

Social Safeguards Due Diligence Report

Project Number: 51190-001

March 2021

Nepal: Disaster Resilience of Schools Project

Retrofitting Package 6 - Retrofitting of Twenty-one Schools in Sindhuli and Okhaldhunga Districts

Prepared by Central Level Project Implementation Unit (Education) of National Reconstruction Authority for the Asian Development Bank.

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CURRENCY EQUIVALENTS

(As of October 2020)

Currency Unit -Nepalese Rupee (NRs)

NRs 1.00 = \$ 0.0085470085470085

\$ 1.00 = NRs 117

WEIGHTS AND MEASURES

Kilometer - km

Note

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

Abbreviations

ADB	Asian Development Bank
CLPIU	Central Level Project Implementation Unit
CSA	Concerned Sector Agency
CSSF	Comprehensive School Safety Framework
DDR	Due Diligence Report
DLPIU	District Level Project Implementation Unit
DOE	Department of Education
DRM	Disaster Risk Management
DRSP	Disaster Resilience of Schools Project
DSC	Design and Supervision Consultants
EEAP	Earthquake Emergency Assistance Project
EMIS	Education Management Information System
GoN	Government of Nepal
GRC	Grievance Redress Committee
GRM	Grievance Redress Mechanism
IA	Implementing Agency
IFB	Invitation for Bid
LG	Local Government
LOC	Land Ownership Certificate
MOE	Ministry of Education
NGO	Nongovernmental Organization
NRA	National Reconstruction Authority
O&M	Operation and Maintenance
PPTA	Project Preparation Technical Assistance
PMU	Project Management Unit
RECON	Reconstruction
RF	Resettlement Framework
SPS	Safeguards Policy Statement 2009
SMC	School Management Committee
ToR	Terms of Reference
TLC	Temporary Learning Center

I. INTRODUCTION

1. The proposed project will improve disaster resilience of school infrastructure and communities in 3 provinces of Nepal. The project will support school infrastructure investments, disaster risk management and institutional strengthening. More specifically, in reference to project administration manual (PAM) it will upgrade 174 distinct schools through either reconstructing or retrofitting their damaged buildings. Further, 154 will be secondary education schools (74 up to grade 10 and 80 up to grade 12) and 20 feeder basic education schools (up to grade 8). 70% of them will be in rural areas and 30% in urban areas and collectively they will provide a safe learning environment to 64,300 students of which 33,600 will be girls.

2. 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.

3. 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.

4. The project (DRSP) is aligned with the following impact: Disaster risk management for human resources 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 risks reduced; and (iii) institutional capacity for management and disaster resilience strengthened.

5. This consolidated due diligence report (DDR) has been prepared covering 21 schools from Sindhuli and Okhaldhunga districts proposed for retrofitting of unsafe school buildings with minor damage and reducing disaster risks. DDR has been prepared assessing likely social impacts as per the applicable government policies/procedures and ADB Safeguard Policies as observed during the review of master plans and individual DDRs of school as well as interaction with SMC members of each school.

Table 1: List of Schools of Sindhuli and Okhaldhunga

S. N	EMIS	School	District	Address	Remarks
1.	200470005	Shree Gramkali SS(GRLI)	Sindhuli	Sunkhoshi Rural Municipality-6 Amare	School under R2
2.	200170001	Shree Jana Jagaran SS(JANA)	Sindhuli	Harsahi, Dudhauri Municipality -6	School under R2
3.	200430007	Shree Janata SS(JATA)	Sindhuli	Ratanchura Rural Municipality -3 Khaniya kharka	School under R2
4.	200420007	Shree Kalika SS, Jarayotar(KAAR)	Sindhuli	Kamalamai Municipality -11, Danda	School under R2
5.	200200004	Kalika SS, Langur Chabise(KASE)	Sindhuli	Langur Chabise, Tinpatan RM-5	School under R2
6.	200140010	Kamada SS(KADA)	Sindhuli	Golanjor RM_1, Golanjor	School under R2
7.	200250043	Kamala SS(KALA)	Sindhuli	Kamalamai Municipality -4, Dhungrebas	School under R2
8.	200450006	Netra Kali SS(NERA)	Sindhuli	Shanteshwori-1, Rampur	School under R2
9.	200410004	Prabhat SS(PRAT)	Sindhuli	Kamalamai Municipality_13 Ranibas	School under R2

S. N	EMIS	School	District	Address	Remarks
10.	200380003	Rastriya SS (RAYA)	Sindhuli	Dudhuli Municipality -3, Kalapani	School under R2
11.	200540007	Shree SS Ambote(AMTE)	Sindhuli	Tinpatan RM-09, Ambote	School under R2
12.	200250037	Shree SS Gadauli(GALI)	Sindhuli	Kamalamai Municipality - 06 ,Gadauli	School under R2
13.	200150001	Shree SS Ladabhir(LAIR)	Sindhuli	Dudhuli Municipality -9 Ladabhir	School under R2
14.	200060005	Shree SS Marin Hayutar(MAIN)	Sindhuli	Ghayanglekha RM_02 Hayutar	School under R2
15.	200440001	Shree SS Saluke(SAKE)	Sindhuli	Fikkal RM-6 , Saluke	School under R2
16.	200400009	Kusheshwor SS	Sindhuli	Dumja, Sunkoshi Rural Municipality-01	New School
17.	200320005	Lampan Batase SS	Sindhuli	Lampantar, Tinpatan RM-11	New School
18.	120210004	Katunje SS (KAJE)	Okhaldhunga	Katunje, Sunkoshi-9	School under R1
19.	120510001	Jalpa SS (JAPAT)	Okhaldhunga	Tarkerabari, Tarkerabari, Likhu-8	School under R1
20.	120540001	Himalaya SS (HIYA)	Okhaldhunga	Nisankhe, Okhaldhunga	School under R2
21.	120260005	Saraswati SS (SATI)	Okhaldhunga	Molung Rural Municipality-3, Kuntadevi	School under R2

Note: RM=Rural Municipality, R1=Recon1, R2=Recon2

6. The main objective of the DDR is to assess the land availability, ownership status of the schools selected for retrofitting of buildings and assess likely social impacts due to implementation of retrofitting activities 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

7. As part of the due diligence, a desk review of the project concept notes, project DDR, 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. Consultations were held with central level stakeholders (informal meetings with CLPIU and ADB). Likewise, safeguards team together with Safeguards and GESI Monitors conducted discussions with DLPIU and SMC members during the survey and preparation of individual DDR for each school. Consultation meetings were organized with all 21 schools during social survey, damage assessment, and DDR preparation phase. The details of the participants in the discussion have been provided in Annexes. 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 proposed schools during the interactions and discussions with school teachers, members of the school management committee (SMC). The survey team has also requested schools for number of student enrolling this year in the school and number of teacher providing education facility. A master plan for the retrofitting of damaged school buildings has been prepared for identified schools by design team and total land requirements have been assessed following scope of the master plan.

8. All 21 schools selected for retrofitting have been selected for due diligence of the involuntary resettlement and indigenous people impacts. Design of all the schools was completed and available. Information thus collected have been analyzed and substantiated with the required documents seeking from SMCs. Individual due diligence report was prepared by the DRSP-DSC based on which this consolidated DDR has been prepared. The key findings from the desk review have been further substantiated and verified by informal consultation with stakeholders and came to conclusion that all government schools have similar types of land ownership pattern(either own land title or possession of occupancy right from local government. Also, establishment of schools through privately or publicly/community donated lands remains a 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. A resettlement framework (RF) is in place 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 phase and mitigated based on provision made in the RF. The implementing agency (IA) and project implementation authorities will finalize 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*

9. The retrofitting activity under the DRSP 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 as such there will not be physical as well as economic displacement due to the construction activities under DRSP and hence, no further action is required for the subprojects. Consultation/discussions with CLPIU, DLPIU and district DSC team members and review of design of the school building indicate that the retrofitting activity will be confined within the existing boundaries of the schools having their own titled lands or occupancy right issued by local government.

10. 15 schools out of 17 from Sindhuli district selected for retrofitting under this package were under Recon2, DDRs for those schools have prepared, and approved under Recon2-Package1, hence no further assessment carried out for those schools.

