

- PD-ABM-003 -

U.S. ASSISTANCE TO EDUCATION IN NEPAL

1954 - 1971

Kenneth L. Martin
Education Officer
Bureau for ASIA
A.I.D.

TABLE OF CONTENTS

<u>Section</u>	<u>Topic</u>	<u>Page</u>
	Introduction	
I.	The Beginning	1
II.	Educational Objectives 1959-1971	5
III.	Future U.S. A.J.D. Assistance	36
IV.	Chronology of Education Projects	38
V.	U.S. Technicians Serving in Nepal	40
	1. Contract	
	2. Direct Hire	
	3. Teach Corps	
Appendix A	Statistics on Education Development	
Bibliography		

INTRODUCTION

This document should be considered as the beginning of an effort to retrace and document U.S. assistance to the development of education in Nepal. The information contained herein is based on various A.I.D., GON and contractor reports available in Washington, and the author's ten-year association with education assistance and development in Nepal. The report is replete with all the errors, miscalculations, misinterpretations, and biases that these two sources may imply.

No attempt was made to utilize Mission resources in preparing this document and this logically should be the second step. I recommend that the Mission give consideration to expanding individual project descriptions and adding the following elements:

- A. Relate technicians listed to individual projects.
- B. Identify participants trained, speciality, date of training and current position held.
- C. Calculate U.S. and local currency support costs and specify amounts expended on each project.

When completed, the report is intended to provide programmers, new technicians and project monitors with a historical sketch of A.I.D.'s education activities in Nepal; it should be a ready reference of projects with corresponding identifying numbers for recall from the archives; and it may provide recruiters with a list of those educators who have served as technicians in Nepal.

SECTION I - The Beginning

Shortly after the fall of the Rana Regime in 1950, Nepalese Government leaders, encouraged by His Majesty, King Tribhuvan, took a serious interest in the development of an education system for their country. In November of 1953 the Nepalese Education Board, represented by the Ministry of Education, asked the U.S. Operations Mission (USOM) for the opportunity to discuss technical and financial assistance for developing their education program. The USOM Director responded by securing the services of an education consultant, Dr. Hugh B. Wood of the University of Oregon, who came for three days of conferences held jointly by the Education Ministry and USOM officials. The conference concluded with the recommendation to appoint a National Education Planning Commission which would conduct a comprehensive survey of the existing educational scene in Nepal and make recommendations for the development of a national education program. Possible USOM assistance was also discussed at that time with particular reference to adult literacy, primary education, radio education, and teacher training.

On February 8, 1954, a cooperative agreement was signed between the GON and USOM. Under its terms, USOM agreed to furnish technical assistance and financial aid to promote the development of education in Nepal.

On March 8, 1954, a Project Agreement for \$34,100 in Nepalese currency and \$204,800 in U.S. dollars was signed between the GON and USOM to initiate the implementation of the cooperative agreement of February 8. This project agreement provided for three major activities to be carried out jointly:

- (1) The inauguration of an adult literacy program involving the preparation of literacy charts and readers,
- (2) the employment of a radio education

specialist to develop informational programs and assist with the extension of adult education through the distribution of radio receiving sets to 100 selected villages, and (3) the establishment of 200 new primary school classrooms to be aided by the central government and USOM to the extent of subsidizing two-thirds of the required teachers' salaries.

On March 22, 1954, the National Education Planning Commission was inaugurated and with the assistance of the USOM educational consultant, Dr. Wood, a one-year analysis of educational needs was begun. Three committees were appointed to deal with problems of administration, curriculum and teacher training. Before the close of the first week's session, several major decisions were unanimously agreed upon by members of the commission:

(1) to emphasize the development of a new system of national, universal, free primary school education, (2) because this demanded thousands of teachers within the shortest possible time, the Commission urged the Minister of Education to establish short-term training courses for teachers, and (3) to accomplish the task of surveying present educational conditions, the Commission decided to:

- a. Use a questionnaire to survey the opinions of people.
- b. Send interview teams to the various sections of Nepal to confer directly with the people concerning their interests and desires in education.

The National Education Planning Commission, assisted by Dr. Wood, who in June of 1954, was assigned as a full-time USOM advisor, continued their

work and concluded the first draft of the Commission Report in March of 1955. The Report was then presented to the Minister of Education.

