	" शिक्षक	भी.न.पा.२ माटी	
९	रामचन्द्र खरनेत	वडाध्यक्ष	भी.न.पा.२ माटी	
१०	कुल प्रसाद पुरागाई	विद्यालय शिक्षक	पैतेश्वर-६ नाम्दु	
११				
१२				
१३				
१४				

नेपाल सरकारद्वारा एशियाली विकास बैंकको सहयोगमा संचालन हुने Disaster Resilience of Public School Infrastructure and Community Project (DR-PSIC) को अन्तर्गत कार्यान्वयन हुने विद्यालय भवनहरूको निर्माण तथा संचालनमा वातावरणीय तथा सामाजिक सुरक्षा (Environmental and Social Safeguards), लैंगिक तथा सामाजिक समावेशीपना (Gender and Social Inclusion) का पक्षमा अध्ययनका लागि सार्वजनिक परामर्श गर्ने सिलसिलामा सम्बन्धित सवालहरूका बारेमा प्रस्ताव कार्यान्वयनसँग सम्बन्धित सरोकारवाला कार्यालय, व्यक्ति, संस्थाहरूसँग छलफल गर्ने तथा रायसुझावहरू लिने कार्य सम्पन्न भयो।

स्थान: श्री आजादी मा. वि. मेलुङ - ७, विरेटा  
मिति: २०७४/०७/२४

क्रं सं	नाम, थर	सम्बन्धित कार्यालय, पेशा	ठेगाना	हस्ताक्षर
१	डांकरबहादुर खड्का	आजादी मा. वि. शिक्षक	मेलुङ ७	
२	रविन्द्र प्रसाद भण्डारी	आजादी मा. वि. शिक्षक	मेलुङ ७ - ६	
३	रामिव चापागाँई	आजादी मा. वि. शिक्षक	मेलुङ ७ - ६	
४	पद्म प्रसाद भण्डारी	अभिभावक	मेलुङ ७ - ६	
५	नित प्रसाद भण्डारी	अभिभावक जग्गादाता	मेलुङ ७ - ६	
६	मोहन भण्डारी	अभिभावक	मेलुङ ७ - ६	
७	दिवा प्र० भण्डारी	कार्यलय सहयोगी	मेलुङ ७ - ६	
८	सम्भु चापागाँई	अभिभावक	" "	
९	वासुदेव खड्का	पूर्व अध्यक्ष वि. वि. स.	" "	
१०	कृष्णसाह भण्डारी	वि. वि. स. सदस्य	" "	
११	रामचन्द्र चापागाँई	वि. वि. स. सदस्य	" "	
१२	वैकुण्ठसाह भण्डारी	वि. वि. स. अध्यक्ष	" "	
१३	वासुदेव भण्डारी	अ. वि. सदस्य	" "	
१४	मोहन खड्का	प्र. अ. सदस्य/सचिव	" "	

नेपाल सरकारद्वारा एशियाली विकास बैंकको सहयोगमा संचालन हुने Disaster Resilience of Public School Infrastructure and Community Project (DR-PSIC) को अन्तर्गत कार्यान्वयन हुने विद्यालय भवनहरूको निर्माण तथा संचालनमा वातावरणीय तथा सामाजिक सुरक्षा (Environmental and Social Safeguards), लैंगिक तथा सामाजिक समावेशीपना (Gender and Social Inclusion) का पक्षमा अध्ययनका लागि सार्वजनिक परामर्श गर्ने सिलसिलामा सम्बन्धित सवालहरूका बारेमा प्रस्ताव कार्यान्वयनसँग सम्बन्धित सरोकारवाला कार्यालय, व्यक्ति, संस्थाहरूसँग छलफल गर्ने तथा रायसुझावहरू लिने कार्य सम्पन्न भयो।

स्थान: श्री माध्यमिक विद्यालय, ज्यातिरेवानी, लिखु गाउँपालिका-६ (खिमती-६)  
मिति: २०७४/०७/२३

क्रं सं	नाम, थर	सम्बन्धित कार्यालय, पेशा	ठेगाना	हस्ताक्षर
१	श्रीव प्रसाद चौपाने	लिखु गाउँपालिका प्र. अधिकारी		श्रीव
२	रुद्र प्र. खड्का	"	"	रुद्र
३	दुर्गा शर्मा	"	"	दुर्गा
४	गोपाल खड्का	मिड	"	गोपाल
५	राजेश शर्मा	"	"	राजेश
६	सुन्दर शर्मा	"	"	सुन्दर
७	सुशील राय	"	"	सुशील
८	जायन्ती प्र. शर्मा	"	"	
९	कृष्ण क. पाठे	"	जेलु	कृष्ण
१०	विष्णु प्र. धिमरे	"	खिमती	विष्णु
११	बाबुर प्रसाद चौपाने	"	खिमती	बाबुर
१२	कुमारी दास	"	"	कुमारी
१३	प्राशिकला शर्मा	"	"	प्राशिकला
१४	दिनेश शर्मा	"	कुनाल	दिनेश



नेपाल सरकारद्वारा एशियाली विकास बैंकको सहयोगमा संचालन हुने Disaster Resilience of Public School Infrastructure and Community Project (DR-PSIC) को अन्तर्गत कार्यान्वयन हुने विद्यालय भवनहरूको निर्माण तथा संचालनमा वातावरणीय तथा सामाजिक सुरक्षा (Environmental and Social Safeguards), लैंगिक तथा सामाजिक समावेशीपना (Gender and Social Inclusion) का पक्षमा अध्ययनका लागि सार्वजनिक परामर्श गर्ने सिलसिलामा सम्बन्धित सवालहरूका बारेमा प्रस्ताव कार्यान्वयनसँग सम्बन्धित सरोकारवाला कार्यालय, व्यक्ति, संस्थाहरूसँग छलफल गर्ने तथा रायसुझावहरू लिने कार्य सम्पन्न भयो।

