

SHREE MELAMCHI GHYANG SECONDARY SCHOOL

HELAMBU-6, SINDHUPALCHOK

SCHOOL IMPROVEMENT PLAN (SIP)

2072 – 2076

(2015/16 -2019/20)

विद्यालय सुधार योजना

२०७२-२०७५

Date: 2072/08/04

To: The Resource Person
Shree Bhumeswori Secondary Resource Center
Kiul-1, Sindhupalchok,

Subject: Submitting the SIP for 2072-2076

Dear Sir,

We, the School Management Committee (SMC), have prepared a School Improvement Plan (SIP) for the next five years, 2072 to 2076. This SIP is the product of deep discussions between the SMC, PTA, teachers and other interested persons of our village. Hopefully, this plan will continue the improvement of this school and the holistic development of our district. We have submitted it to both the RC center and DEO.

Sincerely,

.....
Chair Person, SMC
Pasang Temba Lama

.....
Headmaster
Purna Bahadur Gautam

Message from the Teachers

The Melamchi Ghyang School, unique in our nation, is a sacred workplace for all of us. It is the place where we work together, with a team spirit, for the betterment of the children and community alike. We all work wholeheartedly and with full devotion and commitment to shape the futures of the children by giving our personal care.

We, the teachers, from the different nooks and corners of the nation, believe in actions rather than words. We do not let our individual differences and hardships bother us. Instead, we overcome those personal conflicts and use our varied assets to achieve organizational goals and better performance. We feel proud to be associated with such an example of academic excellence, and to be part of the vision of Mr. Purna Gautam.

The development and growth of the school, and the conducive learning environment, is the outcome of three parties: teachers, guardians and students. Here is an exemplary blend of three groups striving toward a single common goal.

We express our sincere gratitude for all those who have helped in different ways at different times.

Message from the Volunteers

It has been our esteemed pleasure to work with the students, teachers and administration of Shree Melamchhighyang Secondary School. We were welcomed immediately into the facility, where we worked to develop new ideas and teaching methods. The teachers were receptive, responsive and excited to incorporate our suggestions into their daily plans and routines. Mainly we sought to share the learning techniques and styles that are mainstream in the American education system, with an emphasis on activities and student participation.

In addition, the students were curious about our backgrounds and experiences. From the first day, many approached us warmly, with introductions, questions and, of course, tea. It was a pleasure getting to know the students on an individual level, as well as in the context of the entire student body. They work so hard with what little resources are available to them, and the persistence of hope and knowledge in these conditions has been an inspiration to us.

Finally, Headmaster Purna Gautam showed us the utmost respect and consideration for the duration of our stay. He has done and continues to do the work necessary to uplift not only the children of his village, but also the greater community of the Helambu region. His school is a model of what education can look like, and we only hope his example is replicated throughout Nepal.

Warmest regards,
Corin Hardcastle

When I arrived to Malamchi Ghyang village the sight of the destroyed houses was heart breaking. What surprised me was the school compound. Despite the devastating earthquake the school members managed to build a temporary school and hostel and have it up and running in about a month after the earthquake. The current rooms are basic but the students still have the most important thing: enthusiastic teachers. I've had the pleasure to be part of the teaching team and I feel blessed to have witnessed the eagerness and curiosity of the students.

I've tried to share my own personal experiences and my knowledge with the students but in the end of the day I feel like I'm the one who's learnt and grown from this experience. All the students have a great discipline and they're hungry for education.

I've visited the hostel on many occasions and the vibe there is very family-like and I believe that it is a nurturing environment for the children.

The school is in good hands of the headmaster Mr. Purna Gautam who can serve as a great inspiration, not only to the fellow teachers and the students but also to other schools and individuals.

I hope that Malamchi Ghyang School will recuperate quickly from the disaster so the education can keep thriving.

With kindest regards,

Klara Kalkusova.
1 Orchard Close
Ballincurringpark
Cork
Ireland

Message from the Headmaster

History to the Present State

Time does not wait for man. It's always running. Society is progressive and keeps changing. The world is competitive. We cannot ignore change; it comes gradually in social, economic, religious, educational, cultural and moral aspects. Its impact may be positive or negative.

Development and change is not always satisfactory. Human behavior has changed from barbarism to civilized modernism and then on to the point of catastrophe, for rich and poor, for the educated and uneducated alike. Development in rich Western countries has led to high rates of employment, whereas Nepal is in the list of poorest countries according to the 1990 Human Development Index of UNDP (Nepal's rating was 0.474). The aims of the ninth and tenth five-years-plan, to eradicate poverty and promote the poor and disadvantaged peoples of remote areas, by agricultural, educational, health and communication development, have not been achieved. Recently, Oxford University conducted a study regarding the progress of living standards in Nepal. They found that 65% of Nepal is below the poverty line. The study reveals the fact that the poverty alleviation plan of the past five years has failed. Education is directly concerned in solving the real problem of corruption, and in narrowing the gap between rich and poor. It is in this spirit that we wish to establish this school up through secondary level, thus taking one more step toward the sustainable development of our country.

I always remember Nakpu Dorjee Lama and Dorjee Lama, the leading villagers, who used to say, "We were promised many times and requested many places and people, but no one listened to us. Our wish for the establishment of a school will never be met." I am always compelled to remember the date of 2041 Mangsir 25th (1985 December). I always remember Mr. Phinjo Lama, Pardhanpancha (head of VDC Helambu) during that period, and Deepak Raj Giri, teacher of Tarkeghyangschool, who said, "Mr. Purna, please run a school in Melamchhighyang. We will help you by providing books and other essential help."

On the morning of Mangsir 26th (December) there was a clear and beautiful view of Melamchhighyang. It was the morning that the people of this village won my heart, and compelled me into their service. Humans don't have power stronger than nature, beauty and love. My engineering study and recent government service were not enough to take me away from this village. On 19th Chaitra (March), at the house of the head person of the village, together with the villagers, 29 friends (and students) of mine, we inaugurated the fledgling school by singing the National Anthem (ShreemanGhambhira) and distributing registers and books. I started class in the *baranda* (corridors) of private houses and in the courtyard of the *Gumba* (monastery). I began by painting one wall of the monastery with black clay in the evening after school, and in morning, after the clay dried, by using this wall as a blackboard and teaching the alphabet. Difficulties due to language were on one hand, but in the other were the love and help of the community, and their mutual support. On 5th Bhadra 2045 (1988 September) we inaugurated our official government school, and in the same year built our first five classrooms, a building that stands today as a symbol of achievement for the village.

At the time, I did not know the local Hyolmo language, nor did the children I wished to teach, know Nepali. The language barrier posed many difficulties and eventually compelled us to use English and Hyolmoto communicate. The problems of the community—the low living standard, the dependency

on India—really touched me and compelled me to think over how I could best serve the people here. I began going door-to-door, picking up the children at 8 o'clock in the morning and bringing them to school. And in the evening I would take their hands and take them home again. This became my regular duty, and in this way I made sure each student came to school each day. Even so, there emerged an ocean of dissatisfaction; the world was heading toward modernization and privatization, the global economy became capitalized, and the upper class wished for the brightness of their own children's futures.

We started teaching completely in the English medium in 2053 BS (1996) because it was now our common language, and a basic requirement for most employment. I watched as the young people from a nearby village, Tarkeghyang, started leaving for Kathmandu to acquire an English education. Mostly trekkers were sponsoring them. The village primary school was left with no students. The village had become empty, dead, and unknown to the outside world. I watched all too clearly as this happened, thought I wanted nothing more than to keep them all in their home village, to keep continuity in their religious practices and traditions for future generations. The only way was to provide opportunity for development. An English medium school will keep these people here, will keep their village alive, I thought. This is what I had to do, and so I did. Now the truth has proved itself.