During the course of the study the second education Project Agreement was signed between the GON and USOM involving \$220,000 and \$732,100 in Nepalese currency. The project provided for five major areas of assistance:

1. Establishment of a short-term training program to prepare 1,550 teachers within a three-year period.
2. Establishment of a four-year degree granting College of Education in Nepal.
3. Training in the U.S. of a nucleus staff of seven instructors for the College of Education.
4. Provision for equipment, supplies and technical assistance in the development of a self-improvement program for the staff of Tri Chandra College.
5. Preparation, printing and distribution of instructional materials.

On July 18, 1954, a contract was signed between the I.C.A. in Washington and the University of Oregon to assist in the implementation of the recently signed Project Agreement.

This was the beginning of major U.S. involvement in Nepalese education. Under USOM auspices, the Oregon Contract group provided approximately four years of assistance to the Government of Nepal in efforts to carry out the recommendations of the National Education Commission. The report of the Commission, later published and titled "Education in Nepal", became the basis and the single most important directive for the development of the country's education system from 1955 through 1971.

U.S. assistance continued through that period and maintained the flavor of the original agreement throughout. U.S. assistance down through the years emphasized institution building, including teacher training, materials production and education administration.

SECTION II - Educational Objectives 1959 - 1971

Although it is obvious that a well planned strategy for assisting the GON in implementing its Education Commission Report was non-existent, the various activities of USOM-AID over the period of 1954-1971 were directly related to the needs of developing a system of education for the country. For the purpose of this report, the many activities in which the U.S. was involved have been arbitrarily categorized under some basic objectives.

The U.S. Government, through its technical assistance program and in conjunction with GON needs and desires, has worked in cooperation with Nepalese educators to:

1. Develop a system of primary education.
2. Develop a system of secondary education responsive to development needs.
3. Develop the capacities to train primary and secondary school teachers.
4. Provide vocational experiences to secondary and post secondary students.
5. Provide instructional materials to primary and secondary school teachers.
6. Help overcome illiteracy among the adult populace.
7. Provide library resources to institutions of higher learning.
8. Develop an administrative structure to administer the system of education.
9. Expand physical facilities for education.
10. Promote and improve research capabilities in the field of education.

Objective 1

Develop a System of Primary Education

One of the first decisions made by the National Education Planning Commission of Nepal was to emphasize the development of a National system of primary education for the country. Since that time, primary education has experienced phenomenal quantitative growth. While this was important, it also created numerous problems in maintaining a reasonable standard of education for primary students. Inherent in this growth pattern was the need for expanded facilities, development of supervisory programs, the training of teachers and organizing community resources for the establishment of schools.

The U.S. has played a crucial role in primary education development down through the years. Technicians, participant training, substantial budgetary support through rupee grants, and limited commodity support have been provided by A.I.D. and predecessor agencies.

1. Education Activities 67-67-907 (1954-1959)

The first assistance provided by the U.S. to primary education in Nepal came as a sub-activity under the Education Activities Project. Under a contract with the University of Oregon, U.S. technicians assisted GON counterparts from 1954 thru 1959 in developing a new and relevant curriculum for primary education. Efforts were made to adopt the curriculum and make it universal throughout the country of Nepal. Additionally, U.S. rupee grants provided to the GON allowed expansion of primary education to include an additional 400 new primary schools during that period.

2. Education Development 67-67-018 (1960-1961)

Beginning in 1960, a new project was established which encompassed activities in six major areas of education, one of which was primary education. The specific goal of the sub-activity primary education was to continue the creation of an elementary school system of five years duration which required the establishment of 2,200 new primary schools over a five-year period. The activity continued to support the 400 new schools started previously. U.S. support included technical assistance in the upgrading of teachers through in-service training, further strengthening of the primary curriculum and budgetary assistance for improving teachers' salaries.

3. Education and Training 367-N-64-AA (1962-1963)
367-67-018

In 1962, the project under which Primary Education was funded was changed in name to Education and Training. New targets were set to reflect the changing needs of Nepal and the education system's ability to meet those needs. The intent was indicated to increase the primary enrollment from 150,000 to 300,000 by 1965. Further, the number of classrooms was to be increased from 3,300 in 1961 to 6,600 in 1965. Finally, in-service training was to be provided to 1,500 primary school teachers by 1965.

4. Primary Education 367-11-640-059 (1964-1966)

In 1964, primary education received its own project funding status and quantitative goals established under the Education and Training Project remained the same. By the close of 1965, the MDE reported that 347,000 students were enrolled in primary schools. The number of schools had

increased to 5,637 and over 1,500 Primary School Teachers had received in-service training.