11. Out of 17 schools, 9 schools under Recon2 have own lands (with landownership certificate) that are adequate for reconstruction of school buildings. Similarly out of 17 schools, only 1 school under Recon2 has user's right document whereas 5 schools have both land ownership certificate and user's right document that are required for reconstruction of school building. Kusheshwor SS and Lampan Batase SS of Sindhuli district are new schools selected only for retrofitting. Lampan Batase SS comprises land ownership certificate as well as user's right document of the lands occupied by the school. Whereas, Kusheshwor SS holds land ownership certificate of the entire land own by the school. Details of the land ownership of the schools is presented in the Annex1.

12. Further, this package comprises four schools from Okhaldhunga of which 2 were under Recon1 and remaining two were under Recon2, DDRs for those schools have prepared and approved under Recon1 and Recon2-package2 respectively.

13. During the time of retrofitting of vulnerable school buildings, these schools may lack sufficient number of classrooms to run classes that may require schools to merge classes or conduct classes out in the open to accommodate students. To overcome this problem, the establishment of the Temporary Learning Centers (TLCs) has been envisaged within the school compound or proximity of the area. Establishment of TLCs will help the students to continue their study and the schools will have enough time to plan and reconstruct the destroyed classrooms. Requirement of TLC for the proposed school has been presented in the meeting minutes of the respective schools attached in the annex section. SMC and local people will facilitate to get suitable site for TLC construction (if required) and a lease agreement (if applicable) will be made as per provision in resettlement framework.

14. Based on the analysis of pattern of land availability of the schools and considering the historical practices of school establishment in Nepal, schools considered for funding by the project are unlikely to require additional land. Further, the proposed school structures for retrofitting blocks do not fall under any proposed/guided road development or road-widening project. Therefore, widening and improvement of existing access roads close to the proposed schools will not have any disturbance to proposed school building for retrofitting.

B. Indigenous Peoples

15. The project is primarily designed to improve the physical infrastructure of the existing school buildings to reduce disaster risk including improved facilities (e.g., classrooms, library and laboratories). The land being used by the schools is exclusively for education purposes. 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. Implementation of the project activities neither directly nor indirectly affects the dignity, human rights, livelihood systems, or culture of indigenous people. The IP impacts screening form for the project is attached in Annex IP impact screening checklist).

C. Environmental Issues

16. REA checklist suggests that no major adverse environmental impacts are envisaged from the implementation of the subproject. Nevertheless, few impacts those are site-specific and needs to be considered are as follows;

- a. Impacts generated from demolition and construction wastes and spoil disposal will be mitigated disposing at designated location. Contractor will avoid disposal of such waste along hillside, private land, forest area and cultivated land.
- b. Noise pollution during the demolition and construction will be minimized or mitigated with the coordination of SMC scheduling drilling and demolition time avoiding disturbances to running classes during daytime.
- c. Dust generation during demolition and construction will be minimized and mitigated with the application of green net covering building proposed for retrofitting. Water sprinkling will be carried along the construction area and wetting covering net to catch dust produced during demolition activity.
- d. Solid-waste generation from the establishment of labor camp and toilet will be disposed safely in a soak pit and will be closed after completion of construction work.
- e. Any spillage of fuel and oil during construction will be collected using saw dust, jute and will be disposed safely ensuring no contamination of underground water, water supply system and surface water bodies as well as productive land area.
- f. No adverse impact on environment is expected during and after the construction. However, noise will be generated during the time of demolition and will be significant during the daytime while classes will be running in adjacent school buildings. Similarly, rubbles will be generated from the demolition of rickety structures; however, all such demolition waste will be disposed within the school premises. Dust will be generated significantly during the demolition activity. Recovery and stacking of stones reusable for construction of walls will be collected and stacked by the contractor before commencement of construction activities at site. Excavated rubbles will be disposed for filling and leveling of the play area of the school.
- g. Septic tanks for collection of toilet discharges will be constructed to ensure the liquid waste is not let out in the open.

IV. CONSULTATIONS

17. Consultation with stakeholders were held with various stakeholders during design and master plan preparation phase of the schools. Further clarifications, consultations, and discussions were conducted with concerned school personnel/SMC members. Following are the key issues raised by the stakeholders and observed during consultation and site observation:

1. All the participants were highly positive toward the ADB funded DRSP and their expectation was that the project starts (retrofitting of vulnerable school buildings) as soon as possible.

2. The data related to the number and disaggregated data of student and teachers of each school is presented in the annex section from Annex 6 and ahead.
3. All schools have lands sufficient for retrofitting of school buildings with various land ownership pattern.
4. No any social and environmental issue existed or likely to be occurred due to the retrofitting of the proposed schools.
5. Lampan Batase SS of Sindhuli has decided that TLC will not be required during the time of retrofitting of the school building with minor damage. It is clearly mentioned in the minutes of meeting of the school about nonessential of TLC during the time of retrofitting. This is because the schools have additional buildings to accommodate students.
6. Further, Lampan Batase SS has both land ownership certificate and user's right document for the land occupied by the school. Scanned copies of land ownership certificates and sample evidence of occupancy rights of the schools have been attached in Annex 6 and 7.
7. Retrofitting and other construction activities in proposed schools does not produce impact upon socio-cultural and economic aspects of the adjoining society. A demonstration shop is existed within the existing school building of Shree SS, Ladabhir, Dudhauli Municipality of Sindhuli. The shop has been established for the demonstration and selling of agriculture products packed by agricultural students of the school. However, the shop has been established by the school only of the demonstration of agricultural products. Resettling of the demonstration shop temporarily during the time of construction will not have impact upon anyone's livelihood. The school will relocate the demonstration shop temporarily elsewhere during the time of retrofitting of existing school buildings. Similarly, a school canteen is existed within the existing school building of Kalika SS, Jarayotar, Kamalamai Municipality of Sindhuli. However, the school will relocate the canteen elsewhere within the existing another safe school building for its smooth operation during the time of retrofitting of minor damage school buildings. 21 schools proposed for the retrofitting are situated away from any cultural and religious site.
8. The proposed school structures for retrofitting blocks does not fall under any proposed/guided road development or road-widening project.
9. Some of the works accompanied with retrofitting of minor damaged school buildings are PCC of school ground, construction of boundary wall, flooring with interlocking blocks etc. Demolition waste generated due to construction activities will be disposed safely within the school premises where gardening and landscaping will be carried out after completion of construction work.

V. CONCLUSION AND RECOMMENDATIONS

18. Based on the review of landownership documents, all 21 school sites selected have sufficient land to conduct retrofitting activities. The involuntary resettlement impacts will not be applicable as there will be no involuntary resettlement under the project. The retrofitting works will be carried out on the existing vulnerable school building existed on the lands owned or legally occupied by the schools. Retrofitting will be carried out only for vulnerable school building as per master plan of each school presented in Annex section. Consultation with officials of DLPIUs, SMCs, teachers, and local communities confirmed that the land with existing school building proposed for retrofitting are legally owned or occupied by the schools for educational purposes. The school buildings to be retrofitted is presented in the master plans attached in the annex section of respective school. Further, the proposed construction activities will not result in any loss of residential land, or loss of shelter or 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, the subprojects do not appear to involve reputational risk to the Asian Development Bank on social safeguards and it is therefore recommended for funding under the proposed project.

19. All the proposed sites have sufficient land with legal ownership or user rights so no foreseeable safeguard issue is observed. There is no issue of land donation in the selected schools project site.

20. Moreover, no underground utilities, protected areas, wetland, buffer zone of protected area exist close to the proposed school sites. Individual DDR has been prepared detailing the availability of lands, land ownership, and occupancy patterns of the proposed reconstruction of schools under DRSP. No further assessment is required in this regard. In conclusion, there are no foreseeable safeguard issues in the selected project sites.