Recent Conditions

The Head Teacher's message
After disaster 25th April 2015

We were almost on the ridge after a climb of 31 years. Over these 31 years we walked many winding paths, difficult trails and faced scarcity although we did not retreat. Our eyes were on our destination, where we would know the inspiration of knowledge and our students would use it to build their future. Many friends from outside Nepal have helped and their smiles have eased our walking. We could see our dreams becoming reality. It had taken many years and much energy to make this possible. We needed to think about taking a rest. We were tutoring local schools and the colleges to take more responsibility for their results. The Colleges were listening. Time did not run with us as we wish.

25th April 2015 at 11.55 hrs I and some parents were in the office, 71 children were sitting the entrance exam for new admission and our teachers were supervising. Corin Hardcastle, IT volunteer UK, was in computer room, some parents were in the playground, 130 hostel children were eating their lunch. The next 20 seconds changed everything, it became a battle for survival. When I came out from beneath my desk, the wall to my right was gone. In the playground all was noise, confusion and dust. Someone pulled me out from the staff room. I went into the playground and urged everyone to look for and rescue anyone still trapped in the collapsed classrooms. I rushed to find my family who were well if bruised. Within 20 seconds all the dreams, all the patience, all the energy of 31 years in the Village of Dreams was rubble. We were consoled by the knowledge that those we had taught carried their learning with them.

The next 5 days were very busy. The school greenhouse gave the shelter to the children and teachers. We owe a Thank You to the greenhouse, it was very kind to the cauliflowers. More we owe a massive debt of thanks to the teachers who stayed with our students and cared for them.

Kitchen, wash room and toilets were quickly built. Within 2 days we were discussing the future. We fixed the date for the re-opening of the school to be on the 24th of May. Local Radio Namobuddha and Radio Melamchi broadcast this notice daily from 5th of May 2015. Full of energy and enthusiasm driven by the community and teachers we built a Temporary Learning Centre (TLC) using recovered wood and tin. We made class rooms. Children started to arrive on the published date 29th May. We reopened the school on 31st May 2015. It was great to start again.

Thank you very much again to the teachers who gave your energy. Thank you very much to all students and parents, you showed your love and trust in this School. You send your children to us. Thank you very much to the SMC members for your firm decision and team work. Thank you very much to the people of Melamchi Ghyang for your strong hands and the skills to build the TLC. Thank you very much to our donors and donors' organizations for your immediate support. Thank you to my family for their kindness and endless support. We understand the power of education.

We are a strong team again, ready to climb the ridge. This time we will intend to achieve more. We have a wide range of people outside of Nepal and here in Nepal, their goal is to support us. Our Goal is to be the best in Nepal in all subjects and to prepare our students so that they enter a global marketplace comfortably. They will compete with any citizen. We need many strong hands and wise heads to work together. We hope you are always with us.

With best regards

Purna Gautam
Head Teacher

Now that our whole community is working together, we have begun to achieve our goals. In the past 9 years, SLC (School Leaving Certificate) examination results have shown a positive trend. With our 100% First division and Distinction, we have built a faculty of satisfactory teachers, and become the first model public school in this District. To achieve these goals, many contributors' hands have come together. We are thankful to all our donors, whether individuals, organizations or official sources, who have made significant contributions to our success.

Our Donors Are:

Evelien Muller- Germany

Community Action Nepal (CAN), its operation director CBE Doug Scott and his friends.

KetaKeti Belgium, Hilde Kuypers and her friends

Nepalese children's Trust,-Gwenda Kulink and her friends

Yolmo connectUK- Corin Hardcastle

HELP- Helambu Education Livelihood Project

Our many more volunteers from various countries.

Our achievements would also not have been possible without the help of my colleagues. I am thankful to our founder guardians, Nakpu Dorjee Lama, Dorjee Lama and Kami Lama, for their active participation in physical construction and vital contributions to our increased quality of education; and to Mrs. IviKarmu and Mrs. SiliGhale for their contributions to educational as well as physical work, and to motivation work through women's enrichment and consciousness amongst all the villagers, as they are constructors and patrons of our school. I am hopeful that all will continue with their help and contribution to the school. My morals do not allow me to express my sadness concerning the government officials because of exploitation, suppression, etc. The current social structure allows corruption to be their weapon. A bureaucracy that has grown in such a structure cannot adequately meet the needs of the people. I accept that the social tradition of accusing others will not get any of us very far. We can only expect the results of our own labor, otherwise it will be worthless. If I want to go to the Sumeru (Everest), I might think I cannot because it is too far away from Melamchighyang. Though we started with only two teachers, we have never put off the light of expectation.

The problems we face are many. Teachers receive low salaries compared to soaring market prices. They work in difficult conditions created by our politicians. And in the traditional family structure, they are required to meet the needs of their households. The combined effect is that many qualified individuals are unable to manage the demands of teaching. In addition, students who pass the SLC expect to enter the labor market. Indeed, their families are counting on their prospective incomes. But the labor market has been flooded with skilled workers as the number of schools has rapidly increased, and the job demand has not caught up. Feeling the "hello effect" from top to bottom, many teachers worry for the security of their jobs. A poor sense of responsibility and devotion leave some lacking confidence in their teaching abilities. But in the context of our school, we are proud to know we have done our best formally and informally for the school, from 08:00 to 17:00 every day.

I would like to thank my committed teacher colleagues for all they contribute. Their school, family and community will always remember and respect them for their great contributions. Though we teachers are salary based, we expect that the community will regard our service-oriented work.

Finally, I would like to express my gratitude toward all the inhabitants of Melamchighyang, and all the self-motivated teachers who are always willing to help the school when needed.

Best regards,
Purna Bahadur Gautam
Head Teacher

What is the SIP (School Improvement Plan)?

The mission of our School Improvement Plan, in its five years target, is to improve and develop the educational quality of the entire surrounding region through monitoring, analyzing and evaluating the aforementioned schools. This mission will be made possible by the direct involvement of all concerned people (School Management Committee, PTA, teachers, headmaster, community members, et al).

Goals of the SIP

1. To achieve the physical and educational development by proper implementation.
2. To emphasize participation in educational development by local social auditing system.
3. To develop a sense of ownership amongst locals by creating a strong and transparent bookkeeping system.
4. To provide quality education through the active participation of all concerned peoples.
5. To find viable resources.
6. To implement this plan in the specified time frame.
7. To support the DEO in making a yearly plan.
8. To support making a yearly plan of VDC.

Plan-Making Process

To the concerned people:

- Direct interview
- Questionnaire
- Discussion
- Evaluation
- Monitoring

Questions and discussions are provided below.

Q1. What is the index of good school?

Q2. Which type of school do you like most?

A - What makes a school very good?

B - Which features make a good school?

Q3. What are the positive things about our school?

Q4. In your opinion, which aspects of our school should be improved?

Educational-

Physical-

Social-

Economical-

Geographical-

Traditional/cultural-

Q5. What barriers might our school face in the future?

Social-

Physical-

Economical-

Geographical-

Traditional-

Humanitarian-

SIP at a Glance

Name of School	–	Shree Melamchhighyang Secondary School.
Medium	–	English
Classes	–	Nursery to Grade 10
Native language	–	H Yolmo (indigenous)
Address	–	Helambu 6, Sindhupalchok
Temporary established	–	2041-12-09 (1985 March 23)
Permanent established	–	2045-05-05 (1998 August 19)
Duration of plan	–	2072-2076 (2015-2020 AD)
Number of teachers	–	17
Number of students	–	240
Buildings	–	All destroyed by earth quick 25 th April2015AD
Boarder students currently	–	142
Library	-	All destroyed by EQ
Science Lab	–	All destroyed by EQ
Catchment area	–	Neighboring VDC, whole district and all over the Nepal
Teaching Subjects	–	Nepali, English, Science, Math, Social Studies, Population and Environment,
		Health and Physical, Accounting, etc.
School hour	–	8.30am to 4pm. 12pm to 1pm for lunch break.
Session/term start	–	April 16th
Term end	–	March 15th
Examination (evaluation system)	–	3 terminal written exams Monthly tests CAS (Continue Assessment System up to Grade7)
Enrolment	-	100%

Management of School

From its establishment to the present-day, our school has continued working in accordance with the values and suppositions of the building guardians. Some of these efforts are listed as follows:

1. Student welfare facilities and other development through the School Management Committee (SMC) and parents.
2. Bi-monthly meeting of SMC and parents.
3. Weekly teacher meeting.
4. Parents' week.
5. PT and students' presentation on front stage for half an hour each morning.
6. Daily checking and guiding in personal hygiene.
7. Extra work to all teachers.
8. House division among the students and sports tournaments during the year.
9. Selection by students of a School Captain and Vice-Captain for each year. These selected students are responsible for the guidance and facilitation of the entire student body in all activities throughout the year.
10. Selection by faculty of Class Monitors and Vice Monitors for each class. These students are responsible for the management of their classroom.
11. A belief that each and every person is able to do his/her work on their own. This includes cleaning, watering and gardening. The kitchen garden work is done by a co-operative team of teachers and students.
12. A class teacher who is in charge of one class, who coordinates that class within the greater context of the school throughout the year, role model and leader of a year. .
13. A Junior Red Cross team. This team is always ready to support the community in the event of a calamity. First aid kits are always on-hand.
14. Management of administration according to the prescribed school calendar.