5. Primary and Teacher Training 367-11-690-093 (1967)

In 1967, the Primary Education Project and Higher Education/Teacher Training were combined into one project activity. Emphasis under this activity was placed on the teacher training aspects of primary education. Assistance continued to the development of in-service training programs for primary teachers. 1967 was the final year in which direct U.S. assistance was provided for supporting and administering the primary education program. Subsequent support was focused on teacher training activities (refer to Objective 3).

* * * *

The quantitative goals established under Education Development, Education and Training and Primary Education were accomplished, and in some cases surpassed. (see graphs in Appendix A). GON/US efforts to establish a system of Primary Education were successful. However, as previously indicated, educational standards suffered once the demand for education increased.

During the early stages of the project, a primary curriculum was developed and introduced into the system. Unfortunately, arrangements for continuous testing, review and revision were not developed, and the "ad hoc" curriculum committees terminated their commitment with the completion of the initial task. A permanent arrangement for curriculum review was not to be for many years. Approximately thirteen man years of U.S. technician services were devoted to primary education.

Objective 2

Develop a System of Secondary Education Responsive to Development Needs

U.S. assistance in support of this objective was begun in 1956 and efforts have been continued since that time to reorient a traditional, totally academic secondary system toward a more practical and vocationally oriented program. Recommendations were made by the First National Commission of 1954 to develop a comprehensive (multipurpose) school concept in Nepal. Again in 1971, the National Education System Plan called for a vocationalization of secondary education.

U.S. assistance to secondary education, like primary education, has included technicians, budget support, participant training and substantial commodity inputs.

1. Education Activities 67-67-907 (1954-1959)

A curriculum was developed and introduced into the first multipurpose high school in Pokhara. Attention was given primarily to adding vocational subjects to an academic program. Equipment was installed and teachers trained through in-service workshops. In spite of many efforts made by GON and U.S. technicians, the multipurpose high school concept was a dismal failure in the first two-three years. The concept was entirely new and alien to the existing traditional system and attempts to implement the new idea were unsuccessful. The customary problems of inadequately trained teachers and poor supervision also prevented any chance for successful implementation.

2. Education Development 67-67-018 (1960-1961)

The development of an appropriate secondary education system became an objective and sub-activity under Education Development in 1960. The targets were expanded extensively and efforts were begun to revive the comprehensive school concept. U.S. assistance was provided to rejuvenate the Pokhara multipurpose high school and one additional school in Kathmandu which initiated a multipurpose program.

A target was set to convert at least one high school in each of thirty-two districts to multipurpose type schools by 1965. Plans were made for the development and construction by 1962 of a Demonstration Multipurpose School and an adjacent Kathmendu Technical Institute (see objective #4 for further information.) Concurrently, U.S. technicians assisted with the development in the MOE of a Multipurpose Education Department to guide and supervise the program.

3. Education and Training 367-N-65-AB
367-67-018 (1962-1963)

In 1962, the Secondary Education Program had modified its goals of establishing multipurpose schools at the rate previously planned. It was decided that one school in each of fourteen zones would be established by 1965, rather than one in each of thirty-two districts. Emphasis continued on supplying equipment, training specialists and teachers; and establishing an administrative sector in the MOE to carry out the development efforts.

4. Secondary Education 367-11-650-060 (1964-1966)

By 1964, Secondary Education achieved individual funding status and continued with previously stated objectives of developing a multipurpose education system. Two U.S. technicians were assisting with the project and

plans were concluded to expand technician services in this area to four, one in each vocational area by 1966. Emphasis continued on the construction of a Demonstration Multipurpose School and Technical Institute. By 1965, the establishment of an MOE administrative structure with an administrator and one trained GON specialist for each of the four vocational subjects was accomplished.

5. Technical Education 367-11-650-060 (1967)

In 1967, the Secondary Education Project was revised and combined with vocational education efforts being carried out at the Demonstration School and Technical Institute (see objective #4). The phasing out of large scale assistance to secondary education was begun. Local currency budget support and advisory assistance was minimized. Further efforts in general secondary education were to be confined to teacher training activities.

Vocational education, as it related to the Multipurpose High Schools, continued to receive direct advisory assistance and the goals of upgrading and expansion were continued.

6. Teacher and Technical Education 367-11-650-060 (1967-1972)

In 1968, all projects in Education were sub-projects under the newly named Teacher and Technical Education Project. Sub-projects such as Secondary Education were listed for local currency accounting and administration purposes. Efforts were again restricted to local currency support of activities in teacher education, teacher salary subsidies and studies of curriculum and testing.