स्थान: श्री माध्यमिक विद्यालय, गेलु, सिक्राल (मन्थली नं. १२)  
मिति: २०७४/०७/२४

क्रं सं	नाम, थर	सम्बन्धित कार्यालय, पेशा	ठेगाना	हस्ताक्षर
१	पवनराज खड्का	म.मा.वि. सिक्राल मन्थली-१२, रामेछाप।	मन्थली-१२	
२	जनक गम्भीर शर्मा	शे.पू. सेनानी	मन्थली-१२	
३	सुब्रह्मण्य बुढाथोकी	सम्पदा जेष्ठ	११	
४	सिम्रा बुढाथोकी	का.प.क.स	११	
५	चण्ड क पाण्डे	लाभदायी पुस्तक मन्थली	११	
६	सुब्रह्मण्य बुढाथोकी			
७	रत्न थापा			
८	रमण कट्टा बुढाथोकी	सि.हा.पु.		
९	दिपक गम्भीर शर्मा	समाज सेवी	११	
१०	विन्दा बुढाथोकी	सि.हा.पु. सपथ	११	
११	करी क पाण्डे	पूर्व अ.	११	
१२	सुजना बुढाथोकी	भा.भा.वा.क.	११	
१३	रत्ना माया बुढाथोकी	—	११	
१४	सुमित्रा ११	—	११	



नेपाल सरकारद्वारा एशियाली विकास बैंकको सहयोगमा संचालन हुने Disaster Resilience of Public School Infrastructure and Community Project (DR-PSIC) को अन्तर्गत कार्यान्वयन हुने विद्यालय भवनहरूको निर्माण तथा संचालनमा वातावरणीय तथा सामाजिक सुरक्षा (Environmental and Social Safeguards), लैंगिक तथा सामाजिक समावेशीपना (Gender and Social Inclusion) का पक्षमा अध्ययनका लागि सार्वजनिक परामर्श गर्ने सिलसिलामा सम्बन्धित सवालहरूका बारेमा प्रस्ताव कार्यान्वयनसँग सम्बन्धित सरोकारवाला कार्यालय, व्यक्ति, संस्थाहरूसँग छलफल गर्ने तथा रायसुझावहरू लिने कार्य सम्पन्न भयो।

स्थान: जनजाग्रति मा.वि. लिखु डाडैपालिका-६ (विक्ती-१), विक्ती जिल्ला  
मिति: २०७४/०५/२३

क्र सं	नाम, थर	सम्बन्धित कार्यालय, पेशा	ठेगाना	हस्ताक्षर
१	पवनराज पौडेल	प्रधान व्यापक	लिखु डाडैपालिका	
२	भोज बाडा कडापिा	कपा म्यारस अधिकारी	"	
३	सिव पुढ-पौपाने	वि. वि. र. सं. अधिकारी	"	
४	रवडानन्द कडापिा	" " " "	"	
५	गोश्रा बुजेल	" " " "	"	गोश्रा
६	भीजरजा डडरिया	क्याम्पस अध्यापक	लाम्कीमा जनजाग्रति मा.वि. (वि. वि. र. सं.)	
७	लक्ष्मी प्र. डडरिया	शि. स. स. स.	"	
८	महेश कुमार शीबठ	लेखापाल	लिखु-६, रामेडाप	
९	जागेश प्रसाद दाहाल	शि. वि. स. स.	" "	
१०	नर्मदा भुसाल	"	तुलसीपुर ४ वडा	
११	छानमहाबुखरवा	"	लिखु-६, रामेडाप	
१२	मीरा पौडेल	"	"	
१३	निर्मला खड्का	"	"	
१४	विष्णु माफ्री	"	"	























  
**जनगणधनी द्वती प्रमाण पूजा**

मातृपोत कार्यालय,  
 सुमि सुभाद्रा तथा कावस्था मंत्रालय  
 सुमि सुभाद्रा तथा कावस्था विभाग

नाम: श्री. वि. र. शर्मा  
 पता: ...  
 जिला: ...

क्र. सं.	वर्ग	पिता/पति का नाम	पत्नी का नाम	पिता/पति का पता	पत्नी का पता	पिता/पति का जिला	पत्नी का जिला
1	...	...	...	...	...	...	...
2	...	...	...	...	...	...	...
3	...	...	...	...	...	...	...
4	...	...	...	...	...	...	...
5	...	...	...	...	...	...	...
6	...	...	...	...	...	...	...
7	...	...	...	...	...	...	...
8	...	...	...	...	...	...	...
9	...	...	...	...	...	...	...
10	...	...	...	...	...	...	...

कुल संख्या: 10  
 कुल पंजीकृत: 10  
 कुल अज्ञात: 0

जिला: ...  
 तहसील: ...  
 ग्राम: ...

अधिकारी का नाम: ...  
 पता: ...

तारीख: ...





नेपाल  
भूमिसुधार तथा  
भूमिसुधार तथा  
जग्गाधनी दता

प्रमाण संकेत	जिल्ला	सामुदायिक/गा. वि. स.	वडा नं. र क्रमांक	सिट नं.	किसा नं.	विवरण (पर, भन्दा, वंश, काल)	जग्गाधनीको हक विस्तार	संश्लेषण, पर, बत
पा.सं. १	सुदूरपश्चिम	पाटी	२	१२	१०१	भानु	भानु	
पा.सं. २	सुदूरपश्चिम	पाटी	२	१२	१०२	भानु	भानु	
पा.सं. ३	सुदूरपश्चिम	पाटी	२	१२	१०३	भानु	भानु	
पा.सं. ४	सुदूरपश्चिम	पाटी	२	१२	१०४	भानु	भानु	
पा.सं. ५	सुदूरपश्चिम	पाटी	२	१२	१०५	भानु	भानु	
पा.सं. ६	सुदूरपश्चिम	पाटी	२	१२	१०६	भानु	भानु	
पा.सं. ७	सुदूरपश्चिम	पाटी	२	१२	१०७	भानु	भानु	
पा.सं. ८	सुदूरपश्चिम	पाटी	२	१२	१०८	भानु	भानु	
पा.सं. ९	सुदूरपश्चिम	पाटी	२	१२	१०९	भानु	भानु	
पा.सं. १०	सुदूरपश्चिम	पाटी	२	१२	११०	भानु	भानु	