Annex 1: List of new Schools selected for retrofitting under DRSP & their Land Ownership Status

S n	EMIS	School Name	District	Address	Total area of land owned by school as per land ownership certificate (sq. m.).	Total area of Land within existing school boundary (sq. m.)	Total area of land required as per master plan (sq. m.)	Land ownership status of existing land (sq. m.)			Area of additional land required to implement master plan
								With Land ownership certificate	User right with local governme nt or owner agency approval	Voluntary donation by private owner	
1.	200400009	Kusheshwor SS	Sindhuli	Dumja, Sunkoshi Rural Municipality- 01	NA	7,267.728	7,267.728	-	20,985.22	-	-
2.	200320005	Lampan Batase SS	Sindhuli	Lampantar, Tinpatan RM-11	3,767.28	2,853.969	2,853.969	3,767.28	148,997.9	-	-

Annex 2: Environmental Management Plan with Responsible Agency

S N	Work Activity	Potential Impacts	Proposed Mitigation Measures	Schedule for Implementing Mitigation Measure	Implementing Agency
A. Construction Phase					
1.	Construction wastes and spoil disposal	<ul style="list-style-type: none"> ➤ Demolition waste will be generated. ➤ Impact to flora and fauna in the disposal site ➤ Visual nuisance 	<ul style="list-style-type: none"> ➤ Rubbles will be disposed within the school premises as far as possible, however, landscaping will be maintained avoiding slides. ➤ Contractor will dispose demolition and construction waste only within the designated site provide by SMC. ➤ Disposal of rubbles along the hill slopes will be avoided. 	Daily	Contractor
2.	Demolition of rickety walls and columns	<ul style="list-style-type: none"> ➤ Generation of dust and odor 	<ul style="list-style-type: none"> ➤ Applying of green net covering proposed building for retrofitting to avoid dust spreading in adjacent area. ➤ Regular water sprinkling on construction work surfaces. ➤ Providing workers and vehicle drivers with dust protective masks, safety glass, and other PPEs. 	Daily	Contractor
3.	Demolition, drilling and construction activities	<ul style="list-style-type: none"> ➤ Noise pollution from heavy construction equipment 	<ul style="list-style-type: none"> ➤ Scheduling the noisy activities such as drilling and demolition towards the middle of the day will be carried out in coordination with school avoiding noise during class running hours. ➤ Providing workers with ear muffs. ➤ Ensuring that machinery is equipped with proper silencers. ➤ Avoiding use of machinery in improper state. 	Daily	Contractor
4.	Operation of camps	<ul style="list-style-type: none"> ➤ Generation of wastes from kitchen and temporary toilets 	<ul style="list-style-type: none"> ➤ Provision of adequate supply of clean and drinking water ➤ Maintaining health and hygiene around the camps ➤ Provision of soak pits for temporary toilets ➤ Maintain sanitation at toilets and kitchen washing area ➤ Make availability of lighting and electricity in camps 	Daily	Contractor
5.	Construction , drilling, earthwork (excavation, foundation, footing)	<ul style="list-style-type: none"> ➤ Fuel and Oil spill during construction 	<ul style="list-style-type: none"> ➤ Ensuring that vehicles are regularly maintained to prevent leakages of oil and avoiding the use of leaking machinery. ➤ Cleaning the area of spillage immediately to prevent possible soil and water contaminations. Spillage will be collected using saw dust, jute and will be disposed safely ensuring no contamination of underground water, water supply system and surface water bodies as well as productive land area. 	Weekly	Contractor
B. Operation phase					
1	Operation phase of sub-project	<ul style="list-style-type: none"> ➤ Solid-waste generation during the school operation. 	<ul style="list-style-type: none"> ➤ Solid waste management system and plans ➤ Biogas generation from the degradable waste 	weekly	SMC
2	(school)	<ul style="list-style-type: none"> ➤ Wastewater generation ➤ contamination of ground water and surface water in the vicinity of sub-project 	<ul style="list-style-type: none"> ➤ Construction of small constructed wetland for the effluents from school in the school compound ➤ Minimizing water use / water reuse 	weekly	SMC

Annex 3: Involuntary resettlement impact screening checklist of sample Schools

Probable Involuntary Resettlement Effects	Yes	No	Not Known	Remarks
Involuntary Acquisition of Land				
1. Will there be land acquisition?		X		All the retrofitting works will be carried out on the damaged school buildings existed within the school premises under DRSP.
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 will not be affected.
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		
Involuntary restrictions on land use or on access to legally designated parks and protected areas				
10. Will people lose access to natural resources, communal facilities, and services?		X		
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		
Information on Displaced Persons:				
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 4: 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 5: Rapid Environmental Assessment (REA) checklist

Screening Questions	Yes	No	Remarks
A. Project Location			
Is the project areas adjacent to or within any of the following areas:			
Underground utilities		√	
Cultural heritage site		√	
Protected Area		√	
Wetland		√	
Buffer zone of protected area		√	
Special area for protecting biodiversity		√	
Bay		√	
Historical, Archaeological, cultural sites		√	
Other large infrastructure projects proposed or ongoing within the area		√	
B. Potential Environmental Impacts			
Will the Project cause...			
Encroachment on heritage/historical/archaeological/cultural areas?		√	
Encroachment on precious ecology (e.g. sensitive or protected areas)?		√	
Impacts on the sustainability of associated sanitation and solid waste disposal systems?		√	
Dislocation or involuntary resettlement of people?		√	
Disproportionate impacts on the poor, women and children, Indigenous Peoples or other vulnerable groups?		√	
Increased noise and air pollution resulting from increased traffic for transporting construction material or from construction work?		√	
Occupational and community health and safety risks?		√	
Risks and vulnerabilities related to occupational health and safety due to physical, chemical, biological hazards during project construction and operation?		√	
Generation of dust in sensitive areas during construction?		√	
Requirements for disposal of fill, excavation, and/or spoil materials?	√		Will be managed within school premises
Noise and vibration due to drilling and other civil works?	√		Site specific
Long-term impacts on groundwater flows as result of needing to drain the project site prior to construction?		√	

Screening Questions	Yes	No	Remarks
Long-term impacts on local hydrology as a result of building hard surfaces in or near the building?		√	
Population influx during project construction that causes increased burden on social infrastructure and services (such as water supply and sanitation systems)?		√	
Social conflicts if workers from other regions or countries are hired?		√	
Risks to community safety caused by fire, electric shock, or failure of the buildings safety features during operation?		√	
Other infrastructure existed in close proximity such as transmission line, electric poles, water supply, irrigation...		√	
Impact due to operation of labor camps and generation of wastes from camps		√	
Noise during the demolition of rickety structures	√		Site specific
Risks to community health and safety caused by management and disposal of waste?		√	
Community safety risks due to both accidental and natural hazards, especially where the structural elements or components of the project are accessible to members of the affected community or where their failure could result in injury to the community throughout project construction, operation, and decommissioning.		√	
C. Potential Positive Environmental Impacts			
Slope stability around the school premises, easy accessibility, disaster resilient building			
Student friendly, good landscape around the school, availability of separate toilets for boys and girls, availability of water for the operation of school, availability of ICT lab, science lab and library			

Annex 6: Kusheshwor Secondary School, Dumja, Sunkoshi RM-01, Sindhuli**A. Details of the Land Availability, Requirements and proposed Structures**

Details	Area (sq. m.)	Remarks
Total area of land owned by school as per land ownership certificate.	20,985.22	
Total area of Land within existing school boundary	7,267.728	
Total area of land required as per master plan (sq. m.)	7,267.728	
Land ownership status of existing land (sq. m.)		
i) With Land ownership certificate	20,985.22	
ii) User right with local government or owner agency approval	NA	
iii) Voluntary donation by private owner	NA	

B. Land owner certificate

नेपाल
भूमिसुधार तथा
समस्याधार तथा
जग्गाधनी दर्ता

199092

सरकार
व्यवस्था मन्त्रालय
व्यवस्थापन विभाग

जग्गाधनीको नाम कुशेश्वर त्रिपाठी
हाइ स्कूल

प्रमाण पूर्ण

प्रमाण संकेत	जिल्ला	नागरपालिका गा.वि.स.	बटो. नं.	विवरण बटो आवासीय पती/पोखरी हस्तपत्र	जग्गाधनीको हक हिस्सा	मोदीको नाम बटो बतन
✓	7	कुशी	9	2	आवासीय	कुशी
✓		कुशी	26	"	"	" - "
		कुशी	63	"	"	" - "
		कुशी	60	"	"	" - "
		कुशी	992	"	"	सुनैयारी कुशी बाबु कुशी
		कुशी	44	"	"	कुशी
		कुशी	86	"	"	" - "
		कुशी	66	"	"	" - "
		कुशी	2	"	"	जोफने आवासीय बाबु लाइ कुशी