Local currency support and locally hired advisory assistance was provided to an innovative and experimental science education program (STEP)

designed to utilize the fundamental concepts of programmed learning in bringing about a more practical approach to secondary science education. A similar program in mathematics (PRIME) was supported by A.I.D.

In 1971, in spite of the relative success of the experimental efforts, a decision was made by GON to discontinue the programs as originally conceived. The New Education Plan called for a standardized curriculum throughout the country and while many of the STEP-PRIME concepts were to be integrated into the new curriculum, the comprehensive experimentation program was to be phased out.

Also in 1971, multipurpose education as originally conceived was revised significantly, and the thirty schools that were in operation were to be transformed to conform with a newly adopted goal of vocationalizing all schools. In comparison with multipurpose education, the curriculum was to be broadened in all schools to allow for a wider participation of students in a more practical education, while increased flexibility in the curriculum allowed for adapting programs to the needs of specific regions and villages. Efforts are now underway by the GON to affect this transformation.

* * * * *

Attempts to assess the effectiveness of U.S. assistance to secondary education would have to focus on the success of the comprehensive school concept as it was applied and implemented in Nepal. An evaluation of the multipurpose program* conducted in 1969 by AID/GON officials is available and should be read for any in-depth review. Whether multipurpose education

*Martin, Kenneth L. "An Assessment of Multipurpose Education in Nepal" September 1969, USAID/Nepal.

was an appropriate approach for secondary education at the appropriate point in Nepal's history is an unknown. Educators will argue pro and con. Nevertheless, it can be asserted that the concept of practical education, as a desirable and necessary ingredient of general education, is now firmly entrenched in Nepal's education system. A cadre of Nepalese educators are now trained and capable of organizing and implementing relatively sophisticated practical education programs. U.S. assistance has spearheaded these elements in addition to supporting the improvement, expansion and equipping of various secondary schools. Approximately twenty-one man years of U.S. technician services were provided to the development of secondary education.

Objective 3

Develop the Capacity to Train Primary and Secondary School Teachers

The National Education Commission in 1954 recommended that immediate priority be given to the establishment of training faculties for primary school teachers. One of the first tasks of USOM/Nepal and the University of Oregon was to create an organizational unit and recruit staff to provide in-service training for primary teachers. Nepalese educators and U.S. technicians decided on the normal school concept to begin the training. Late in 1956, a College of Education was established to train teachers for secondary education.

U.S. assistance in training teachers consisted of technicians, participant training, budgetary support, and commodity inputs.

In addition to the teacher training efforts supported by the U.S., a considerable amount of development funds were channelled into the arts and science colleges of Nepal. Between 1954 and 1964, support in higher education consisted of grant funding for the construction and equipping of facilities, participant training, and administrative expenses. Most U.S. assistance in higher education is covered under objective #7 and #9 of this document.

1. Teacher Training and Related Activities 67-66-908 (1954-1958)

In early 1955, the Oregon contract group assisted in establishing the first normal school for the training of primary school teachers. Two years later, mobile normal school teams were developed to carry teacher training to the hinterlands. A staff of sixty teacher trainers were provided training over the five-year period, seventeen areas of Nepal were served by the mobile

teams and 2,403 primary school teachers received in-service and pre-service training.

The College of Education was organized in 1956 for the purpose of training secondary teachers, educational administrators and normal school staff, sponsoring the development and publication of education materials and to direct educational research throughout the country. A nucleus of eight Nepalese staff members was trained at the University of Oregon. This group, with the assistance of contract technicians, designed a two-year and four-year curriculum and planned and developed the educational program, facilities and related services. By 1959, the College was functioning as a full-fledged degree granting institution with a laboratory school and an 8,000 volume library and had graduated its first twelve secondary school teachers.

2. Education Development 67-67-018 (1959-1961)

In 1959, the Oregon Contract was terminated and direct-hire technicians were recruited to continue assistance to the teacher training activities. The seven mobile normal schools were established in permanent locations throughout Nepal, and planning and construction of a new College of Education, laboratory school in Kathmandu and a new normal school and laboratory school in Pokhara, Nepal was begun (see objective #9).