सरकार  
व्यवस्थापन सञ्चालक  
व्यवस्थापन विभाग  
प्रमाण-पुस्तिका

जग्गाधनीको नाम.....  
श्री प्रहल्लाद शर्मा पा.सं. १

किसिम वा वर्ग	क्षेत्रफल	सं. र परा नं.	कैलाल, बलौरा	प्रमाणित गर्नेको दस्तखत
पा.सं. १	०.१२५०	१२५		
पा.सं. २	०.१२५०	१२५		
पा.सं. ३	०.१२५०	१२५		
पा.सं. ४	०.१२५०	१२५		
पा.सं. ५	०.१२५०	१२५		
पा.सं. ६	०.१२५०	१२५		
पा.सं. ७	०.१२५०	१२५		
पा.सं. ८	०.१२५०	१२५		
पा.सं. ९	०.१२५०	१२५		
पा.सं. १०	०.१२५०	१२५		

३५/१५/०५

L11112



# लिखु गाउँपालिका गाउँ कार्यपालिकाको कार्यालय

विजुलीकोट, रामेछाप  
३ नं. प्रदेश, नेपाल ।

पत्र संख्या २०७७/१०७५  
व.सं. २०

दिनांक २०७७/०५/१५

विषय:- भोगा-चला सार्वजनिक ।

श्री जो जस सँग सार्वजनिक राख्नुहुन्छ ।

प्रस्तुत विषयमा रामेछाप जिल्ला सविक्रम रेकर्डरी  
गाउँ वि.सं. वडा नं. ६ सिमलडाँडा हाल लिखु गाउँपालिका  
वडा नं. ६ रामेछाप क्षेत्रको प्राथमिक विद्यालय जमीन  
स्वामी सिमल डाँडा को आफ्नो भक्त रहेको भन्ने  
साविकको भएता र सो भन्ने गाउँपालिकाको  
मातहतमा रहेको श्री श्री श्री जमीन स्वामी  
विगत २०२१ साल देखि नै भोगा-चला गर्ने आफ्ना  
र सो भन्ने गाउँपालिकाले त्यस श्री श्री श्री  
जमीन स्वामीलाई निरन्तर भोगा-चला गर्न अर्को  
६ रोपनी भन्ने दोश्रो भोगा-चला साथ सार्वजनिक  
निकाय हुनुलाई भोगा-चला को पत्र प्रकाश गरिन्छ ।

गोविन्द साह बस्नेत  
महसुल















TAMAKOSHI JAN JAGRITI SECONDARY SCHOOL  
 LIKHU-6 RAMECHHAP  
 STUDENT DETAIL 2074

SCHOOL CODE 210290001

DATE:2074/07/22

कक्षा	जम्मा विद्यार्थी		दलित		जनजाती		अन्य		सिमात्कृत		अपाङ्ग	
	केटी	जम्मा	केटी	जम्मा	केटी	जम्मा	केटी	जम्मा	केटी	जम्मा	केटी	जम्मा
शिशु	९	१४	०	०	४	४	५	१०	०	०	०	१
१	३	१०	०	०	१	१	३	९	०	०	०	०
२	९	१४	१	१	३	३	५	१०	०	०	०	०
३	६	१३	०	०	३	३	५	१०	१	१	१	१
४	६	१२	०	०	१	१	५	११	०	०	०	१
५	४	१७	०	२	१	३	३	१२	०	०	०	२
६	११	३५	०	१	२	६	९	२८	१	१	३	४
७	१८	३४	०	१	४	४	१५	२९	१	१	२	२
८	२०	४९	२	३	५	१५	१३	३१	०	३	२	३
९-८ जम्मा	७७	१०७	३	८	१५	३६	४९	८०	३	३	६	१३
९	५२	३७	२	५	७	१३	४३	७१	०	०	२	३
१०	१७	४६	२	२	४	५	१४	३९	०	०	०	२
११	५०	८३	२	९	१२	२९	१३	४४	०	१	०	०
१२	४५	१००	१	३	२८	४७	७०	९५	२	१	३	०
९-१२ जम्मा	१६४	३६३	७	१९	५४	९५	११३	२४९	२	२	४	३
कुल जम्मा	२५०	४६१	१०	२७	७१	१३४	१७७	३९९	५	५	१०	१९

१२/७/२०७४  
 प्रधानाचार्य



## Kutidanda Ma.Vi, Dolakha

## खण्ड - ख .

## आवश्यकता पहिचान

२. वर्तमान अवस्थाको विश्लेषण

२.१. कक्षागत विद्यार्थीको प्रोफाइल ( शैक्षिक सत्र- २०७४ )

भर्ना अभियान निरन्तर चलिरहे तापनि मिति २०७४ साल वैशाख मसान्त सम्मको भर्ना चरण तपसिलअनुसार रहेको छ ।

