

Annex 1

Checklist for Key Informants

1. Caste discrimination in general
2. Caste discrimination in school
3. Impact of the caste discrimination on teachers' behavior
4. Effect of caste discrimination on students' behaviors
5. Impact of caste discrimination on the education of the *Dalit* students
6. Perception of teachers and students about the caste discrimination and its impact on success, failure and other performance
7. History of education in the site
8. Participation of the *Dalits* in selection of site of the school, building and other processes
9. Enrolment, retention and drop out rate of the *Dalit* students in general
10. Impact of home environment in the performance of the students
11. Bullying and behaviors faced by the students in school
12. Causes (class, gender, merit, ethnicity, use of language, identity, power relation, parents' educational status) and consequences of the *Dalit* students' performance (success, failure, low achievement)
13. Effectiveness of policy measures to address the problems of *Dalit* students in the grassroots level
14. Local inclusive practices
15. Participation of the people in general and excluded groups in particular while preparing VEP and SIP
16. Felt need of the inclusion in the community and schools
17. Perception of the *Dalit* on the inclusion of their children in education
18. Role of school in reproduction of caste discrimination or elimination in local setting

Checklist for Teachers

1. What kind of students do you prefer more? Why?
2. What kind of students do not you like more? Why?
3. What types of students have better performance in education in your school?
4. Have you favored some students more in comparison to others?
5. Who ask more questions in the class? Who remain quiet? Why?
6. Will you tell the context and background of the students who ask questions more?
7. Who are weak in study? Will you specify their caste/ethnic membership?
8. Why are students with particular caste/ethnic background weak in education?
9. Are there chances of the unsuccessful students to drop out from school? If yes, have you taken any initiative to stop them?
10. What role do home environment and guardians play for the students' success and failure?
11. Does the relationship of students with friends and teachers play any role for their success, failure and alienation from school?
12. What policy measures have the Ministry of Education adopted in order to include the excluded students?
13. Do the policy measures correspond with the ground reality?
14. Are there any problems for the inclusion of the excluded students in general and *Dalit* in particular?
15. What do you suggest to enhance inclusion of the excluded groups?

Checklist for students

Successful

What are the causes of your success in study?

What role have your guardians and home environment played for your education?

Has the favorable treatment from teachers been conducive for your success?

Do the teachers behave students discriminatorily?

How is your relationship with classmates?

Why are some of your friend weak in study?

Who ask more questions in the class? What about the educational status of the students who ask questions?

How do the teachers behave with the students who ask questions more?

Do you know any incidents of discrimination and domination happened in the class?

Have you noticed any cases of caste-based discriminations in the school?

Have your friends dropped out from school? Why?

What measures can be adopted for the inclusion of all in education?

Moderate

What are the causes of your moderate performance in education?

Do the teachers behave you favorably or not?

Is your home environment conducive for your study?

Why do some of your friends fail in examination? Why do some of them drop out from school?

How often do you ask questions with teachers?

Do the teachers appreciate you while asking questions?

How is your relationship with classmates?

Weak

Why are you weak in study?

Is not your home environment conducive for education?

Do the teachers not favor you?

Is not your relation with classmate congenial?

Do not you ask questions with teachers?

Does any body discriminate or dominate you?

Have you faced any problems in the school?

Annex 2

Total number of students by gender and caste in 2006/7 academic session

Class	Boys	Girls	Total	<i>Dalits</i>		
				Boys	Girls	Total
1	11	13	24	2	2	4
2	18	19	37	3	1	4
3	15	26	41	0	0	0
4	23	25	48	7	3	10
5	23	19	42	3	1	4
6	59	69	128	3	2	5
7	56	60	116	0	3	3
8	51	50	101	0	1	1
9	60	57	117	5	3	8
10	49	31	80	2	0	2
Total	365	369	734	25	16	41

Annex 3

Result of the students in terms of gender, ethnicity and caste in academic session 2005/6

Class	Result	Girls	Boys	Total	Ethnic Group	Dalits
1	Participated	18	12	30	24	1
	Graduated	10	9	19	9	1
2	Participated	26	13	39	29	3
	Graduated	21	9	30	20	3
3	Participated	14	16	30	19	0
	Graduated	14	11	25	15	0
4	Participated	21	21	42	33	3
	Graduated	14	16	30	24	1
5	Participated	15	19	34	17	1
	Graduated	13	14	27	13	1
6	Participated	78	65	143	99	5
	Graduated	54	47	101	68	3
7	Participated	54	59	113	84	1
	Graduated	44	49	93	72	1
8	Participated	41	25	66	52	1
	Graduated	33	23	56	44	1
9	Participated	48	64	112	90	2
	Graduated	33	49	82	66	2
10	Participated	39	47	86	67	2
	Graduated	39	47	86	67	2
Total	Participated	354	341	695	514	19
	Graduated	275	274	549	398	15

Annex 4

School Management Committee (SMC) Members

Chairperson	Purnajung Bhandari
Member	Dil Bahadur K.C.
Member	Chet Bahadur Rana
Member	Indira Tiwari
Member	Iswor Bahadur Thapa
Member	Ghanashyam Shrestha
Member	Rihini Prasad Khanal
General Secretary	Baburam Dhakal

Construction Committee Members

Purnajung Bhandari
Iswor Bahadur Thapa
Ghanashyam Shrestha
Rohini Prasad Khanal
Dev Bahadur Pantha
Nil Bahadur Rana
Komal Prasad Bhatta

Parent Teachers Association (PTA)

Chairperson	Mit Bahadur Rana Magar
Member	Purna Jung Bhandari
Member	Baburam Dhakal
Member	Iswori Bahadur Thapa
Member	Bishnu Bahadur Gurung
Member	Netra Bahadur Thapa
Member	Lok Bahadur Shrestha
Member	Sher Bahadur B. K. (<i>Dalit</i>)
Member	Dil Bahadur Shrestha
Member	Meena Khanal
Member	Chin Bahadur Nepali (<i>Dalit</i>)

Annex 5

Variables	Levels of caste discrimination
Generation	If a person is of younger generation, the degree of discrimination is lower whereas people of older generation still follow discriminatory practices.
Domain	The <i>Dalits</i> are not allowed to enter into the house of non- <i>Dalits</i> . The non- <i>Dalits</i> are not expected to touch the <i>Dalits</i> inside the compound of their houses. Within the community, they can touch the <i>Dalits</i> but are not expected to sit with the <i>Dalits</i> while eating. Outside the boundary of the community, these norms are not expected to be followed. It is not possible as well. In the public spheres, the <i>Dalits</i> claim equal treatment. Within their community it is not possible for them to hide their identity. When they are identified, they are differentiated, if not discriminated.
Occupation	The people who are involved in customary occupation such as priesthood, metal work, tailoring and playing musical instruments follow discriminatory practices. Those who are involved in modern occupations do not follow discriminatory practices themselves and are not discriminated to a greater extent.
Earning	People who are well to do are less discriminated even if they are lower caste traditionally.
Exposure	People who are exposed outside the community are found liberal regarding caste discrimination. The people confined within the community follow discriminatory practices more.
Education	The educated <i>Dalits</i> are not discriminated to an extent. Respectful language is used with them even if they are discriminated.