किसिम वा वर्ग	शेखर नं.	सोड टेली नं.	कैफियत, व्यहोरा	प्रमाणित गर्नको बस्तबत
धार्मिक	25912	55	कुशी	✓
धार्मिक	09032		कुशी	✓
मिच्छा	24910		कुशी	✓
"	904210		कुशी	✓
धार्मिक	24912		कुशी	✓
मिच्छा	249219		कुशी	✓
"	22219		कुशी	✓
मिच्छा	249201		कुशी	✓
धार्मिक	249219		कुशी	✓

कुशी

C. Minutes of Meeting

कोशी प्रदेश

आज मिति २०७७ साल साउन १२ गते बिहीबारका दिन श्री कुशेश्वर विद्यापीठ मा.वि. दुम्जा, सुनकीशी गा.पा. वडा नं. १, सिन्धुली जिल्लाको विद्यालय व्यवस्थापन समितिको अध्यक्ष श्री सन्तोष विश्वकर्माको अध्यक्षतामा बैठक बसी निम्न प्रस्ताव माथि छलफल गरी निर्णय गरियो ।

उपस्थिति :-

क्र.सं.	नामधर	पद	मोवाइल नं.	सही
१.	सन्तोष विश्वकर्मा	अध्यक्ष	९८४२५५७१७१	<i>सन्तोष विश्वकर्मा</i>
२.	नवराज भण्डारी	सदस्य	९८६०४३११२५	
३.	धावा लामा	"	९८६२४५८६५३	धावा
४.	विश्वराज नेपाल	"	९८६०३३६४११	
५.	काजिमान तौलडु	"	९८६२४३२२२२	
६.	उर्मिला कोइराला	"	९८४०४३०५७२	कि.
७.	संगीता दाहाल	"	९८१९६९१९११	<i>संगीता</i>
८.	संगीता नेपाली	"	९८१०२४२२४३	
९.	बच्चु कोइराला	शिक्षक प्रतिनिधि	९८०३८२१३४८	<i>बच्चु</i>
१०.	विनोद कोइराला	सदस्य सचिव	९८१८६१००७२	<i>विनोद</i>

प्रस्तावहरू :-

- विद्यालय भवन निर्माणका लागि जग्गा उपलब्ध गराउने र आवश्यक सहयोग गर्ने सम्बन्धमा
- विद्यालयको जग्गाको चारकिल्ला खुलाउने सम्बन्धमा
- निर्माणका क्रममा निस्कैका ढुङ्गा, सिमेन्ट, फलाम आदिको व्यवस्थित ढुङ्गाबाट थन्काउने सम्बन्धमा
- विद्यालय वरपरका बाटो, सडक आदि चौडा पार्ने योजना तथा उक्त सडकको क्षेत्राधिकार सम्बन्धमा
- निर्माण सामग्री सारउन उचित स्थानको उपलब्धता सम्बन्धमा
- निर्माणको समयमा कामदारहरूलाई सारने स्थानको उपलब्धता सम्बन्धमा
- सांस्कृतिक सम्पदा सम्बन्धमा
- प्राधान्यहरू सम्बन्धमा
- विविध ।

कोशी प्रदेश

कोशी प्रदेश विद्यापीठ मा.वि. दुम्जा

निर्णयहरू :-

निर्णय नं. १

प्रस्ताव नं. १ माथि छलफल गर्दा स्थितिलाई विचार्य बैंकको सहयोगमा बस्ने विद्यालय भवनका लागि आवश्यक पर्ने जग्गा उपलब्ध गराउने निर्णय सर्वसहमत रूपमा गरियो । साथै भवन निर्माणको क्रममा आवश्यक सहयोग गर्ने निर्णय सर्वसहमत रूपमा गरियो ।

निर्णय नं. २

प्रस्ताव नं. २ माथि छलफल गर्दा विद्यालय भवन निर्माण हुने जग्गाको चारफिल्दा तपशील बमोजिम प्रस्तुत व्यहोरा खुलाउने निर्णय सर्वसहमत रूपमा गरियो ।

तपशील :-

पूर्व - लालबन्दी सहायक राजमार्ग

पश्चिम - पानीपौरवरी / स्वार्वजनिक जग्गा

उत्तर - विद्यालयको जग्गा (बि. नं. ६७ को दक्षिणी भाग)

दक्षिण - लालबन्दी सहायक राजमार्ग

निर्णय नं. ३

प्रस्ताव नं. ३ माथि छलफल गर्दा भवन निर्माणका क्रममा निस्कनेका दुङ्गा, सिमेन्ट, फलाम आदिको व्यवस्थित दुङ्गाबाट थप्काउने पर्याप्त स्थान भएकोले यो थप्काउने स्थान उपलब्ध गराउने निर्णय सर्वसहमत रूपमा गरियो ।

निर्णय नं. ४

प्रस्ताव नं. ४ माथि छलफल गर्दा विद्यालय भवन बस्ने जग्गा वरपरको जग्गा सडक तथा राजमार्गको क्षेत्राधिकार भित्र नपर्ने साथै लालबन्दी सहायक राजमार्गले आवश्यक सडक चौडा पार्ने कार्य पूरा गरि-सकेकोले भवन बस्ने जग्गामा कुनै बाधा नपर्ने व्यहोरा खुलाउने निर्णय सर्वसहमत रूपमा गरियो ।

निर्णय नं. ५

प्रस्ताव नं. ५ माथि छलफल गर्दा विद्यालय भवन निर्माण गर्ने क्रममा निर्माण सामग्री सारान उचित स्थान उपलब्ध गराउने निर्णय सर्वसहमत रूपमा गरियो ।

(Signature)

(Signature)

निर्णय नं. ६

प्रस्ताव नं. ६ माथि छलफल गर्दा भवन निर्माण को क्रममा कामदारहरूलाई राम्रो उचित स्थान उपलब्ध गराउने निर्णय सर्वसहमत रूपमा गरियो ।

निर्णय नं. ७

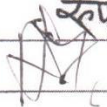
प्रस्ताव नं. ७ माथि छलफल गर्दा विद्यालय भवन निर्माणले कुनै सांस्कृतिक सम्पदाका बाधा काहुने नपुग्ने तथा सांस्कृतिक सम्पदाको नोक्सानी नहुने भन्ने निर्णय सर्वसहमत रूपमा गरियो ।

निर्णय नं. ८

प्रस्ताव नं. ८ माथि छलफल गर्दा विद्यालय भवन बन्ने स्थान तथा क्षेत्रमा यातायात, सञ्चार, विद्युत खानेपानी जस्ता पूर्वाधारहरू सहज रूपमा उपलब्ध भएकोले योको उपयोग गर्न व्यक्ति निर्णय सर्वसहमत रूपमा गरियो ।

निर्णय नं. ९

प्रस्ताव नं. ९ माथि छलफल गर्दा यस विद्यालयमा विद्यालय भवन बनाउने क्रममा आवश्यक सहयोग भरण रूपमा गर्ने साथै आपसी सहमति तथा सहकार्यमा निर्माण सम्पन्न गर्ने निर्णय सर्वसहमत रूपमा गरियो ।


(सहस्र निदेशक)

प्रधानाध्यापक
श्री केशव विद्यापीठ मा. वि.