कक्षा	जम्मा विद्यार्थी			दलित		जनजाती		सिमान्तकृत		अन्य	
	छात्रा	छात्र	जम्मा	छात्रा	छात्र	छात्रा	छात्र	छात्रा	छात्र	छात्रा	छात्र
कक्षा १	१०	१२	२२	०२	०१	०४	०५	-	-	०४	०६
२	०५	०७	१२	-	-	४	२	-	-	१	५
३	१०	०८	१८	-	-	५	५	-	-	५	३
४	०७	०५	१२	३	१	३	२	-	-	१	२
५	१६	१४	३०	१	२	६	५	-	-	९	७
६	१२	१३	२५	-	-	४	५	-	-	८	८
जम्मा	६०	५९	११९	६	४	२६	२४	-	-	२८	३१
७	१४	२१	३५	३	-	४	८	-	२	७	११
८	१२	२०	३२	१	२	६	९	१	-	४	९
९	३६	३३	६९	६	२	१५	१२	२	-	१३	१९
जम्मा	६२	७४	१३६	१०	४	२५	२९	३	२	२४	३९
१०	३८	२९	६७	३	२	१४	१०	१	२	२०	१५
११	४५	२९	७४	-	३	२३	१४	९	७	१३	५
जम्मा	८३	५८	१४१	३	५	३७	२४	१०	९	३३	२०
१२	३०	१९	४९	१०	५	९	८	-	१	११	४
१३	२१	१३	३४	३	४	५	२	-	१	१२	६
जम्मा	५१	३२	८३	१३	९	१४	१०	-	२	२४	१०
कुल	२५६	२३३	४८९	३२	२२	१०२	८६	१३	१३	१०९	१००

विश्लेषण:- सामान्यतः कक्षामा छात्रको सङ्ख्याभन्दा छात्राको सङ्ख्या बढी देखिन्छ । विद्यार्थीहरूको सङ्ख्या प्राथमिक तहमा भन्दा माध्यमिक तहमा बढी रहेको छ । तर कक्षा ११ र १२ मा भने सङ्ख्या कमी देखिन्छ । जन्म दरमा कमी, एक-दुई सन्तानलाई तिजी विद्यालयमा पढाउने अभिभावकको चाहनाले माध्यमिक र प्राथमिक तहमा विद्यार्थीको सङ्ख्या घट्दो क्रममा रहेको छ भने निर्मावि तथा मावि तहमा विद्यार्थी सङ्ख्या पहिलो वर्षको तुलनामा समानुपातिक नै रहेको पाइन्छ । छोरालाई संस्थागत र छोरालाई सन्तानिक विद्यालयमा पढाउने विभेदकारी सोचका कारणले पनि यस्तो स्थिति देखिन्छ । प्रायः नासाड

अपाङ्गता भएको २२ जना प्रत्ये १ जना जेन्ती नभएको  
अन्य रोगग्रस्त आमा/बाबा ।

श्री महेन्द्रोदय विश्वविद्यालय, माटी-दोलखा



विद्यापीठ/कक्षा-२०७४

कक्षा	दलित			जनजाति			अन्य			जम्मा		
	छात्रा	छात्र	जम्मा	छात्रा	छात्र	जम्मा	छात्रा	छात्र	जम्मा	छात्रा	छात्र	जम्मा
शिष्ट	४	१	५	१	२	३	४	५	९	९	८	१७
१	१	२	३	१	१	२	४	६	१०	६	९	१५
२	३	१	४	४	१	५	३	४	७	१०	६	१६
३	२	१	३	३	५	८	२	३	५	७	९	१६
४	१	२	३	५	१	६	४	४	८	१०	७	१७
५	१	३	४	३	१	४	७	५	१२	११	९	२०
६	-	६	६	३	३	६	९	७	१६	१२	१६	२८
७	२	३	५	४	३	७	७	६	१३	१३	१२	२५
८	२	२	४	४	८	१२	४	४	८	१०	१४	२४
९	२	२	४	२	९	११	१०	७	१७	१४	१८	३२
१०	२	२	४	८	९	१७	७	७	१४	१७	१८	३५
११	२	१	३	५	४	९	११	७	१८	१८	१२	३०
१२	३	१	४	१	४	५	८	७	१५	१२	१२	२७
जम्मा	२५	२७	५२	४४	५१	९५	८०	७२	१५२	१४९	१५०	३०१

श्री महेन्द्रोदय विश्वविद्यालय

**श्री आजादी मा.वि**  
**जे.सू. गौरीगलीका-६, दोलखा**

१.५) विद्यालयले सञ्चालन गरेका कार्यक्रमहरूको विवरण

क) बालविकास: विसं २०१७ साल बाट निरन्तर शिक्षा प्रदान गर्दै आएको यस विद्यालयले सामाजिक स्तरमा शिक्षाको विकासका निमित्त विविध शैक्षिक कार्यक्रमहरू सञ्चालन गर्दै आएको छ। विसं २०६२ साल देखि बालविकासका कक्षाहरू सञ्चालन गर्न अनुमति लिएर यस विद्यालयले आसपासका दलित जनजाति र अन्य समुदायका बालबालिकाहरूलाई बाल शिक्षा प्रदान गर्दै आएको छ। यसको छुट्टै व्यवस्थापन गरि स्थानीय समुदायकै बाल शिक्षिका कल्पना कार्कीलाई नियुक्त गरि त्यो कार्यक्रमलाई प्रभावकारी बनाउदै आएको छ। हाल यस कार्यक्रमबाट लगभग २० देखि ३० जना बालबालिकाहरू लावन्वित भएका छन्।

ख) तहगत औपचारिक शिक्षा

तहगत औपचारिक शिक्षाको हकमा भने यस विद्यालयले पूर्वप्रथमिक प्राथमिक नि.मा., मा.वि तहका कक्षाहरू सञ्चालन गरिदै आइरहेको छ। यस कार्यक्रम अर्न्तत प्रत्येक वर्ष लगभग ३०० विद्यार्थीहरू लावन्वित भएका छन्।

ग) अतिरिक्त क्रियाकलाप:

यस विद्यालयले वीद्यार्थीको किताबि ज्ञान भन्दा प्रतिभाको विकासकोलागी अतिरिक्त कृयाकलाप सञ्चालन गर्दै आइरहेको छ। विद्यार्थीको चौतर्फी विकासकोलागी हरेक दिन प्रार्थना सभा पछि खोजि प्रतिभाको कार्याक्र सञ्चालन गर्ने गरिएको छ। यस अन्तर्गत हरेक दिन कक्षा अनुसारको पालो राखीएको छ। आफ्नो पालोको दिन विद्यार्थीहरूले आफूसंग भएको प्रतिभाहरू प्रस्तुत गर्दछन्। त्यसैगरि अतिरिक्त क्रियाकलाप अन्तर्गतनै साप्ताहिक रूपमा विद्यालयले विद्यालयको क्यालेन्डरमा उल्लेख भएका हाजिरीजवाफ वक्तृत्वकला, हिज्य, निबन्ध प्रतियोगिता, वादविवाद, चित्रकला प्रतियोगिता, चकलेट दौड प्रतियोगिता, म्युजिकल चियर जस्ता कार्यक्रमहरू सञ्चालन गर्दै आएको छ।

घ) विद्यार्थी मूल्याङ्कन :

विद्यार्थीको क्षमता मूल्याङ्कनको लागि विद्यालयले निर्माणात्मक मूल्याङ्कन अन्तर्गतका मूल्याङ्कन गृहकार्य परिक्षण, युनिट टेस्ट, आन्तरिक परिक्षा जस्ता परीक्षाहरू सञ्चालन गरिदै आएको छ भने निर्णयात्मक मूल्याङ्कन अन्तर्गत त्रैमासिक, अर्धवार्षिक, वार्षी परीक्षाहरू सञ्चालन गर्दै आएको छ। विद्यालयले हाल आएर कक्षा १देखि ७ सम्म निरन्तर मूल्याङ्कन व्यवस्था पनि लागु गरेको छ। चा) यस आजादि मा.वि मा कक्षा १ देखि १० सम्मका विद्यार्थी संख्या दलित जनजाति र अन्य समुदायका विद्यार्थीहरूको विवरण तलको तालिकाबाट स्पष्ट छ।

क्र.स	विवरण	छात्रा	छात्र	जन्म मा	जनजाति			दलित			अपाङ्ग			सिमान्तकृत			
					छात्रा	छात्र	जम्मा	छात्रा	छात्र	जम्मा	छात्रा	छात्र	जम्मा	छात्रा	छात्र	जम्मा	
१	ECD/बालविकास	१२	१०	२२	३	२	५	१	२	३							
२	कक्षा- १	२०	८	२८	२		२	३	३	६	२	१	१	२	२	२	२
३	कक्षा- २	८	१२	२०	-	२	२	-	३	३	-	२	३	१	१	२	२
४	कक्षा- ३	१२	१०	२२		३	३	५	२	७		२	२		१	१	
५	कक्षा- ४	६	५	११	२	१	३										
६	कक्षा- ५	७	१६	२३	१	१	२	२	५	७	१	१	१				
७	कक्षा- ६	१०	१०	२०	२	३	५	२	२	४							
८	कक्षा- ७	१४	९	२३	२	४	६	३	१	४					३		३
९	कक्षा- ८	१४	१२	२६	१	२	३	४	१	५	२	२		१	४	५	
१०	कक्षा- ९	१६	२०	३६	५	३	८		२	२		१		१	२	३	
११	कक्षा- १०	१८	१८	३६	६	१	७	१	१	२	१	३		१		१	
				<del>२६</del>	२१		२०			४०	६	१२		७	१०	१७	

माथिको तालीकालाई हेर्दा कक्षा १ देखि ५ सम्मको विद्यार्थी संख्या नियुन छ जसको कारण भनेको सहर केन्द्रित वसाइसराई, परिवारनियोननको कार्यक्रमको प्रभाव र साना वरिवार सुखि परिवार भन्ने मानिसको धारणाले गर्दा बालबालिकाको संख्यामा सीमितता आजनु र हरेक वाडमा प्रावि हुनु साथै प्राथमिक तहको तुलनामा निमावि र मावि तहको विद्यार्थीको भर्नादर उल्लेख्य छ। अधिकांश विद्यार्थी दलित र जनजाति वर्गका छन्। विद्यालय सेवा क्षेत्र भित्र दलित र जनजातिहरूको वसोवासो अन्य जाति सरह रहेको पाइन्छ।

**श्री राजेश्वरी माध्यमिक विद्यालय**  
**इन्द्रावती गाउँपालिका-७, सिपापोखरे सिन्धुपाल्चोक**  
**कक्षागत विद्यार्थी विवरण-२०७४ (१-१२)**

जम्मा: ४८६

कक्षा	जम्मा विद्यार्थी संख्या								
	दलित		जनजाति		अन्य		जम्मा		
	छात्रा	छात्र	छात्रा	छात्र	छात्रा	छात्र	छात्रा	छात्र	जम्मा
१		२	२	१	-	१	४	३	७
२	१	१	२	१	-	१	४	४	८
३	३	२	५	१	१	२	५	७	१२
४	८	२	१०	४	१	५	१५	५	२०
५	४	४	८	३	४	७	११	१५	२६
१-५ जम्मा	१६	११	२७	१०	६	१६	३५	३४	७३
६	४	२	६	११	१४	२५	२७	२६	५३
७	४	५	५	६	१०	१६	२५	२१	५०
८	३	४	७	५	१७	२६	२५	३८	६३
६-८ जम्मा	११	११	२२	२६	४१	६७	८१	८५	१६६
९	७	८	१५	१३	११	२४	३२	३७	६५
१०	७	३	१०	५	२१	३०	२५	४७	७६
९-१० जम्मा	१४	११	२५	२२	३२	५४	६१	८४	१४५
१-१० जम्मा	४१	३३	७४	५८	७५	१३७	१८१	२०३	३८४
११	५	६	८	८	५	४	२२	१८	४०
१२	५	२	१८	६	२२	५	४५	१७	६२
११-१२ जम्मा	१०	८	२६	१४	३१	१३	६७	३५	१०२
१-१२ जम्मा	५१	४१	१००	७२	११०	१५०	२४८	२३८	४८६