Our Four Houses

Each house, named by color, is also represented by a corresponding mountain of Nepal.

- | | |
|-----------------|--------------|
| 1. Blue house | Annapurna |
| 2. Green house | Dhaulagiri |
| 3. Red house | Kanchenjunga |
| 4. Yellow house | Machhapuchre |

House Teachers

Mr. Rudra Kumar Shrestha

Mr. RajanParsadNiraula

Mr. Miss Sanju Shrestha

Mr Data Ram Nepal

Annapurana (Blue house)

Mr. Tika Ram Limbu

MrsGyalmoYohlmo

Mrs. Santa Uprety

Mr- TokBahadurTamang

Dhaularigiri (Green house)

Mr. Santa Adhikari
Mr. Indra Dev Yadav
Mr. Renje Dorje Sherpa
Mr Anup Pariyar
Kanchenjunga (Red house)

Mr. Kumar Gautam
Mr. Chandra Prasad Uprety
Mr. Dawa Norbu Sherpa
Miss- Pasang Yangjen Sherpa
Machhapucere (Yellow house)

Present School Management Committee (SMC)

Chairperson – Pasang Temba Lama Monk, Head teacher at the Peace School in Boudha
Co-chairperson – Kami Lama, founding member, vice chair Person
Secretary – Purna Gautam (founding principal)
Member – DawaJhangbu Sherpa
Member – Lari Sherpa
Member – KanchaBabu Sherpa
Member – Mrs. Pema Buti Sherpa
Teacher member – Tika Ram Limbu
Ward Member-Vacant for a long.

PTA (Parent Teacher Association)

Chairperson – Mr. Tenzen Lama
Vice-Chairperson – Mr. PhurpaDorjee Lama
Secretary – Mr. Indra Dev Yadav
Member – Mrs. PutaliShyangba
Member – Mrs. PutaliJhaba
Member – Mrs. ChengaGhale
Member – Mrs. KanchiSangba
Member – Mr. Chembal Lama
Member – Mr. CarkypJhaba
Member – Mrs. Nima Dolma

Social Audit Committee

Chair person – Tenzen Lama
Member – Kami Lama
Member – Mrs. Mengen Sherpa
Ward elected chairperson –
Member – Purna BDR Gautam (founding principal)

Local Social Indices (as of 2072)

Population – 640

Nongovernment employees.

Education- 4/5 of adult population has completed bachelor's level, some doing engineering work in South India, One medical Doctor qualified through Manchester University, UK

102 children have passed out from this school in SLC around 30 have been finished the Bachelors.

Most of them have done the post-secondary.

No biases between male and female.

Main crops: potato, barely and radish.

Religion: Buddhist. Villagers gather in monastery frequently for local traditional celebrations.

Native language: Tibetan (H Yolmo)

Traditional costume: Tibetan

Tourism: Five households were run teashops, dependent on tourist trade. Now destroyed all
Many people from the village migrate temporarily to India (Ladhak, Munali, Himalchalpradesh) for better wage opportunities. Now some people are aboard in the USA, Europe, Korea and Israel
National festivals of Dashain and Tihar are celebrated cheerfully. People gather to chant in front of the Gumba and pay respect to all living creatures. Loshar is the main annual celebration in the village.

Animal sacrifices are prohibited.

Staple diet: rice and potatoes. Sometimes nettle and a local dish, *dhindo*.

Tibetan salt tea is drunk frequently by all.

Homemade *raksiis* the common drink for welcoming guests.

Polygamy and matriarchy attitudes are dependent on the family background.

Altitude: 2600m.

Neighboring Villages

Largest nearby village is 100 households; smallest is 20 households.

Nakote – 1 hour descent, 2 hours ascent.

Sarkathali – 2 hours descent, 4 hours ascent.

Tarkeghayng – 4 hours

Kharchung – 3 hours

Ghyangual – 5 hours

Timbu – 5 hours

Nimadhumbu – 5 hours

Parghang – 2 hours

Thadepati – 4 hours.

Kakani – 4 hours

Tartong – 5 hours

Neighboring VDC

Kiul, at South
Baruwa at east
GhyangPhedi of Nuwakot
Lang Tang and Tibbetbordar at North

Neighboring Schools

Pema Chholing Lower Secondary School at Nakote
Sarkathali Primary School at Sarkarhali
Gorakh Nath Primary School at Tarkeghyang
Ghyangual Primary School at Ghyangual
Kakani Primary School at Kakani
Deurali Primary School at Tartung
Golma Devi Secondary School at Timbu

Local Social Organizations

Keta-Keti – Nepal/Belgium- 5 teacher support at Melamchighyang School, 1 teacher support at Pema chholing school Nakote, 1 teacher support at Golmadevi school Timbu
GhangbulrakDhiche Consumer Group (forest conservation)- conservation of forest and wild life and providing the required wood to people.
Melamchighyang Youth Club- storming up
NgendhaRangjune Mothers' Group- Management work of Health center, micro credit and conducting the awareness program.

Facilities for Basic Needs

One health post, run by NgendhaRangjune Mothers' Group, with the partnership of CAN (Community Action Nepal).

School is run with the support of CAN, Keta-Keti and government; English medium.
Post Office is in Tarkeghyang.

Telecommunication through private cellphones. Service/reception is okay.
Internet is intermittently accessible.

No veterinarian doctors or JTAs.
Nearest hospital is in Kathmandu.
No sufficient grains available.
No market to sell products. Now agriculture product can sell to School hostel.
Most live by means of agriculture

Population Description of School Catchment Areas

This data is tentative-

SN	VDC(village development committee)	Name of village	Distance from home to school	Population	
				male	female
1	Helambu	Nakote	2 hours	130	120
2	Helambu	Kharchung	3 hours	50	45
3	Helambu	parghyang	3 hours	45	35
4	Helambu	Tarkeghyang	4 hours	120	90
5	Helambu	Ghyangyoul	5 hours	80	70
6	Helambu	Sarkathali	4 hours	70	65
7	Helambu	Tartung	5 hours	80	85
8	Helambu	Kakani	4 hours	50	40
9	Helambu	Timbu	5 hours	120	30
10	Ichok		6 hours	3500	3000
11	Kiul		6 hours	3500	3000

Note: We are not limited under these catchment areas. Children come from all over this district, as well as other districts.

Social Condition of Catchment Areas

The population is comprised of indigenous peoples who are unable to meet their least basic requirements. Rich local traditions have become a burden, an obstacle to development. No new technology has arrived, and agricultural and trade knowledge have not improved. Autocracy has led to exploitation, which has lowered the quality of their lives. The past consciousness of education has been lost. Yet somehow, peace and harmony persist. Commonsense, schooling and childhood education is developing.