D. Student's Detail



फोन नं.: ०४७-६६०३७५

विद्यालय कोड नं.: २००२५०००५

श्री कुशेश्वर विद्यापीठ माध्यमिक विद्यालय
Shree Kusheshwar Vidyapeeth Secondary School

सुनकोशी-१, दुम्जा, सिन्धुली
 Sunkoshi-1, Dumja, Sindhuuli
 स्था: २००६/Estd.: 2008

पत्र संख्या/R. No.:

चलानी नं. /D. No.:

मिति/Date: २०७७/०४/१५

श्री/Shree

विषय/Subject: शैक्षिक सत्र २०७६ को खण्डिकृत विद्यार्थी विवरण

कक्षा	विद्यार्थीको लिंग, जातजाति खण्डिकृत विवरण									अपाङ्गता भएका विद्यार्थी	
	दलित		जनजाति		अन्य		जम्मा		कुल जम्मा		
	छात्रा	छात्र	छात्रा	छात्र	छात्रा	छात्र	छात्रा	छात्र			
शिशु	५	७	५	५	१	२	११	१४	२५	०	०
१	११	७	२	७	१	०	१४	१४	२८	०	०
२	११	११	४	९	०	०	१५	२०	३५	०	१
३	२	९	०	०	०	०	२	९	११	०	१
४	१०	२	२	२	०	२	१२	६	१८	०	०
५	४	५	१२	५	०	०	१६	१०	२६	०	१
६	६	२	८	१२	०	०	१४	१४	२८	०	१
७	१३	४	१२	८	०	०	२५	१२	३७	०	०
८	५	४	१२	१३	०	०	१७	१७	३४	०	०
९	९	३	१८	५	०	०	२७	८	३५	१	०
१०	२	०	५	१४	४	४	११	१८	२९	०	०
११	२	१	९	४	१	०	१२	५	१७	१	०
१२	३	०	८	८	०	३	११	११	२२	०	०
जम्मा	८३	५५	९७	९२	७	११	१८७	१५८	३४५	२	४
छात्रा+छात्र	१३८		१८९		१८		३४५		३४५	२	४

विनोद कोइराला

प्रधानाध्यापक

श्री कुशेश्वर विद्यापीठ मा.वि., दुम्जा, सिन्धुली

E. Teacher's Detail



फोन नं.: ०४७-६५०३७५

विद्यालय कोड नं.: २००२५०००५

श्री कुशेश्वर विद्यापीठ माध्यमिक विद्यालय
Shree Kusheshwar Vidyapeeth Secondary School

सुन्कोशी-१, दुमजा, सिन्धुली
 Sunkoshi-1, Dumja, Sindhuli

स्था: २००६/Estd.: 2008

पत्र संख्या/R. No.:

चलानी नं. /D. No.:

मिति/Date: २०७७/०४/१५

श्री/Shree

विषय/Subject: शैक्षिक सत्र २०७६ को खण्डिकृत शिक्षक शिक्षिका विवरण

क्र.सं.	शिक्षक शिक्षिकाको नामथर	शिक्षक शिक्षिकाको खण्डिकृत विवरण					कैफियत
		लिंग		जात जातिगत विवरण			
		महिला	पुरुष	दलित	जनजाति	अन्य	
१.	विनोद कोइराला		✓			✓	
२.	बद्री मैनाली		✓			✓	
३.	सुमित्रा सापकोटा	✓				✓	
४.	यादवराज बराल		✓			✓	
५.	इन्द्र कुमार दास		✓	✓			
६.	शुशीला ढुङ्गाना	✓				✓	
७.	केशव सापकोटा		✓			✓	
८.	बच्चु कोइराला		✓			✓	
९.	गोविन्द बहादुर बुर्जा		✓		✓		
१०.	नेत्र प्रसाद गड्तोला		✓			✓	
११.	एकराज कोइराला		✓			✓	
१२.	शरद कोइराला		✓			✓	
१३.	नवराज दाहाल		✓			✓	
१४.	बाबा कोइराला	✓				✓	
१५.	सुनिल कोइराला		✓			✓	
१६.	सरिता मैनाली	✓				✓	
१७.	लक्ष्मी कोइराला	✓				✓	
	जम्मा	५	१२	१	१	१५	
प्रशासन कर्मचारी							
१.	सर्वेश्वर कोइराला		✓			✓	
२.	शंकर प्रसाद चापागाई		✓			✓	
३.	सुधा चापागाई	✓				✓	
	जम्मा	१	२			३	

विनोद कोइराला
 प्रधानाध्यापक

श्री कुशेश्वर विद्यापीठ मा. वि. दुमजा सिन्धुली

F. Ethnic composition of the school catchment

विद्यालयलाई पायक पर्ने समुदाय/गाउँ/टोलको विवरण

क्र.सं.	विद्यालयलाई पायक पर्ने समुदाय/गाउँ/टोलको नामहरू	गा.पा./न.पा.	वडा नं.	समुदाय/गाउँ/टोलमा रहेका घरधुरी संख्या (अन्दाजी)	विद्यालयसम्मको अन्दाजी दूरी (एकतर्फ)	बसोबास गर्ने मुख्य जाति/समुदाय (दलित,जनजाति, अन्य खुलाउने)
१.	साँधी	सुनकोशी	२	दलित : ८ जनजाति : ✕ अन्य : १५	२.५ कि.मि.	अन्य
२.	आधाबाटे	सुनकोशी	२	दलित : ✕ जनजाति : १४ अन्य : ५	२ कि.मि.	जनजाति
३.	पाल्ते/ गैरी	सुनकोशी	२	दलित : १३ जनजाति : ८ अन्य : ✕	१.५ कि.मि.	दलित
४.	खोलापारी	सुनकोशी	१/२	दलित : २५ जनजाति : ✕ अन्य : ✕	२ कि.मि.	दलित
५.	डाँडा/रातामाटा	सुनकोशी	१	दलित : १० जनजाति : ११ अन्य : ७	१.५ कि.मि.	जनजाति
६.	थुम्की	सुनकोशी	१	दलित : ✕ जनजाति : ✕ अन्य : १०	१ कि.मि.	अन्य
७.	नयाँघर	सुनकोशी	१	दलित : ✕ जनजाति : ६ अन्य : १३	१ कि.मि.	अन्य
८.	भञ्ज्याङ्ग	सुनकोशी	१	दलित : ✕ जनजाति : ✕ अन्य : ४	४०० मि.	अन्य
९.	पानीपोखरी	सुनकोशी	१	दलित : २५ जनजाति : २ अन्य : ४	१०० मि.	दलित
१०.	खोलापारी	सुनकोशी	१	दलित : ८ जनजाति : १ अन्य : ✕	१ कि.मि.	दलित
११.	धारापाखा	सुनकोशी	१	दलित : ७ जनजाति : १ अन्य : ✕	२०० मि.	दलित
१२.	माभथोक	सुनकोशी	१	दलित : ६ जनजाति : १० अन्य : १६	२०० मि.	अन्य