**श्री जनसुभम् जनसुभम् विद्यालय**  
**SHREE JANASUBHAM BASIC SCHOOL**

बंदेगाव-४, तालुका बंदेगाव  
 Bandegaon-4, Taluka Bandegaon  
 स्थापित: रो.४३.२०३१



पत्र क्रमांक (Letter No.):  
 प्रतिसंकेत क्र. (Ref No.):

दिनांक: २०.०६/२०२०

विषय (Subject): **द्वाराद्वारा विवरण**

श्री (To) मान जि लला, सिडकी, काधिकरि, ०६  
 जि लला, सिडकी, कापेलाम सि. ज. चौला रा.

प्रस्तुत विवरण समग्र धर्मा यस्त विद्यालयमा २९ दि.  
 २०१४मा तपयित्त जलदमा २०१४ द्वावाद्वारा रहेके तपयित्त प्रमाणित  
 जादिल्ले।

क्र.सं.	कक्षा	अल्प		जानजाती		दलित		शिमातका		जम्मा
		द्वारा	द्वारा	द्वारा	द्वारा	द्वारा	द्वारा	द्वारा	द्वारा	
	शिक्षा			३	४	२	४	-	२	
१	१	४	१	४	६	२	१	-	१	
	२	२	१	३	२	२	२	१	१	
	३	X	X	५	३	२	४	X	२	
	४	२	१	१०	३	४	X	X	१	
	५	३	१	६	१२	X	४	-	-	
	६	१	२	१०	६	४	१	२	X	
	६	३	१	६	६	६	X	१	१	
	७	१	२	१२	५	२	-	१	-	
		१६	१३	५२	५३	२६	१६	६	६	

मि.सि.  
 मि.सि.



## बागश्वरी माव विद्याथी विवरण

## Number of student in Bagiswori HSS- 2074

Class	Section	Girls				Boys				G. Total	Class Total
		Dalit	Janajati	Anya	Total	Dalit	Janajati	Anya	Total		
Pre Nursery	A	1	7	1	9	0	8	2	10	19	19
Nursery	A	0	14	2	16	0	14	1	15	31	
	B	1	12	3	16	0	17	0	17	33	
	C	4	8	0	12	1	16	2	19	31	95
JKG	A	0	13	1	14	3	12	1	16	30	
	B	0	14	2	16	1	12	2	15	31	
	C	1	8	2	11	2	15	2	19	30	91
SKG	A	0	13	1	14	0	11	2	13	27	
	B	2	18	1	21	0	9	0	9	30	
	C	0	8	1	9	2	16	1	19	28	95
1	A	0	19	4	23	0	10	4	14	37	
	B	0	10	3	13	0	18	3	21	34	
	C	1	6	3	10	2	16	5	23	33	104
2	A	2	21	2	25	0	10	2	12	37	
	B	0	13	2	15	1	13	1	15	30	67
3	A	1	24	7	32	2	14	8	24	56	56
4	A	3	19	2	24	1	14	7	22	46	
	B	1	9	3	13	3	28	8	39	52	98
5	A	1	28	2	31	1	12	6	19	50	
	B	1	21	5	27	1	17	5	23	50	
	C	1	15	6	22	4	14	11	29	51	151
6	A	2	23	2	27	2	15	2	19	46	
	B	0	20	1	21	4	23	3	30	51	
	C	3	17	6	26	0	18	4	22	48	145
7	A	1	11	11	23	0	22	5	27	50	
	B	1	20	4	25	2	18	5	25	50	
	C	1	20	5	26	1	16	7	24	50	150
8	A	2	27	1	30	1	19	3	23	53	
	B	0	21	3	24	1	25	0	26	50	
	C	0	19	2	21	1	19	2	22	43	
	D	0	22	9	31	0	20	5	25	56	202
9	A	0	25	5	30	1	11	6	18	48	
	A2	3	9	3	15	0	19	5	24	39	
	B	0	25	2	27	1	10	2	13	40	
	C	0	17	3	20	0	12	0	12	32	
	D	0	28	0	28	0	23	3	26	54	
10	E	5	30	0	35	0	11	0	11	46	259
	A	1	25	3	29	0	18	2	20	49	
	B	0	21	4	25	1	17	7	25	50	
	C	0	19	4	23	0	13	13	26	49	
	D	2	27	2	31	0	16	3	19	50	
TOTAL	E	0	22	4	26	0	22	0	22	48	246
		41	748	127	916	39	663	150	852	1768	