3. Education and Training 367-67-018 (1962-1963)
Higher Education (Teacher Training) 367-N-66-AC

The plan to concentrate on the production of trained teachers by the Normal Schools and the College of Education (COE) was carried forward. By the end of FY 1963, over 4,000 primary school teachers had received ten

months of training in the U.S. assisted mobile normal schools. Ten such schools were in operation at that time. Because of the demand for permanent facilities in many places served by the mobile training facilities, a decision was made to establish each of the ten in permanent locations throughout Nepal. These became the forerunners of Primary School Teacher Training Centers.

The COE Laboratory School in Kathmandu became permanently established during this period; was fully graded (grades one through ten) and attracted many more students than it could accommodate.

4. Higher Education (Teacher Training) 367-11-690-093 (1966-1967)

All development support to higher education other than Teacher Training was terminated during this period (see Objectives 7 & 9 for Higher Education Activities).

Continued assistance was given to the GON in developing the COE, permanently establishing the normal schools and constructing and preparing new facilities for the College. By 1965, the COE had a well trained staff. Twenty-six staff members had received training abroad by this time.

5. Primary and Teacher Training 367-11-690-093 (1966-1967)

In 1966, Teacher Training and Primary Education were continued and funded under project 093.

The new facilities for the COE, the Laboratory School and the Primary Teacher Training Center (normal school) with dormitory in Pokhara were completed and occupied. One advisor continued to assist with the development of these institutions. U.S. assistance in the form of participant training and budgetary support continued.

6. Teacher and Technical Education 367-11-690-093 (1968-1972)

In 1968, the title of the project was changed once again to reflect more appropriately the changed emphasis of U.S. assistance. The focus on primary education was reflected through teacher training activities exclusively. The U.S. financed teacher training complexes consisting of the College of Education and Laboratory School and the Primary Teacher Training Center at Pokhara enrolled 500, 750, and 300 students respectively.

A technical education contract signed with Southern Illinois University in 1967 was expanded to include U.S. technician services in the further development of the Laboratory School, the Teacher Training Center program and developing an educational research capability in the COE.

The COE expanded its services during this period by establishing an extension center in Birganj, Nepal and upgrading the remaining five Primary Teacher Training Centers which had been consolidated from the original ten.

FY 1972 marked the end of an era for U.S. financial support to Teacher Education in Nepal, as U.S. assistance in the form of local currency budget support was concluded.

* * * * *

As is evidenced in the historical summary above, the major recipient of U.S. education assistance to Nepal has been the area of teacher education. It is for history to judge whether these efforts were worthwhile. Any assessment of the development of teacher education in Nepal must consider the base from which development was begun in 1954. The efforts by GON educators supported by U.S. technicians to establish the importance of

teacher training, raise the status of teachers, and provide appropriate facilities for teacher training activities, was an up-hill struggle for seventeen years. The National Education Plan of 1971 recognized for the first time the importance of teacher education and provided administrators a mandate to rectify such short-comings as inadequate salaries and incentives, lack of professional supervision and unavailability of teaching materials.

Approximately thirty man years of U.S. technician services were provided to teacher education development efforts. The result has been a functioning College of Education, five normal schools, a laboratory school, and trained staff for all of the faculties. The GCN now has the capability to proceed with qualitative teacher training efforts with only minimal outside assistance.

Objective 4

Provide Vocational Experiences to Secondary and Post Secondary School Students

In addition to the vocational experiences provided through the Multipurpose High School Program noted in Objective #2, planning began in 1959-1960 for the establishment of a Kathmandu Technical Institute. The Institute, later renamed the National Vocational Training Center (NVTC), was designed primarily to provide in-service and pre-service vocational teachers training for the multipurpose schools, provide short-term training for skilled workers and to provide long-term training for middle level manpower.

Construction of the NVTC and Demonstration Multipurpose School was scheduled for completion in 1965 but delays caused a postponement of the opening of the schools until 1967. By that time, the progress of expanding the multipurpose program had slackened considerably (only twenty schools were converted), and the need for the training of vocational teachers was significantly less than originally planned. Emphasis was placed on a two-year skills training program offered to both multipurpose high school graduates and other students in the fields of agriculture, home economics, trades and industries and commercial education. Additionally, short-term training was provided for in-service teachers from multipurpose high schools.

The U.S. promoted and supported this activity through the construction and equipping of the facilities; training of staff and budgetary support.

1. Education Development 67-67-018 (1960-1961)

Substantial amounts of commodities were procured under this project for the equipping of the Kathmandu Technical Institute.