Description of Social Organizations and Service Center

SN	Name of Organization	Particulars Supports
1	CAN, UK	All existing buildings cost of 70% and 2 secondary teacher's salary support. Recent we lost all infrastructure by Nepal earth quack 25 th April 2015. CAN going rebuild the two hostel enough for 200 children and CARITAS Swiss going to make class rooms.
2	Keta-Keti, Belgium	5 teachers salaries supported and 8 government teachers remote Allowance support and 1 teacher salary support in Pema Chholing Secondary School. Recently 1 teacher support at Golmadevi school Timbu. Many more relief support to Melamchhighyang community and to Melamchhighyang school children.
3	Nepali Children Trust ,UK	Support to Dr KB study. Partial support in library construction and books. After earth quack relief support to melamchhighyang school children for course book. Looking for further support.
4	Nepal Government	9 teachers' salaries.
5	Yolmo Connect	In IT. After earth quack laptop support to MGSS and relief to community.

Economic Condition of Catchment Areas

The economic condition of these catchment areas is miserable. No industry is established, and in some areas unemployment is at 100%. Small, integrated farms do not support the many members of a family. A few cattle and sheep farms exist, but serve only to repress rather than uplift the families. Many have gone to India in search of a better life. Recently, the Gulf countries (UAE, Saudi Arabia, and USA, EUROPE, ISRAL etc.) have attracted illiterate youths in search of jobs.

Existing Economic Resources of Community

Resources	Present Condition	Possibilities
Economic	Mothers' Group formation	Collect money and start co-operatives and micro-finance ventures.
Agricultural	potatoes, garlic, onion apples	Introduce professional farms/farming.
Human	teaching, carpentry, stone masonry, teashops (tourism)	Develop educational/vocational skills for professional trades.

Present Condition of Infrastructures for Development

Drinking water

In Melamchhyang village, despite abundant water resources, the drinking water supply is poor. All polythene pipes are on the surface. Demand is high at the school and in the community. At the monastery, many rituals are held at which the entire village gathers; these festivals require more water than is available. 125 houses are without a reserve water system. Running water sometimes stops, blocked at the source (spring), at which time the whole village has to rush to the spring. After earth quack 25th April 2015 was blocked for a moth. Although not in system.

Health Services

One health post with one trained nurse provides general treatment and safe childbirth. Its services are valuable to the community, which otherwise has no health service. Community Action Nepal (CAN) donates medicines and supports the salary of staff. More than two hundred fifty school children and around 446 villagers are benefited from this health post. Building collapsed by earth quack. CAN starting rebuild soon. CAN going hand over to Nepal government soon.

Electricity

Standing in the village below electrical lines that stretch between the houses, one may wonder, why is there no power? But there is insufficient power production to meet the demand. Additionally, problems in service take an average of one week to repair. Electricity is dependent on the power companies, and the villagers have no point of contact to file complaints. There has been no improvement for last 5 years. Same condition up to now.

Transportation

The nearest hospital and shopping center used to be three days walk. Though conditions have improved—we are now only one day's walk to catch a bus and access shopping—road construction is slow. It will take another 4-5 years before we have direct access to reasonable transportation. Temporary seasonal dusty roads have made bus, jeep and lorry access in winter.

Agriculture

Main crops are potato and barley. Cultivation is slow and tedious; seed to harvest time is six months. Animal husbandry has potential. Abundant pasture land exists inside the National Park. The government should encourage agriculture by providing loans and subsidy plans to farmers. In addition, veterinarian doctors and Junior Technical As should be arranged. Two local boys have got knowledge of JTA.

Business/Trade

Seven households depend on the tourist trade (tea houses). Most of these people temporarily leave and return during the year. Forest production could keep them in the village. There is a surplus of manpower useful in other development sectors. Government should introduce a plan. Tunganamakers are raising the level of living a little.

Industries

No industry yet. Probability is highest in forest production and wool production. Mineral mining is also possible.

School Improvement plan 2072-2076

Introduction-

A) Historical Back Ground-

The practice of animal husbandry has been practiced all over the world where the land is suitable, 40 years ago this was the norm in the Himalayan region. Many people were dependent of this practice, however many foresaw the decline of this tradition. The slow Government response to this trend and the lack of natural resources as well as the very traditional Autocratic one party Panchyat system, left many Nepali frustrated by the lack of autonomy. A prime example of these difficulties is the remote region of the Hyolmo valley in the Sindhupalchok district. However it is full of natural beauty and rich in Hyolmo culture. On 1985 December (2041 Mangsir) the late Dorje Sherpa and late Nakpu Dorje Sherpa from Melamchighyang village invited me to Melamchighyang, where as a trekker I was struck by this beautiful valley. This was during a gap period from college with my Nepali friends. They both were keen to set up a school and aware of the value of education.

The innocent activities of the children and of the people made me see the necessity for a school. I accepted the request to set up a school and Head of VDC (chair person Phinjo Lama) gave me the authority to introduce a school. Children were admitted to Gorakh Nath primary school in Tarkeghyang where the Government had set up a primary school.

On 2041 Chaitra 9th (1985 March) I give up my Civil Engineering dream and returned to Melamchighyang with some course books and stationary. I collected 19 children and started the formal school at the yard of Pema Galzen Lama's house in which I used to live. After 3 years of formal school, the village people were impressed with our achievements. They decided to request a permanent government school. Some local people started to build the classrooms and a few of us visited the district education office. We obtained the Authority for a Government school by 2045 BS (1988 AD) and I became a head teacher of appointed by the government. I had wanted to continue my Academic study but the villagers convinced me that the school was more important, so I stayed.

We started an English medium school in 2053 BS and got the authority for Lower Secondary in 2057/58 BS and the authority for Secondary on 2061 BS. We have entered students for the SLC board examination from 2063 and have always achieved outstanding results every year. In 2070 we were awarded Model school status both in the district and in the Nepal.

We have 140 resident children in the school hostels and 100 children from the local area attending the school. Our roll is 240. These students come from 9 different districts. Seventeen teachers are employed at the school.

Credit for this achievement must be given to our late founder members Dorje Lama and Nakpu Dorjee Lama. One founder member Kami Lamais still with us and playing the vital role as vice Chair of SMC. Current Chairperson Pasang Temba Lama and all of the SMC members always give their precious time with a smile. PTA Members are determined to raise and lift up the quality of the education and ensure a good future for the school. Former SMC members and the whole community continue to be very supportive in donating both their time and energy towards the development of the school.

B) Geographical condition-

In the lap of Himalayan range of Lang Tang Lerung and Jugal, 110 KM North from Capital city Kathmandu and North west of the Sindhupalchok district at 2600mtr altitude is lies Melamchighyang village and our secondary school with its natural beauty and sacred history in Holy and blessed place by Guru PADMA SAMBHAVA at Helambu VDC, 6 Melamchighyang Gaon.

C) Background and formation of school community-

Most of the indigenous Hyolmo people live in the Helambu VDC; there are a few Dalit at Ward no 8 Timbu. All of them are Hyolmo in Melamchighyang. There are around 650 people living at Melamchighyang with an almost equally split of male and female. Matriarchal family and cultural background predominates here. A woman can become a widow, can be divorced and here she may remarry. Education is given with no regard to gender. Remittance from abroad is the main source of family income. Members of the family go to countries such as India, Cyprus and Israel to earn a living and return back within a year or two.

Most of the villagers are Buddhist. They have a prayer room that is a well-decorated cupboard with statues and photographs. The photographs will include the Buddha, Bisnu, Guru Padmasambhava and others. Twice each day, morning and evening, they light a butter lamp in a silver stand. Each village has a beautiful monastery with well decorated with images of Gods and Goddess. The monastery acts as a center of village life, where people gather to perform the rituals and to pray. They also offer a center for traditional Festivals, marriage ceremonies and death rituals.

The Hyolmo language is similar to Tibetan Kerung. Their origins lie on the Kerung border of Tibet. The Langtang valley and upper Sabrubasi of Rasuwa District have similar language and culture.

They have expensive jewelry that is worn at specific festivals. Prayer beads hang on the neck and counting the beads while chanting the OM MANI PEME HUG and OM BAZER GURU PEMASITE HUNG is a frequent and common activity.