**Annex 6: List of School Selected for First Batch (Recon 1) under DRSP & their Land Ownership Status**

S.N.	EMIS	School Name	Districts	Address	Design Status	Total area of land required for school re-construct ion (sqm) (informat ion 1a)	Total area of Land within existing boundary (sqm) (information 1b) [Total area of Land as per Master plan and Land ownership Certificate]	Area of Land ( sqm) under Master Plan with ownership status (information 2)			If additional land is required, how it is going to be managed? (informatio n 3)	Remarks
								Land ownershi p with school	User right with local govern ment or owner agency approv al	Volunt ary donati on by privat e owner		
1	120030009	Sunkoshi SS	Okhaldhunga		completed	530.06	5158.8	5158.8				
2	120040006	Rajyalaxmi SS	Okhaldhunga	Unbu, Manebhanjyang-3	Completed	466.09	2517.1	2517.1				
3	120150002	Grammodaya Yugakabi Siddhicharan SS	Okhaldhunga	Gangnamtar, Likhu-6	completed	599.46	3458.48	3458.48				
4	120210004	Katunje SS	Okhaldhunga	Katunje, Sunkoshi-9	completed	468.33	2586.89	2586.89				
5	120240007	Fulmati SS	Okhaldhunga	Khijifalate bazaar, Khijifalante-3	completed	668.86	6026.59	6026.59				
6	120420002	Jalpa SS, Kalimati	Okhaldhunga	Kalimati, Chisankhugadhi-4	Completed	338.96	6228.09	6228.09				
7	120430002	Himganga SS	Okhaldhunga	Rawadolu, Khijidemba	completed	559.98	4237.76	4237.76				
8	120510001	Jalpa SS, Tarkerabari	Okhaldhunga	Tarkerabari, Likhu-8								
9	200020005	Janapremi SS	Sindhuli	Arun Danda	completed	602.98	5400.7	5400.7				
10	200040005	Champadevi SS	Sindhuli	Ghyampa, Jadmre, Balajor	completed	346.76	4247.58	4247.58				
11	200090006	Janjyoti SS	Sindhuli	Khurkot	completed	354.58	4740	4740				
12	200110006	Kaushika SS	Sindhuli	Goltar	completed	599.46	5333.91	5333.91				

S.N.	EMIS	School Name	Districts	Address	Design Status	Total area of land required for school re-construct ion (sqm) (informat ion 1a)	Total area of Land within existing boundary (sqm) (information 1b) [Total area of Land as per Master plan and Land ownership Certificate]	Area of Land ( sqm) under Master Plan with ownership status (information 2)			If additional land is required, how it is going to be managed? (information 3)	Remarks
								Land ownershi p with school	User right with local govern ment or owner agency approval	Volunt ary donati on by privat e owner		
13	200130007	Shankareswor SS	Sindhuli	Jakhani, Dandiguransa-1	completed	675.28	5604.49	5604.49				
14	200210006	Sri Pragatishil SS	Sindhuli	Ratmate-4	completed	394.05	1260.73	1260.73				
15	200240007	Shree SS, Khayarsal	Sindhuli	Khayarsal, Kalpabriksha	completed	675.98	11147.81	11147.81				
16	200300014	Kyaneshwor SS	Sindhuli	Kyaneshwor, Pantale	completed	708.74	7308.63	7308.63				
17	200340014	Kapilakot SS	Sindhuli	Chhap, Mahadevsthan	completed	2470.59	13602	13602				
18	200350006	Sri Mahandrajhyadi SS	Sindhuli	Belpur, mahendrajyadi-2	Completed	715.87	9113.51	9113.51				
19	200360006	Ganesh SS	Sindhuli	Majhuwa, Sunkoshi-7	Completed	754.16	4705	4705				
20	200420010	Shree SS, Chilaune Dada	Sindhuli	Chilaune Danda, Bhirgaon	completed	675.98	5246.02	5246.02				
21	200460002	Pacharukhi SS	Sindhuli	Pancharukhi, Sirthauli-4	completed	675.58	4767.09	4767.09				
22	210040001	Bharati SS	Ramechhap	Megarpa, Khadadevi-8	Completed	520.09	5303.58	5303.58				
23	210140006	Agleshwori SS	Ramechhap	Dimipokhari, Chunapati-2	Completed	404.54	3828.05	3828.05				
24	210180002	Shree SS, Sikral	Ramechhap	Sikral	Completed	520.09	2758.2	2758.2				



S.N.	EMIS	School Name	Districts	Address	Design Status	Total area of land required for school re-construct ion (sqm) (information 1a)	Total area of Land within existing boundary (sqm) (information 1b) [Total area of Land as per Master plan and Land ownership Certificate]	Area of Land ( sqm) under Master Plan with ownership status (information 2)			If additional land is required, how it is going to be managed? (information 3)	Remarks
								Land ownershi p with school	User right with local govern ment or owner agency approval	Volunt ary donati on by privat e owner		
25	210180003	Manakamana SS	Ramechhap	Gelu, Manthali Municipality-11	completed	616.2	3290.37	3290.37				
26	210210005	Mahalangur SS	Ramechhap	Gumdel	Completed	314.69	5645.28	5645.28				
27	210280008	Bal SS	Ramechhap	Bhirkot, Sunapati-5	completed	626.7	3055.42	3055.42				
28	210290001	Tamakoshi Jana Jagriti SS	Ramechhap	Khimti, Likhu-6	Completed	612.85	3204	3204				
29	210290002	Shree SS, Jyamirekhani	Ramechhap	Jyamirekhani, Likhu-6	completed	469.61	3652.58		3652.58			Local government has issued user right to school
30	210400001	Kalidevi SS, Phulasi Pokhari	Ramechhap	Phulasi Pokhari, Manthali Municipality-14	Completed	589.15	6438.46	6438.46				
31	210400008	Shree SS, Harre Chinde	Ramechhap	Phulasi, Manthali Municipality-13	Completed	1448.6	3651.082	3651.082				
32	210410005	Manedanda SS	Ramechhap	Pinkhuri, Khadadevi-9	Completed	494.17	2080.956	2080.956				
33	210430001	Sthanapati SS	Ramechhap	Purana Gaun	Completed	668.85	8724.099	8724.099				
34	220030001	Bhim SS	Dolakha	Dhanuke, Melung-4	completed	424.43	2370	2370				
35	220040030	Mahendrodaya SS	Dolakha	Mati, Bhimeshwor Municipality-5	Completed	338.96	4950.75	4950.75				
36	220040031	Kuti Danda SS	Dolakha	Bhimeshwor	Completed	1113.78	10298.87	10298.87				