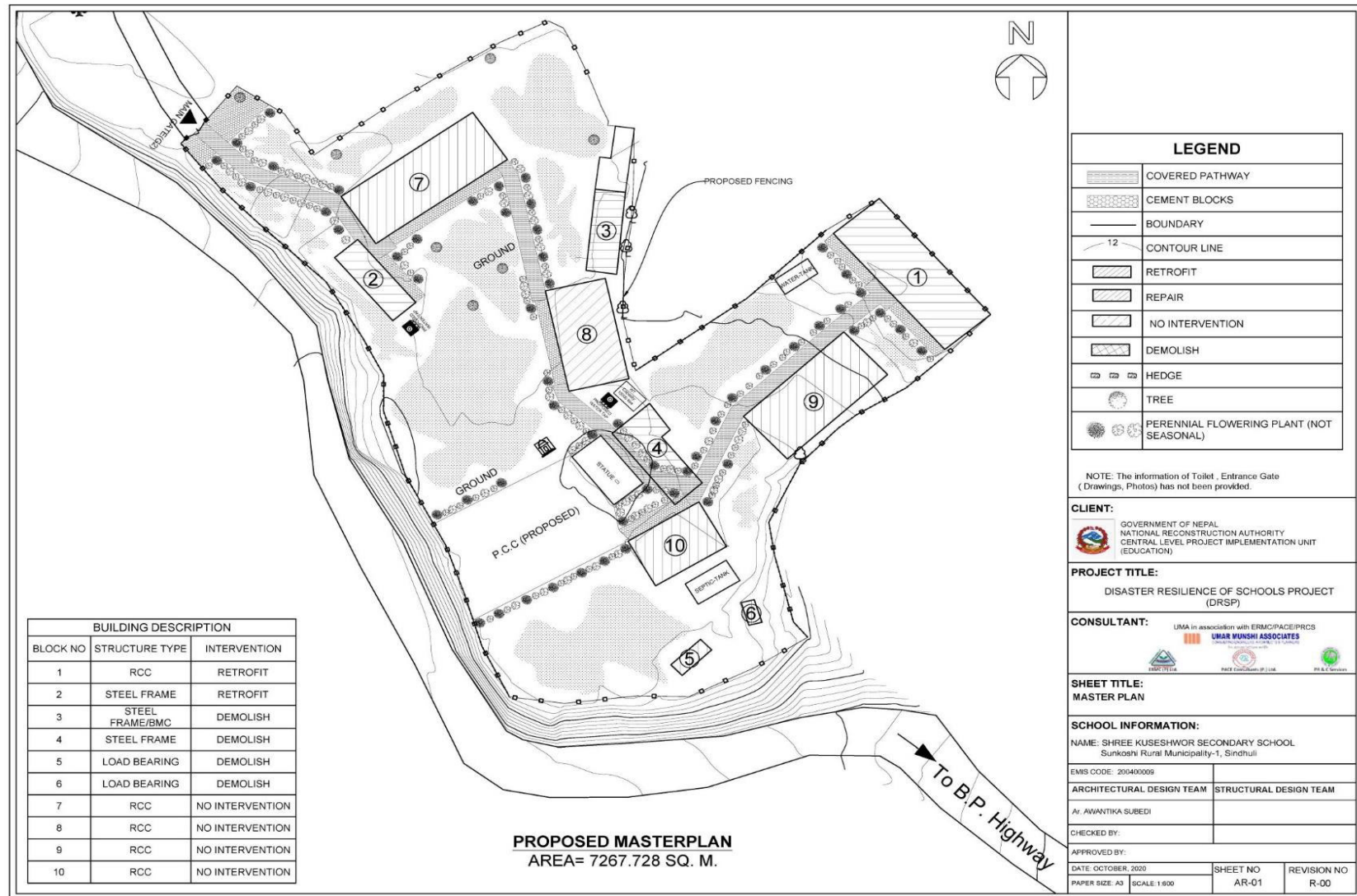


श्री कृष्णेश्वर विद्यापीठ मा. वि.

क्र.सं.	विद्यालयलाई पायक पर्ने समुदाय/गाउँ/टोलको नामहरू	गा.पा./न.पा.	वडा नं.	समुदाय/गाउँ/टोलमा रहेका घरधुरी संख्या (अन्दाजी)	विद्यालयसम्मको अन्दाजी दूरी (एकतर्फ)	बसोबास गर्ने मुख्य जाति/समुदाय (दलित,जनजाति, अन्य खुलाउने)
१३.	उपल्लाथोक	सुनकोशी	१	दलित : १ जनजाति : ११ अन्य : १३	३०० मि.	अन्य
१४.	दारिमबोट/छाप	सुनकोशी	१	दलित : ✕ जनजाति : २० अन्य : ३	५०० मि.	जनजाति
१५.	सिमलचौर/सन्यासीडाँडा	सुनकोशी	१	दलित : ९ जनजाति : १४ अन्य : ८	७०० मि.	जनजाति
१६.	ज्यामिरे	सुनकोशी	१	दलित : ९ जनजाति : २३ अन्य : ✕	१ कि.मि.	जनजाति
१७.	मालझा	सुनकोशी	१	दलित : ३ जनजाति : ३० अन्य : १	१.५ कि.मि.	जनजाति
१८.	आरुखोला	सुनकोशी	१	दलित : २ जनजाति : २१ अन्य : ✕	३ कि.मि.	जनजाति
१९.	घ्याम्पाटार	सुनकोशी	१	दलित : ✕ जनजाति : २६ अन्य : ✕	२.५ कि.मि.	जनजाति
२०.	खानीगाउँ	सुनकोशी	१	दलित : ✕ जनजाति : ३३ अन्य : ✕	४ कि.मि.	जनजाति
२१.	डिहीटार/गजुलीदह	सुनकोशी	१	दलित : १ जनजाति : ५२ अन्य : १२	३ कि.मि.	जनजाति
२२.	नेपालथोक	सुनकोशी	१	दलित : ✕ जनजाति : ९ अन्य : २०	३.५ कि.मि.	अन्य
२३.	आँपघारी	सुनकोशी	१	दलित : ४ जनजाति : ६ अन्य : १५	४ कि.मि.	अन्य
२४.	मानेडाँडा	सुनकोशी	२	दलित : ✕ जनजाति : ३३ अन्य : ✕	३ कि.मि.	जनजाति



G. Proposed Master Plan



**Annex 7: Lampan Batase Secondary School, Lampantar, Tinpatan RM-11,
Sindhuli**

A. Details of the Land Availability, Requirements and Proposed Structures

Details	Area (sq. m.)	Remarks
Total area of land owned by school as per land ownership certificate.	3,767.28	
Total area of Land within existing school boundary	2,853.969	
Total area of land required as per master plan (sq. m.)	2,853.969	
Land ownership status of existing land (sq. m.)	152,765.18	
i) With Land ownership certificate	3,767.28	
ii) User right with local government or owner agency approval	148,997.9	
iii) Voluntary donation by private owner	NA	

B.

[illegible]

C. User's right document

श्री लाम्पानटार गाउँ विकास समितिको कार्यालय

लाम्पानटार, सिन्धुली

पत्र सं. १-०५४०२५
पत्र सं. १-९२६

दिनांक २०५४-०५-२५

विषय :- जग्गा भौजा चलन सवत्याग

श्री मा.वि. लाम्पानटार
लाम्पानटार गा.वि.सं. ४

उपयुक्त सवत्याग यसै लाम्पानटार गा.वि.सं. वडा नं. ४ स्थित
हाडि खोला देखी पूर्व तर्फ छिवेना उपस्थितको नम्बरी जग्गा देखी
पश्चीम बाबाधारी जेठ देखी- उत्तर र दोवी खोला देखी दक्षिण
चार कि.मि.भित्रको भन्दाजी २० बिघा ^{चक्रमात्र} सिंगार ^{चक्रमात्र} देखि खोलाको
मालु छेका लागी भौगाको भन्दाजी २ पूर्व सिंगार जतिको
जग्गा जग्गा भौगाको लाम्पान वताये लाई भौजा चलन गर्ने
जिने भनि ०५४-०-२५ गतेको गाउँ पञ्चितलाई निर्णय
गरेकोले, उक्त जग्गा लाम्पान वताये मा.वि.ले भौजा चलन गर्ने
भित्रती प्रदान गरिएको बहाल जानकारीको लागि भौगा
गम्भीर

हस्ताक्षर
हस्ताक्षर भएक
मा.वि.स. अध्यक्ष

मा.वि.स. अध्यक्ष
लाम्पानटार गा.वि.स.

D. Minutes of Meeting

आज मिति २०७० साल मंसिर २९ गते सोमबारका दिन

श्री माध्यमिक विद्यालय लाप्पन बतायेको विद्यालय व्यवस्थापन समितिको बैठक बुधिनिका अध्यक्ष श्री बसन्तबहादुर कार्कीको अध्यक्षतामा बसी निम्न प्रस्ताव माथि छलफल गरी निर्णय गरियो।

उपस्थिति

१. श्री बसन्त बहादुर कार्की अध्यक्ष ९८१०८१०४२९
२. श्री जसमाना तामाङ सदस्य ९८२४०४४२२९
३. श्री हितलाल श्रेष्ठ " ९८२४०४४२३६
४. श्री रामप्रसाद गौतम " ९८०६८२४३७६
५. श्री ज्ञानुका तिमल्सिना " ९८१८६७४४००
६. श्री राजन तामाङ " ९८१४८३३९६२
७. श्री मिनु तामाङ " ९८४७४८७०४९
८. श्री आनन्द क. कार्की " ९८६४७२९८६९
९. श्री सुरेश च. कुमाल श्री.प्र. ९८१४८८४७१२
१०. श्री सुनलाल तामाङ. प्र.प्र. प्र.सचिव ९८६१८२२६०८