In the village the few educated people work as teachers, not all are government employees. The economic condition is a bit higher than in the surrounding communities and hence living standard is also slightly raised.

D) Definition of Catchment Area-

The catchment area for the school is broad due to its high status and continual quality among the community based public schools. There are more residential students than day

scholar student. We cover not only the Helambu VDC, students come from Kiul, Ichok, Mahankal, Talaramarang, Palchok, Melamchi, Dubachaur, Bansbari, Shekharpur, Sipa Pokhere, Badegaun and some travel from other VDCs and some are from districts in Kathmandu, Bhaktapur, Janakpur, Mugu, Dolakha, Solukhumbu and Kavrepalchok.

E) Particular of program-

We, school family, have set up practices following the common sense decisions of SMC, PTA, Student leaders, and Teachers.

Over the next five years we intend to achieve the following—

Child development- We understand the importance of good food, nutrients and continual personal hygiene to support the strong growth of the young. We do and will continue to emphasize this with the parents/guardians of our students. The school is aware of the need for mental, moral and physiological development. We are using discussion every day in the classroom. The records include attendance and any health issues. Any issues are followed up by the local teacher and HM every week and lead to a discussion with both parents and child. Anti-worm tablets are provided to all the children below 5 years twice a year on the first week of both Jestha and Mangsir.

Following the earthquake of 2072 B.S. Ketaketi (a Belgian charity) donated funds to ensure that the hostel students achieved a varied, balanced and effective diet for a guaranteed 6 months. This includes the porter costs up to Melamchi Ghyang School.

Formal education- We have run the ECD (Early Child Development) class internally from school management and 1-10 standard classes. Our school day runs from 08.30 with an hour lunch break and ends at 16.30. Morning and evening assembly presentations are compulsory. PT (physical training) is organized by different houses, teachers and classes, it is compulsory activity. Each year in the first month of academic session, students are divided into houses; there are elections for the roles of School captain, Vice captain. House teachers and class teachers are identified and given additional responsibilities. The formation of the Child club is restarted annually in the month of Jestha. The Child club develops and implements the program calendar during the year with the help of HM and the local teachers.

Extracurricular activities-

At the start of the year the students are allocated to a House. There is a range of activities offered over the year, some are competitive and some are cooperative. Most of these activities are listed in our academic calendar. Others occur when there is an opportunity and an expansion of these activities. We try to follow the calendar for each and every activity while retaining some flexibility.

Students Evaluation-

We are giving more emphasis to the Continual Assessment System (CAS). This focuses on evaluating student activities and is our main and basic evaluation system. We have developed system to keep the records of CAS. In the secondary grades Terminal examinations play a significant role. All students take terminal tests three times during the

year. Teacher has developed the TIP (Teaching Improvement Plan) SARP (Students achievement rising plan) and LOCOS (Lowest cut off Score) and is on the action.

2. Identify the need of Plan-

1 - Profile of class wise students for the academic year 2072 BS.

SN	Particular	Girls	Boys	Total
1	ECD/Bal Bikash	6	8	14
2	Admission in class one with ECD experience.	2	4	6
3	Class-1	2	4	6
4	Class-2	4	4	8
5	Class -3	4	6	10
6	Class-4	7	7	14
7	Class-5	8	9	17
8	Class-6	11	13	24
9	Class-7	12	10	22
10	Class-8	16	24	40
11	Class-9	13	12	25
12	Class-10	16	17	33
Total number-		99	114	213

2, Condition of internal ability-

SN	No of student of admission in 2071 A	No of class repetition B	No of drop out/transfe r student C	No of pass out students D A-B-C	Class repetitio n rate (%) B/A*100	Drop out rate (%) C/A*100	Pass rate (%) D/A*100	Remarks
1	6	No	1	6	no	16.66%	83.33%	
5	16	1	3	15	6.25%	18.75%	81.25%	
8	34	1	7	33	2.9%	20.5%	97.05%	
10	35	No	no	35	no	No	85.71	5 failed in SLC
Total								

SN	Number of Class repetition Students	Number of dropout students	Stable rate (%)	Passed rate(%)
1	No	No	100%	100%
5	No	18.75%	81.25%	81.25%

8	No	20.5%	79.5%	97.05%
10	No	No	100%	85.71%
Total	NO			

3, Particular of student learning achievement-

In the basis of final exam of last year 2071 BS.

Class	Average achievement of class	Subject wise average learning achievement of compulsory Subject					
		English	Nepali	Math	science	social	EPH
ECD	81.07%	82.88%	80.52%	84.07%	83.71%	80.42%	
80.5Class one							
Class Two	69.26%	61.80%	75.95%	71.94%	63.02%	73.6%	
Class three							
Class four							
Class five	53.66%	63.13%	55.10%	54.20%	61.92%	61.(2%	58.05%
Class six	52.07%	48.68%	47.89%	53.72%	52.04%	51.42%	
Class seven	64%	57.53	50.02	58.18	59.78	58.81	81.7%
Class eight							
Total of Class 1-8							
Class Nine							
Class Ten							
Total of 9-10							
Total of school level							

4, Teacher profile

S N	Name	Type of appointment Permanent, temporary, Rahat, Private	Level	Teaching subject	Qualification	Training		Address	Email address
						Duration	Subject		
1	Purna Bahadur Gautam	Permanent	Primary second	Social	MA/Bed/BL	2041(1985)	Bed	PokhariChauri, 9 kavrepalanchok	purna@melamchhighyang.edu.np
2	Indradev Yadav	Permanent	Primary second	social	Bed/BL	2050/3/30	BED	Badgama, 3 Saptari	indradevyadav@hotmail.com
3	ChandrprasadUpriy	Internal resource/NGO	Lower secondary	EPH	Bed	2061/03/21	Bed	Mahabhar 1, jhapa	Chandrapriy2070@yahoo.com
4	Santaupriy	Rahata	Lower secondary	Nepali	Bed	2065/5/29	Bed	Mahabhar 1, jhapa	Santaupriy3@yahoo.com
5	Renjendorjee Sherpa	Internal resource/NGO	Lower secondary	English	IA	2063/03/30		Helambu 6 sindhupalchok	Renjendorjee2hotmail.com
6	Tika Ram Limb	Rahat	Secondary	English	Bed	2065/05/29	Bed	Ibhang -6 llam	Limbutika85@gmail.com
7	TokBahadurTamang	Rahat(recent replacement of PadamAryal)	Lower secondary	Math	Bed		Bed	Bandegahun 5, Sindhupalchok	Lovelyashik321@gmail.com
8	Rajan Prasad Niroula	Rahat	Secondary	Nepali	Bed	2066/07/22	Bed	Shivagan gu 2, jhapa	Rajanniroula98@gmail.com

9	Santa Adhikari	Internal source/ NGO-ketaketi	Lower secondary	computer	ISC	2072/08/25		Sundar Bazar, 13, Lamjung	Adhikarisanta86@yahoo.com
10	Dawa Norbu Sherpa	NBA	Primary	Lama/local language	+2	2069/09/21		Baruwa 2, sindhupalchok	dawa123yak@gmail.com
11	Rudra Kumar shrestha	Rahat	Secondary	social	Bed	2070/09/20	Bed	Mahadevstan5, sindhuli	Srudra069@gmail.com
12	Sanju shrestha	Rahat	Primary	All rounder	Bed	2071/05/30	Bed	Thumpakhar 2, sindhupalchok	Shresthasanju80@yahoo.com
13	Kumar gautam	Rahat	Lower secondary	social	Bed	2071/08/10	Bed	Katikedeurali 8, kavrepalancho	gautamkumar@2048@gmail.com
14	Gyal muHyolmo	Internal source/ NGO-ketaketi	Primary	Social	ICom	2072/03/06		Helambu, 6 sindhupalchok	
15	PasangYanjensherpa	Internal source/ NGO-Ketaketi	Primary	Science	Isc	2072/03/06		Helambu, 6 sindhupalchok	Pasangyanjen98@gmail.com
16	Anup Pariwar	Internal source NGO-CAN	Secondary	science	Bsc	2072/04/27		Panchakhal 5 kavrepalancho.	anupaa.ee@gmail.com
17	Daya Ram Nepal	Internal source NGO-Ketaketi	Secondary	Account	Bcom	2072/05/04		Mahadevstan 3 kavrepalncho	npldrn@gmail.com
18	PembaLamini	NG	Helper	Helper		2069/03/05			
19	Gyalbusherpa	Internal source	Cook						

20	Phulmaya Lama	Internal source	Cook						
21	Maya sherpa	Internal source	Matron						

5, Manage of school ruling.