S.N.	EMIS	School Name	Districts	Address	Design Status	Total area of land required for school re-construct ion (sqm) (information 1a)	Total area of Land within existing boundary (sqm) (information 1b) [Total area of Land as per Master plan and Land ownership Certificate]	Area of Land ( sqm) under Master Plan with ownership status (information 2)			If additional land is required, how it is going to be managed? (information 3)	Remarks
								Land ownershi p with school	User right with local govern ment or owner agency approval	Volunt ary donati on by privat e owner		
37	220070003	Gauri Shankhar SS	Dolakha	Maising, Bigu-7	Completed	338.96	1703.63	1703.63				
38	220130003	Mahendra SS	Dolakha	Chyama	Completed	1113.55	6087.669	6087.669				
39	220160003	Bhadreshwor BS	Dolakha	Saunti, Sailung-7	Completed	656.09	2428.69	2428.69				
40	220190004	Bhumesthan SS	Dolakha	Mane, Melung-3	Completed	1113.55	3224.22	3224.22				
41	220370004	Bouddha Bhuwaneswori SS	Dolakha	Yelung, Jiri Municipality-2	Completed	314.69	11435.7	11435.7				
42	220400004	Ajadi SS	Dolakha	Birauta, Melung-7	Completed	656.09	1382.87	1382.87				
43	220400006	Bhimendra BS	Dolakha	Tinpiple, Melung-7	completed	375.6	1165.6	1165.6				
44	220450005	Sankheswor BS	Dolakha	Gogantar, Tamakoshi-5	completed	395.06	2274.89	2274.89				
45	220470006	Tamrakaushika SS	Dolakha	Malepu, Kalinchowk-8	completed	656.4	2143.97	2143.97				
46	230020009	Janasudhar BS	Sindhupalchw ok	Badegaon, Indrawati-5	completed	450.69	4857.05	4857.05				
47	230040003	Bhim Bidyashram SS	Sindhupalchw ok	Banskharka, Panchpokhari-1	Completed	520.09	5515.36	5515.36				
48	230220003	Kageshwori SS	Sindhupalchw ok	Ghorthali, Tripurasundari-1	completed	396.69	4224.24	4224.24				
49	230420004	Buddhodaya SS	Sindhupalchw ok	Lisankhu, Lisankhu Pakhar-2	completed	589.49	3219.71	3219.71				
50	230620003	Mahendra Priya BS	Sindhupalchw ok	Sindhukot, Melamchi Municipality-5	completed	2445.29	6359.67	6359.67				

S.N.	EMIS	School Name	Districts	Address	Design Status	Total area of land required for school re-construct ion (sqm) (informat ion 1a)	Total area of Land within existing boundary (sqm) (information 1b) [Total area of Land as per Master plan and Land ownership Certificate]	Area of Land ( sqm) under Master Plan with ownership status (information 2)			If additional land is required, how it is going to be managed? (informatio n 3)	Remarks
								Land ownershi p with school	User right with local govern ment or owner agency approv al	Volunt ary donati on by privat e owner		
51	230630007	Rajeshwori SS	Sindhupalchw ok	Sipa Pokhari, Indrabati-7	Completed	668.86	6849.65	6849.65				
52	230750007	Jankalyan SS	Sindhupalchw ok	Thulo Dhading, Lisankhu Pakhar-1	completed	520.09	12935.93	12935.93				
53	230790003	Ganesh SS	Sindhupalchw ok	Yamunadanda	completed	520.09	5154.32	5154.32				
54	240120003	Gramonnati SS	Kavre	Charkilla, Budhakhani-1	completed	544.43	3169.78	3169.78				
55	240140006	Uma Sha Shikshalaya SS	Kavre	Chandeni, Mandandeupur-10	completed	314.69	4524.49	4524.49				
56	240200004	Dapcha SS	Kavre	Dapcha, Namobuddha-8	completed	464	4241.81	4241.81				
57	240500009	Kuseshwor SS	Kavre	Pauwa, Mechhe Gaun-8	completed	536.51	8267.02	8267.02				
58	240530003	Jogeshwor SS	Kavre	Mahadevtar, Roshi Municipality-4	completed	338.96	1803.92	1803.92				
59	240640006	Mahakali SS	Kavre	Chainpur, Madan Devpur-4	completed	338.96	2515.99	2515.99				
60	240660016	Jorpati SS	Kavre	Panchkhal, Tinpipe	completed	1111.55	5578.31	5578.31				
61	240680006	Arniko SS	Kavre	Chauri Deurali-5	Completed	324.66	6108.35	6108.35				
62	240680007	Jagriti SS	Kavre	Chauri Deurali-5, Keurini	ongoing	314.69	6413.95	6413,95				
63	240780008	Seti Devi SS	Kavre	Saping	completed	318.25	4614.6	4614.6				
64	260170007	Pancha Kanya SS	Bhaktapur	Bhaktapur NP	completed	909.08	2193.94	2193.94				

S.N.	EMIS	School Name	Districts	Address	Design Status	Total area of land required for school re-construct ion (sqm) (informat ion 1a)	Total area of Land within existing boundary (sqm) (information 1b) [Total area of Land as per Master plan and Land ownership Certificate]	Area of Land ( sqm) under Master Plan with ownership status (information 2)			If additional land is required, how it is going to be managed? (informatio n 3)	Remarks
								Land ownershi p with school	User right with local govern ment or owner agency approval	Volunt ary donati on by privat e owner		
65	260180006	Devi SS	Bhaktapur	Changu Narayan-9,Saud	completed	151.42	2669.02	2669.02				
66	270290002	Kabhresthali SS	Kathmandu	Dhabbu Chaur,Tarkeshwor-2	completed	396.69	3964.21	3964.21				
67	270310050	Kuleshwor SS	Kathmandu	Kuleshwor,Kathma ndu N.P.-14	completed	335.63	4040	4040				

**Annex 7: Sample Master Plans of School**