प्रस्तावहरू

१. विद्यालय निर्माणाका लागि जग्गा उपलब्ध गराउने र सुखोरा गर्ने सम्बन्धमा
२. विद्यालयको जग्गाको छानकिल्ला खुलाउने सम्बन्धमा
३. निर्माणाकाग विरहेका दुबगा, सिमेन्ट, फलाम आदिको व्यवस्थित ढोकाबाट धनकाउने सम्बन्धमा
४. T.L.C सम्बन्धमा
५. विद्यालय बरिपरीका बाटो, स्थल आदिको चौडा गर्ने योजना बारे, उक्त स्थलको क्षेत्राधिकार सम्बन्धमा
६. निर्माणा सम्पत्ती राख्न उचित स्थानको उपलब्ध सम्बन्धमा
७. निर्माणाको सम्पत्ती कामदारहरूलाई राख्ने स्थानको उपलब्ध सम्बन्धमा
८. स्वास्थ्य तिक सापदा सम्बन्धमा
९. स्वर्वाधारहरू सम्बन्धमा
१०. विविध

निर्णय

निर्णय नं. १

प्रस्ताव नं. १ को सम्बन्धमा यस श्री मा. वि. लाम्पन बताइएको भवन तथा अन्य भौतिक संरचनाको निर्माणका लागि DRSP प्रोजेक्ट अन्तर्गत केन्द्रीय आयोजना कार्यान्वयन इकाई शिक्षा र सञ्चालनी विकास बैङ्कको सहयोग र EPMC) Umar Munshi Associates / PACE / PR and C Services JV को प्राविधिक डिजाइनमा हुने विद्यालयको पुनः निर्माण तथा स्वलिक्खणका लागि सहमति जनाउने निर्णय गरियो र यो कार्यका लागि विद्यालयको स्वामित्वमा रहेको जग्गा उपलब्ध गराउने निर्णय गरियो । उक्त निर्माण कार्यका लागि सम्पूर्ण वि. वि. स. पदाधिकारी, शिक्षक कर्मचारी वर्ग र स्थानीय समुदायबाट पूर्ण सहयोग गर्ने प्रतिवद्धता जनाइयो ।

निर्णय नं. २

प्रस्ताव नं. २ को सम्बन्धमा यस श्री मा. वि. लाम्पन बताइएको भवन स्वलिक्खण गर्ने चार किल्ला पूर्वमा मोहनगं कर्कीको जग्गा, पश्चिममा जिला धना म्हाको जग्गा, उत्तरमा संचारी-माया खोलाको जग्गा र दक्षिणमा लाम्पनवर बहुमुखी क्याम्पसको जग्गा रहेको निर्णय सर्व सम्मत निर्णय भयो ।

निर्णय नं. ३

प्रस्ताव नं. ३ को सम्बन्धमा यस श्री मा. वि. लाम्पन बताइएको भवन स्वलिक्खण गर्दा निरुक्ति दुब्बा, सिमेन्ट, कलाम झैजि जम्मास्थित तारिकाले जम्मास्थान गर्ने पर्छान्त जग्गा भएकोले यो जग्गा उपलब्ध गराउने सर्व सम्मत निर्णय भयो ।

निर्णय नं. ४

प्रस्ताव नं. ४ को सम्बन्धमा यस श्री मा. वि. लाम्पन बताइएको भवन स्वलिक्खण गर्दा पटन पाहनमा बोधार्ने भएकाले पटन पाहनलाई निरुत्तरता प्रदान गर्ने TLE निर्माण गर्ने जग्गा उपलब्ध गराउने निर्णय भयो ।

निर्णय नं. ५

प्रस्ताव नं. ५ को सम्बन्धमा यस विद्यालय बरिपरी काटे, सडक आदि चौडा गर्ने कुनै योजना नभएको सर्व समस्त निर्णय भयो।

निर्णय नं. ६

प्रस्ताव नं. ६ को सम्बन्धमा यस विद्यालयको स्वलिङ्गण गर्ने क्रमा निर्माणा सामग्री राख्न विद्यालयको जग्गा उपलब्ध गराउने सर्व समस्त निर्णय भयो।

निर्णय नं. ७

प्रस्ताव नं. ७ को सम्बन्धमा यस विद्यालयको स्वलिङ्गण गराउने क्रमा कामकाजद्वारा विद्यालयको हातमा भित्र राख्ने व्यवस्था गर्ने सर्व समस्त निर्णय भयो।

निर्णय नं. ८

प्रस्ताव नं. ८ को सम्बन्धमा यस विद्यालयको स्वलिङ्गण गर्ने क्रमा कुनै सांस्कृतिक सम्पदा नष्ट नहुने सर्व समस्त निर्णय भयो।

निर्णय नं. ९

प्रस्ताव नं. ९ को सम्बन्धमा यस विद्यालय स्वलिङ्गण गर्दा आतायात, पिपुली लगायत पानी जस्ता पूर्वाधारहरू पर्याप्त भएकोले स्वलिङ्गण कार्य सुरु हुने भएकोले स्वलिङ्गणको लागि अनुमोदन गर्ने निर्णय भयो।

निर्णय नं. १०

प्रस्ताव नं. १० को सम्बन्धमा श्री मा. वि. लायन कलेजमा हाल विद्यमान गैर आउनु भएका शिक्षक श्री एन. कल्लुलाई मिति ०७७ साल पुस १३ गते देखि मासिक रु. ४५,०००/- पेंतालिस हजार र कार्यालय सुविधाको लागि प्रत्येक मासिक रु. ४५,०००/- पुई हजार दिने विधानी समय कार्य शैवाफत मासिक रु. ४,०००/- पुई हजार दिने भनी सर्व समस्त निर्णय भयो।



Scanned with CamScanner

उद्घाटन मिति २०७७ साल फागुन ४ गते यसरी श्री मा. वि. लाभ्यन बत्तारको
वि. व्य. स. का अध्यक्ष श्री वसन्त वराधुर कर्कोको अध्यक्षतामा विद्यालय व-
वस्थापन समितिको बैठक बसियो । बैठकमा तयारिलेको उल्लेखित वि.
व्य. स. पदाधिकारी र अन्य आमन्त्रित सदस्यहरूको उपस्थितिमा निम्न
प्रस्ताव माथि छलफल गरी सर्वसम्मत निर्णय गरियो ।

उपस्थिति	पद	हस्ताक्षर	सम्पर्क नं.
१. श्री वसन्त वराधुर कर्को अध्यक्ष	अध्यक्ष		9800810421
२. श्री पद्ममाया ताम्रा	सदस्य		9854042221
३. श्री हितलाल श्रेष्ठ	"		9800812122
४. श्री रामप्रसाद गौतम	"		9844396684
५. श्री जनुका निमलेश्वरी	"		9809674400
६. श्री आनन्द कर्को	"		9864051861
७. श्री राजन ताम्रा	"		9848835962
८. श्री मनु ताम्रा	"		9847482041
९. श्री सुरेश्वर कुपल	"		9814884712
१०. श्री सुनलाल ताम्रा	प्र. स. सदस्य/सचिव		9861825608

आमन्त्रित

१. शान्त वराधुर मगर

प्रस्ताव तथा निर्णय

१) विद्यालय भवन तथा अन्य भौतिक संरचनाको पुन-निर्माण
सम्बन्धमा

२०७७ सालको मसुमामाको कागज क्षति भएका विद्यालय भवनको
पुन-निर्माण तथा संरचनाका विषयमा विद्यालय वस्थापन
समिति र ERMIC / Umbar Munshi Associates / PACE / PR and
C Services JV का प्रतिनिधि बीच छलफल गरियो । यस विषयमा
वि. व्य. स. का तर्फबाट विद्यालयको भौतिक संरचना र विद्यालयको
(आवश्यकता) बारे जानकारी गराइयो । साथै ERMIC / Umbar Munshi
Associates / PACE / PR and C Services JV का प्रतिनिधि को तर्फबाट
भवन संशोधनका बारे जानकारी गराइयो ।

यसरी श्री मा. वि. लाभ्यन बत्तारको भवन तथा अन्य भौतिक संर-
चनाको निर्माणका लागि DRSP प्रोजेक्ट अन्तर्गत केन्द्रीय