SN	Particular	Monthly Average day	Yearly average day	Remarks
1	Student attendance of 1-5	20	249	
2	Student attendance of 6-8	20	249	
3	Student attendance of 9-10	20	249	
4	School opening days			
5	Teaching day			
6	Teacher attendance	20	249	

6, Manage of physical facilities

SN	Particular	sufficient	insufficient	Needs of refurbishment	Remarks
1	School building	Was sufficient	All destroyed by EQ 25 th April 2015	Needrebuild	
2	Class room	Was sufficient	All destroyed by EQ 25 th April 2015	Needrebuild	
3	Furniture	Was sufficient	All destroyed by EQ 25 th April 2015	Needrebuild	
4	Toilet	Was sufficient	All destroyed by EQ 25 th April 2015	Needrebuild	
5	Girls toilet	Was sufficient	All destroyed by EQ 25 th April 2015	Needrebuild	
6	School compound/fence	Was planning of wire fence	All destroyed by EQ 25 th April 2015	Needrebuild	
7	Drinking water	Was sufficient	All destroyed by EQ 25 th April 2015	Needrebuild	
8	Sports	Was sufficient	All destroyed by EQ 25 th April 2015	Needrebuild	
9	Laboratory	Was sufficient	All destroyed by EQ 25 th April 2015	Needrebuild	
10	Library building/room	Was sufficient	All destroyed by EQ 25 th April 2015	Needrebuild	

7, Arrangement of school management.

SN	Particular	Yes	No	Remarks
1	Formation of SMC according to Education policy	✓		
2	Formation of PTA according to Education policy	✓		
3	Appointment of HT according to Education policy	✓		
4	Social audit according to Education policy	✓		
5	Parents day/ Annual ceremony	✓		
6	Quarterly management of hearing program of concern people	✓		
7	Cod of conduct according to the education policy	✓		
8	SMC meeting in every two months	✓		
9	Supervision, instruction of RP/B NI and Technical assistant		✓	
10	School visit and monitor by SMC/ PTA member	✓		
11	Annual Academic Calendar.	✓		
12	First aid box	✓		
13	Regular health checkup, distribution of worm tab and immunization.	✓		
14	Day breakfast to student	✓		

8, Manage of educational material-

SN	Types of material	available	Not available	Condition of available	
1	Level wise/ subject wise curriculum	✓		Sufficient	insufficient
					✓
2	Subject wise course book to student	✓		✓	
3	Subject wise teacher guide	✓			✓
4	Library/book corner with supplementary	✓			✓
5	Sports materials	✓			✓
6	Materials and tools of science, health and physical subjects	✓		Was sufficient	Destroyed by EQ of 25 th April 2015

9, Resource mange

SN	Particular	RS	Remarks
1	Receiving budget from government	37,98,710	Destroyed all by EQ 25 th April 2015
2	Receiving from other NGO/INGO/Community/VDC	21,76,000	Destroyed all by EQ 25 th April 2015
3	Receiving physical material from NGO/INGO/Individual	12,00,000	Destroyed all by EQ 25 th April 2015
4	Available land of school/house//shop/business	21Ropani*4,00,000=84,00,000	
5	Internal income of school, rent/fees	56,275	
6	Total expenses	41,77,608.66 RS	
7	Total amount of audit	43,04,903.53 RS	
8	Unexpended amount	No	

B) Identify the Major problems-

SN	Index group	Major problem	Reason of problem
1	Profile of class wise student	Less number of student	1, Due to the remote. 2, lack of transportation
2	Internal ability condition	unsuccessful in exam hard to understand and drop out	1, To the new student hard to understand due to the medium of teaching in English.
3	Student learning achievement	Not satisfactory achievement	1, Due to the new student , achievement index is low
4	Profile of teacher	Hard to replace	1, Due to the remote and lack of facilities
5	Manage of school ruling	Less number of student	1, Due to remote. 2, Lack of transportation. 3, Teachers students' attendance is satisfactory.
6	Manage of physical facilities	Destroyed all by EQ 2072 Baisak 12	1, Due to the earth quack 25 th April 2015 all infrastructure destroyed.
7	Arrangement of school management	Less monitoring by line agencies	1, Due to remote Lack of transportation.
8	Ability of teaching material	Not sufficient	1, Teacher guide and curriculum is not sufficient to buy in market. 1, Due to the remote hard to transport. 2, Lack of skill to make teaching material to teachers.
9	Financial resource manage	Not sufficient	1, Allocated masalandis not sufficient. CHECK 2, No any money allocated refurbishment.

			3,Teachers quota is not enough
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C) Estimate the needs -

- 1, Attractive to the student.
- 2, Reduce the number of students who leave the school before the SLC.
- 3, Improve the average learning achievement.
- 4, Replacement of qualified and committed teachers.
- 5, To make the effective and responsible to the teaching learning activities of teachers.
- 6, Teachers student contact hours.
- 7, To improve the physical facilities, it's use and security.
- 8, To improve the collection of teaching materials, to make and give the security and implementation.
- 9, To rise the financial resources, to regulation of its and make responsible of its expenditure system.
- 10, Promotion effective and activeness to the equipment of School management.

3, Making plan-

A) Determine the long vision-

At the end of this plan school keeps the vision to reach in following destination—

1. Is high average learning achievement then other schools in this electoral region no 3 of Sindhupalchok and in the district and keep continue in future days.
2. Is the 100% enrolment and will be 100% enrolment of the catchment area of school age children in future.
3. We have been teaching activates with demonstration, group work and project work methods with lesson plan of each teachers in all subject, we will keep this practices in the future.
4. We have been rising more financial resource, income and is being ruling the more budget then other schools of this VDC.will keep continue in the future.
5. Isa model school in every aspect overall the district and the country. Try to keep this up.

B) Determine the goal-
Goal determining model table-

SN	Index of reform activities	Present situation	Year wise goal				
			1 st year	2 nd year	3 rd year	4 th year	5 th year
1	Class wise profile of students	1-5 we have been in practice of keeping individual profile of each students.	Keep continue	Keep continue	Keep continue	Keep continue	Keep continue
2	Internal ability	Drop out student in class one is 0 %	Drop out student in class one will 0 %	Drop out student in class one will be 0 %	Drop out student in class one will be 0 %	Drop out student in class one will be 0 %	Drop out student in class one will be 0 %
		Class repetition rate in class one is 0%	Class repetition rate in class one will be 0%	Class repetition rate in class one will be 0%	Class repetition rate in class one will be 0%	Class repetition rate in class one will be 0%	Class repetition rate in class one will be 0%
		Drop out student in class 6 is 18.75%	Will be reduce by 10%	Will be reduce by 5%	Will be 0%	Will be 0%	Will be reduce b 0%

S N	Index of reform activities	Present situation	Year wise goal					Remar ks
			1 st year	2 nd year	3 rd year	4 th year	5 th year	
3	Student learning achievem ent	1,Primary -65.31 2,Lower secondar y-60.48 3,Second ary- 61.13%	Will be 1, Primary -68.2% 2,Lower seconda ry- 62.88% 3, Second ary-62%	Will be 1, Primary- 69% 2,Lower secondar y-63% 3Seconda ry-63%	Will be 1, Primary- 70% 2,Lower secondary -64% 3, secondary -63%	Will be 1, Primary- 71% 2,Lower secondar y-65% 3,second ary- 64%	Will be 1, Primary- 72% 2,Lower secondary- 66% 3,secondary- 65%	
4	Teachers profile	satisfacto ry	will keep it continu e	will keep it continue	will keep it continue	will keep it continue	will keep it continue	
5	Manage ment of school.	Satisfacto ry attendan ce of teachers and students	Will keep it continu e	Will keep it continue	Will keep it continue	Will keep it continue	Will keep it continue	
6	Manage of physical facilities	Was sufficient , all gone by EQ 25 th April 2015, 100% lost	40% will be done	50% will be done	10% will be done	Will see refurbish ment	Will see refurbishme nt	
7	Arrangem ent of school managem ent	Less monitori ng by line agencies	Will be improve	Will be improve	Will be improve	Will be improve	Will be improve	
8	ability of teaching	Not sufficient	Will be improve	Will be improve	Will be improve	Will be improve	Will be improve	

Detail of five years activities table

SN	Index of reform activities	Detail activities
1	Class wise profile of students	<p>1, Organise home visit</p> <p>2 - Provide information by radio, television</p> <p>3 - maintain the quality</p> <p>4 - increase the facilities for entertainment and accommodation.</p> <p>5 - extend the accommodation.</p>
2	Internal ability	<p>1 - Apply the different teaching style,</p> <p>2 - Follow the developed TIP</p> <p>3 - Follow the LOCOS (Lowest cut off score) form.</p> <p>4 - Taking commitment from students to increase their achievement. SARP(Student Achievement Rising Plan)</p> <p>5 - Teaching with modern teaching Activities.</p> <p>6 - Try to take admission by entrance exam.</p> <p>That is why we will have less drop out and class repetition in the coming years.</p>
3	Student learning achievement	<p>1 - Teachers have been teaching with lesson plan .</p> <p>2 - teachers are using the material in teaching activities.</p> <p>3 - Have been prepared the TIP and teaching.</p> <p>4 - Have been taking the SARP.</p> <p>5 - We have system of inviting parents at school of poor students.</p> <p>That is why we will have increased the Achievement in the coming years.</p>
4	Teachers profile	<p>1 - We have good attendance of teachers</p> <p>2 - We have made decision from staffs not taking leave more than a week at one time.</p> <p>3 - Who leave out without approval has to contribute to school of those days salary</p> <p>4 - All teachers should go to class with lesson plan and full of preparation.</p> <p>We will continue this in coming years.</p>
5	Management of school working	<p>1 - We do not have off in general holiday which have been mentioned on the public calendar</p> <p>2 - We have 2 more working hours then other public school.</p> <p>3 - Comparatively more school opening days, teaching days and teacher attendance than other.</p> <p>We will continue in coming years.</p>
6	Management of physical facilities	<p>1, - Almost we had sufficient class rooms and other spaces, 25th April 2015 earthquake destroyed all.</p> <p>2, This year (2072) 2015/16 we build Two hostel boys and girls.</p>

		<p>3, Next year (2073) 2016/17 we build All class rooms, library, computers room, Laboratory, Music room, May be an Assembly hall as the 3rd years study room and Library</p> <p>4,-3rd, 4th and 5th year we will have remaining construction and refurbishment.</p>
7	Arrangement of school management	<p>We have been doing all activities as per the decision of parents and community as well as follow the policy and law. This will continue. We would like to see more involvement in monitor sector from line agencies.</p>
8	Quality of teaching materials	<p>Transportation is most problem to bring up required teaching material by carrying porter, will give more emphasize us of local material in coming days.</p>
9	Improved salary management	<p>Government has given the approval to run the school by own private source of the community. The government has provided 9 teachers Salary. 5 teachers salary has been provided from Keta Keti Belgian teacher's salary from CAN UK and one from Buddhist Association Nepal. In coming years, we are trying to reduce the dependency by requesting more support from the government.</p>

C) Resource manage-
Five years Budget Plan-

S N	Main Activities which required the Budget	Source of Budget	1 st year 2015/ 2016/ 2017	2 nd year 2016/ 2017 2018	3 rd year 2017/ 2018 2019	4 th year 2018/ 2019 2020	5 th year 2019/ 2020 2021	Notes
1	Re building hostel,	CAN (community Action Nepal) UK Nepal government	NPR 3,00,0 0,000					
2	Rebuilding Class rooms, toilet, Laboratory room, library room, computer room,	Caritas Swiss and Nepal government		NPR 6,00,0 0,000				
3	Music room, assembly Hall	CAN UK Nepal Government, KetaKeti			NPR 30,00, 000			
4	Laboratory Materials	KetaKeti,yolmo connect,Nepalese Children's Trust	NPR 12,00, 000					
5	Vocational training Hall	CAN,NG, KetaKeti		NPR 15,00, 000				
6	Library books, music instrument, furniture	CAN, NG,KetaKeti,yolmoc onnect,Nepalese Children's Trust		NPR 30,00, 000				
7	Compound wire fence	KetaKeti		NPR 10,00, 000				Alread y got materi al,It has to be transp orted and fixed
8	Salary	NG, KetaKeti, CAN	NPR 50,00, 000	NPR 50,00, 000	NPR 50,00, 000	NPR 50,00, 000	NPR 50,00, 000	Depen d on govern ment

								increment.
9	Stationary	NG,KetaKeti, CAN,yolmo connect	NPR 2,00,0 00	NPR 2,00,0 00	NPR 2,00,0 00	NPR 2,00,0 00	NPR 2,00,0 00	Depen d on inflatio n
1 0	Refurbishment	NG,KetaKeti,yolmo connect CAN,VDC	NPR 3,00,0 00	NPR 3,00,0 00	NPR 3,00,0 00	NPR 3,00,0 00	NPR 3,00,0 00	Depen d on inflatio n
1 1	Scholarship/mi scellaneous	NG,KetaKeti, Yolmo connect,CAN,VDC	NPR 4,00,0 00	NPR 4,00,0 00	NPR 4,00,0 00	NPR 4,00,0 00	NPR 4,00,0 00	Depen d on inflatio n
1 2	Computer	NG,KetaKeti, Yolmo connect,CAN,VDC	NPR 5,00,0 00	NPR 15,00, 000				
1 3	Postsecondary School	KETA KETI ,CAN, Yolmo connect		NPR 1,50,0 0,000	NPR 1,50,0 0,000	NPR 1,50,0 0,000	NPR 1,50,0 0,000	Land purcha ses, and constr uction

First year 2072(2015/16) planning table of budget.

S N	Index of reform activities	Goal	Total tentative budget	Detail activities	Released from government	Receive the budget from internal resource. CHECK
1,	Rebuild Hostel	Complete to hostel, boys and girls in time to provide the comfort accommodation to distance children	NPR 3,00,00,000	1, We make the decision from SMC and community to request the donors 2, NG/NGO/INGO make the design and estimation. 3, Respective NGO/INGO/NG will hire the contractor to build or SMC will handle the work. 3, Respective NGO/INGO/NG will monitor the quality.	???	CAN
2	Salary	To provide the quality education	NPR 50,00,000	Follow the administration Instruction and NG policies	NG60%	40 % KetaKeti CAN(75% and 25%)
3	Refurbishment	Keep in good Condition	NPR 3,00,000	Time to time School management and SMC will check and decided to maintain the Physical environments.	NG,VDC	KetaKeti, CAN,
4	Miscellaneous, Administration, and other	Give the quality and fill the needs	4,00,000	Necessities materials and goods and other will be purchases and manage by the approval of administration.	NG,VDC	KetaKeti, CAN,
5	Stationary	To provide the sufficient teaching materials.	NPR NPR 2,00,000	Administration will find the needs and provide the materials by the	NG,VDC	KetaKeti, CAN,

				support of teachers, parents and student		
6	Laboratory	To give the good science knowledge	NPR 12,00,000	In the request of Science teachers , administration will provide the science materials	NG, VDC	KetaKeti, CAN, Yolmo connect
7	Computer	To give the IT knowledge	NPR 5,00,000	In the request of computer teachers will provide the computer from the decision of SMC		KetaKeti, CAN, Yolmo Connect