आयोजना कार्योन्मेषन ड्रवाई - शिक्षा र सहिमाणी विकास बैङ्कको सहयोग र ERMIC / Umar Munshi Associates / PACE / DR and C Services JV को प्राविधिक डिजाइनमा हुने विद्यालयको पुनः निर्माण तथा स्वचलिकरणका लागि सहमति जनाउने निर्णय गरियो र सो कार्यको लागि विद्यालयको स्वामित्वमा रहेको जग्गा उपलब्ध गराउने निर्णय गरियो। अन्त्यमा यी सब कार्यका लागि सम्पूर्ण वि.वि.स. पदाधिकारी, शिक्षक कर्मचारी वर्ग र स्थानीय समुदायबाट पूर्ण सहयोग गर्ने प्रतिबद्धता जनाइयो।

८. भवनहरूको प्रारम्भिक तथा विस्तृत अध्ययन र सोको नीतिज्ञा सम्बन्धमा

नित नित विस्तृत भवनहरूको प्रारम्भिक अध्ययन गरी (एल्लेख भए बमोजिम) आवश्यक कार्यहरू गर्नु पर्ने देखियो। साथै प्रारम्भिक चरणको मुल्यांकन विस्तृत इन्जिनियरिङ अध्ययन पर्याप्त फेदवाला हुन सक्ने भएकाले विस्तृत अध्ययन पर्याप्त आखो नीतिज्ञा बमोजिम आवश्यक कार्यहरू गर्नेका लागि सम्पूर्ण विद्यालय व्यवस्थापन समिति पदाधिकारी, शिक्षक कर्मचारी तथा स्थानीय समुदायबाट समेत पूर्ण सहयोग गर्ने प्रतिबद्धता जनाइयो।

१. भवन

२. भवन

E. Students Detail

श्री मा.वि. लाम्पनबतासे

तीनपाटन ११, सिन्धुली

विद्यार्थी विवरण

कक्षा	दलित		जनजाति		अन्य		जम्मा		कुल जम्मा	अपांगा भएका विद्यार्थी	
	छात्रा	छात्र	छात्रा	छात्र	छात्रा	छात्र	छात्रा	छात्र		छात्रा	छात्र
शिशु	१	२	२	२	१		४	४	८		
१			५	५			५	५	१०		
२	१		५	५	१	१	७	६	१३		
३	३	१	७	५	३	२	१३	८	२१		
४	३		१	६	१	१	५	७	१२		
५		१	२	४	१		३	५	८		
६		४	१६	११	३	४	१९	१९	३८		
७	७	३	१९	१०	३	४	२९	१७	४६		
८	९	६	१९	१४	६	२	३४	२२	५६		
९	२	१	२८	२६	५	५	३५	३२	६७		
१०	५	३	३६	३५	६	७	४७	४५	९२		
११	९	३	५६	३३	२०	१३	८५	४९	१३४		
१२	६	३	२७	२५	२०	२२	५३	५०	१०३		
कृषि (बालीविज्ञान) पहिलो वर्ष			११	३	२	३	१३	६	१९		
कृषि (बालीविज्ञान) दोश्रो वर्ष			६	४	१	२	७	६	१३		१
कृषि (बालीविज्ञान) तेस्रो वर्ष		१	१६	१०	८	४	२४	१६	४०	१	
सिभिल इन्जिनियर पहिलो वर्ष	३		७	१२	४	४	१४	१६	३०		
सिभिल इन्जिनियर दोश्रो वर्ष			३	७		२	३	८	१२		
जम्मा	४९	२८	२६६	२१७	८५	७६	४००	३२१	७२१		



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प्रधानाध्यापक.
2066/1525

F. Teachers Detail

श्री मा.वि. लाम्पनबतासे

तीनपाटन ११, सिन्धुली

शिक्षक तथा कर्मचारी विवरण

क्र.स.	शिक्षकको नाम	लिंग		जात जातीगत विवरण			कैफियत
		महिला	पुरुष	दलित	जनजाती	अन्य	
१	सुनलाल तामाङ		✓		✓		
२	बुद्धिमान तामाङ		✓		✓		
३	खेमप्रसाद ढकाल		✓		✓		
४	गंगाबहादुर पूर्वछाने		✓		✓		
५	नेत्रहरि दलाल		✓			✓	
६	मोतीलाल श्रेष्ठ		✓		✓		
७	खुनवहादुर थापा		✓				
८	टेकबहादुर पुलामी		✓		✓		
९	सोमलाल तामाङ		✓		✓		
१०	सुनिल थापा		✓			✓	
११	पूजा ढकाल		✓			✓	
१२	सुरेशप्रसाद फ्याँल		✓			✓	
१३	श्यामकृष्ण थापा		✓			✓	
१४	मोहन आले		✓		✓		
१५	सीता आले	✓			✓		
१६	केशकुमारी श्रेष्ठ	✓			✓		
१७	धन बहादुर आले		✓		✓		
१८	ज्ञानबहादुर मगर		✓		✓		
१९	कृष्ण रुवाले		✓		✓		
२०	थमान धना मगर		✓		✓		
२१	शिवबहादुर कार्की		✓			✓	
२२	राजुमाया तामाङ	✓			✓		
२३	मनमाया धना	✓			✓		
२४	मोहनचन्द्र आले		✓		✓		
२५	नवराज धना		✓		✓		
२६	राजेन्द्र मानन्धर		✓		✓		
२७	प्रकाश मगर		✓		✓		
२८	गरिमा थापा (स्टाफ नर्स)	✓			✓		
२९	खड्गबहादुर श्रेष्ठ - विद्यालय कर्मचार		✓		✓		
३०	कुलप्रसाद अधिकारी - का.स.		✓			✓	

जम्मा शिक्षक संख्या: २३ जम्मा शिक्षिका संख्या: ४ कर्मचारी महिला संख्या : १ कर्मचारी पुरुष संख्या: २



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प्रधानाध्यापक.
 २०७७/८/२८

G. Ethnic composition of the school catchment

श्री मा.वि. लाम्पनबतासे

तीनपाटन ११, सिन्धुली

समुदायको सामाजिक वस्तु स्थिती

विद्यालयलाई पायक पर्ने समुदाय/गाउँ/टोलको विवरण

क्र.स.	विद्यालयलाई पायक पर्ने समुदाय/गाउँ/टोलको नामहरु	गा.पा.	वडा नं.	समुदाय/गाउँ/टोलमा रहेका घरधुरी संख्या (अन्दाजी)	विद्यालय सम्मको अन्दाजी दुरी (एकतर्फ)	वसोवास गर्ने मुख्य जाती/समुदाय (दलित, जनजाति र अन्य)
१	लाम्पनटार	तीनपाटन गा.पा.	११	दलित: जनजाती: ५० अन्य: १३	१ कि.मी.	जनजाती
२	काडाड	"	१०	दलित: जनजाती: २५ अन्य: १८	२ कि.मी.	जनजाती
३	आपटार	"	११	दलित: १५ जनजाती: ३० अन्य: २६	२ कि.मी.	जनजाती
४	ज्यामजिम	"	११	दलित: १० जनजाती: ५५ अन्य:	४ कि.मी.	जनजाती
५	परासे	"	११	दलित: ४५ जनजाती: ४० अन्य: ६	२ कि.मी.	दलित
६	चकमके	"	११	दलित: १५ जनजाती: १०५ अन्य: ३०	२. कि.मी	जनजाती
७	सिम्ले	"	४	दलित: ६ जनजाती: ६० अन्य: ६१	३ कि.मी	अन्य
८	वाडरिड	"	१०	दलित: २० जनजाती: ३० अन्य: २६	३ कि.मी.	जनजाती
९	सुन्दरफाँट	"	११	दलित: ३ जनजाती: ११ अन्य: २२	२.५ कि.मी	अन्य
१०	पचरंग	"	१०	दलित: ३ जनजाती: ५० अन्य:	४ कि.मी.	जनजाती
११	बेलटार	"	४	दलित: ४ जनजाती: ६० अन्य: ५०	४.कि.मी.	जनजाती
१२	लाम्पनडाडा	"	११	दलित: २५ जनजाती: ४० अन्य: १०	३ कि.मी.	जनजाती
१३	आहाले	"	१०	दलित: ५ जनजाती: १५ अन्य: २५	३ कि.मी	अन्य
१४	वाडरिडवेसी	"	९	दलित: ४ जनजाती: ६६ अन्य: १५	५ कि.मी	जनजाती



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प्रधानाध्यापक

H. Proposed Master Plan