Second year 2073 (2016/17) planning table of budget

S N	Index of reform activities	Goal	Total tentative budget	Detail activities	Released from government	Receive the budget from internal resource.
1,	Rebuild Class rooms	To provide the good class room for good education	NPR 6,00,00,000	1 - We make the decision from SMC and community to request the donors 2 - NG/NGO/INGO make the design and estimation. 3 - Respective NGO/INGO/NG will help the contractor to build 4 - Respective NGO/INGO/NG will monitor the quality	???	CARITAS Swiss
2	Salary	To provide the quality education	NPR 50,00,000	Follow the administration Instruction and NG polices	NG60%	40 % Ketaketi CAN(75% and 25%)
3	Refurbishment	Keep in good condition to the school	NPR 3,00,000	Time to time School management and SMC will check and decided to maintain the Physical environments	NG,VDC	KetaKeti, CAN,

4	Miscellaneous, stationary, Administration, and other	Give the quality and fill the needs	NPR 4,00,000	Necessities materials and goods and other will be purchases and manage by the approval of administration.	NG,VDC	KetaKeti, CAN,yolmo connect
5	computer	To give the IT knowledge	NPR 15,00,000	In the request of computer teachers will provide the computer from the decision of SMC	NG,VDC	CAN, KetaKeti,yolmoconnect
6	stationary	To provide sufficient teaching materials	NPR 2,00,000	Administration will find the needs and provide the materials by the support of teachers, parents and student	NG,VDC	KetaKeti, CAN
7	Compound wire fence	Protect from outside destruction	NPR 10,00,000	Wire fence will transport from ktm and will be fixed		KetaKeti
8	Library books, furniture, Music instrument		NPR 30,00,000		NG,VDC	CAN, KetaKeti,yolmo connect
9	Vocational Training Hall and materials	To provide the skills needed for	NPR 15,00,000	Hair the export of electricity and carpentry	NG,VDC	CAN, KetaKeti, yolmo connect

		different occupations		and teaching those skills		
10	Post-secondary School	To provide the higher education in minimum cost to the poor	NPR1,50,00,000	Purchase the 12-20 Ropani Land in surrounding Melamchipul bazaar, Build the required buildings and others, Will find the teachers, Will be run at post-secondary by 2076 BS	NG,DDC	KetaKeti,CAN, Yolmo connectKetaketi

Third year 2074(2017/18) planning table of budget

S N	Index of reform activities	Goal	Total tentative budget	Detail of activities	released from government	Receive the budget from internal resource.
1	Salary	To provide the quality education	NPR 50,00,000	Follow the administration Instruction and NG polices	NG60%	40 % Ketaketi CAN (75% and 25%)
2	stationary	To provide the sufficient teaching materials	NPR 2,00,000	Administration will find the needs and provide the materials by the support of teachers, parents and student	NG,VDC	KetaKeti, CAN
3	Refurbishment	Keep in good condition to the school	NPR 3,00,000	Time to time School management and SMC will check and decided to maintain the Physical environments	NG,VDC	KetaKeti, CAN,
4	Miscellaneous, stationary, Administration, and other	Give the quality and fill the needs	NPR 4,00,000	Necessities materials and goods and other will be purchases and manage by the approval of administration.	NG,VDC	KetaKeti, CAN,yolmo connect
5	Post-secondary School	To provide the higher education in	NPR1,50,00,000	Will be purchase the 12-20 Ropani Land in surrounding	NG,DDC	KetaKeti,CAN,yolmo connect

		minimum cost to the poor		melamchipul bazaar, Will be build the required buildings and others, Will be find the source of teachers, Will be run the post-secondary by 2076 BS		
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Fourth year 2075 (2018/19) planning table of budget

S N	Index of reform activities	Goal	Total tentative budget	Detail activities	released from government	Receive the budget from internal resource.
1	Salary	To provide the quality education	NPR 50,00,000	Follow the administration Instruction and NG polices	NG60%	40 % Ketaketi CAN (75% and 25%)
2	stationary	To provide the sufficient teaching materials	NPR 2,00,000	Administration will find the needs and provide the materials by the support of teachers, parents and student	NG,VDC	KetaKeti, CAN
3	Refurbishment	Keep in good condition to the school	NPR 3,00,000	Time to time School management and SMC will check and decided to maintain the Physical environments	NG,VDC	KetaKeti, CAN,
4	Miscellaneous, stationary, Administration, and other	Give the quality and fill	NPR 4,00,000	Necessities materials and goods and other will be	NG,VDC	KetaKeti, CAN,yolmo connect

		the needs		purchases and manage by the approval of administration.		
5	Post-secondary School	To provide the higher education in minimum cost to the poor	NPR1,50,00,000	Will be purchase the 12-20 Ropani Land in surrounding Melamchipul bazaar, Will be build the required buildings and others, Will be find the source of teachers, Will be run the post-secondary by 2076 BS	NG,DDC	KetaKeti,CAN,yolmo connect

Fifth year 2076(2019/20) planning table of budget.

S N	Index of reform activities	Goal	Total tentative budget	Detail activities	released from government	Receive the budget from internal resource.
1	Salary	To provide the quality education	NPR 50,00,000	Follow the administration Instruction and NG polices	NG60%	40 % Ketaketi CAN (75% and 25%)
2	Stationary	To provide the sufficient teaching materials	NPR 2,00,000	Administration will find the needs and provide the materials by the support of teachers, parents and student	NG,VDC	KetaKeti, CAN
3	Refurbishment	Keep in good condition to the school	NPR 3,00,000	Time to time School management and SMC will check and decided to maintain the Physical environments	NG,VDC	KetaKeti, CAN,
4	Miscellaneous, stationary, Administration, and other	Give the quality and fill the needs	NPR 4,00,000	Necessities materials and goods and other will be purchases and manage by the approval of administration.	NG,VDC	KetaKeti, CAN,yolmo connect
5	Post-secondary School	To provide the higher education	NPR1,50,00,000	Will be used to purchase the 12-20 ropani Land in	NG,DDC	KetaKeti,CAN,yolmo connect

		n in minimum cost to the poor		surrounding Melamchipul bazaar, Will be used to build the required buildings and others, Will fund the source of teachers, Will be run the post-secondary by 2076 BS		
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A) Procedure and implementation strategize

SN	Detail activities	Responsible person	Quarterly based time boundary		
			1 st	2 nd	3 rd
1	Rebuilt hostel	CAN and SMC	Start from Mangsir December 2015	Will be complete one building until chaitra	If not complete will be continue.
2	Build the class rooms	CARITAS SWISS and SMC	Will be start from Feb 2016	Will be complete up to Bhadara 2073(2017 November)	If not complete will be continue in 2074 Baisak.
3	Laboratory Materials	SMC/Head Teacher/ Teachers	Will be purchases in Mangsir 2072	Will be continue	Will be complete up to Chaitra 2072
4	Vocational training hall	SMC/Head teacher/Teachers	Will be start from 2073 Baisak	Will be continue	Will be continue
5	Library books, music instrument, furniture	SMC/Head Teacher/Teachers	Will be buy from Mangsir 2072	Will be continue in 2073	
6	Compound wire fence	SMC/head teacher/Teachers	Will be start from 2073 Baisak	Will be finished within the year 2073	

7	Salary	SMC/Head teacher	Aswin	Falgun	Ashad
8	Stationary	SMC/Head Teacher/Teachers	On need basis	In need basis	In need basis
9	Refurbishment	SMC/Head Teacher/Teachers	On need basis	In need basis	In need basis
10	Miscellaneous/Scholarship	SMC/Head Teacher/Teachers	On need basis and scholarship on Jestha every year	In need basis scholarship on jesth every year	In need basis scholarship on jesth every year
11	Computer	SMC/Head Teacher/Teachers	Will be purchase in Mangsir in2072	In need basis	In need basis

Less talk more work will be appreciated.