2. Education and Training 367-67-018 (1962-1963)
Secondary Education 367-N-65-AB

A.I.D. supported participant training for developing the Kathmandu Technical Institute under this activity. Limited advisory assistance was also provided to monitor construction efforts.

3. Secondary Education 367-11-650-060 (1964-1966)

Limited advisory assistance and participant training was provided for the Kathmandu Technical Institute.

4. Technical Education 367-11-650-060 (1967)

The Technical Education project was an appropriate revision of the Secondary Education project and the thrust of U.S. assistance was toward the establishment of the National Vocational Training Center (formerly Kathmandu Technical Institute) as a viable institute. For the second time in the history of U.S. education assistance to Nepal, a contract was signed with a U.S. institution (Southern Illinois University) to provide professional advice in the establishment of a Nepalese education endeavor. A five-man contract team consisting of a team leader and four technicians in the specialities of agriculture, industrial education, home economics and business education, began assisting counterparts in late 1966 in establishing the NVTC.

5. Teacher and Technical Education 367-11-650-060 (1968-1972)

U.S. assistance continued at the NVTC and the Demonstration Multipurpose School in the form of advisory services, participant training and local currency budgetary support. The NVTC was inaugurated by His Majesty King Mahendra in June of 1967 and became a full-fledged training facility at that time.

With assistance from the U.S. technicians, the NVTC introduced aptitude tests and entrance exams for the first time in Nepal. Two-year skilled training programs were developed in each of the four vocational areas, in-service training was provided to multipurpose high school teachers and short-term programs were developed for upgrading the skills of laborers in the immediate vicinity of the school. Over one hundred students had completed the two-year course by 1971 and it is estimated that fifty per cent of these had secured employment in their field of training with the highest per cent going into agriculture and business education. In 1971, a new Nepal Education Plan called for a vocationalizing of the school system, thus the demand for vocational teachers increased tremendously and required use of the entire vocational facility resulting in a termination of the skills training program.

* * * * *

During the course of this project there was continuous controversy among both Americans and Nepalese as to the practical value of an institute offering skills training programs at the post secondary level. This controversy led to some difficult times for advisory staff and counterparts who were making every effort to establish the Center as a viable institution.

The new Nepal Education Plan which created the demand for teachers redirected the NVTC program to its original major objective. It has become a campus of Tribhuvan University's Institute of Education and is now responsible for training pre-vocational and vocational teachers for the country's lower and higher secondary schools.

Approximately fourteen man years of U.S. technician services were provided to vocational education.

Objective 5

Provide Instructional Materials to Primary and Secondary School Teachers

The first tangible planning of ways and means for supplying quality education materials to the education system was incorporated in a 1959 project agreement. A small, poorly housed education press had been set up prior to 1959 through the efforts of the College of Education but most of the publications were irrelevant to the real needs of education.

The development of a center for education materials started with the creation of an organizational framework to guide and administer the program. The Education Materials Organization (EMO) was approved by the Minister of Education on October 26, 1960. The organization directly responsible to the Minister consisted of a Writers Division, a policy making body called the Education Materials Commission, and a Production and Distribution Division.

The new organization was first housed at the College of Education shortly thereafter at Babar Mahal, an old Rana palace, and finally in 1967 moved to the newly constructed and equipped facility at Sano Thini (see objective #9). U.S. assistance provided for technicians, facilities, equipment, staff training and budgetary support.

1. Education Development 67-67-018 (1959-1961)

The three-section Education Materials Organization established in October of 1960, was charged with the responsibility of writing, distributing and producing textbooks and supplementary materials for

the primary and secondary schools in Nepal. Plans were developed by the GON and USOM to construct and equip a facility large enough to produce 1,500,000 textbooks annually and accommodate these printing requirements. The first group of participant trainees left for the U.S. in 1960. U.S. technicians assisted GON counterparts in establishing the administrative framework for the organization and preparing the temporary facilities to enable them to begin writing and producing textbooks.

2. Education and Training 367-67-018 (1962-1963)
Education Materials N-69-AD

Construction of the new facility in the Kathmandu valley was begun in 1963. Utilizing temporary facilities, the EMO took significant strides in establishing itself as the organization for producing education materials in Nepal. The policy making Education Materials Commission asserted its authority by requiring Commission approval on all primary textbooks published in Nepal. The Writers Division had successfully completed the writing of twenty primary textbook manuscripts, each with a teacher's guide. The Production Division during this period absorbed the old Education Press function at the College of Education and started publication of the prepared manuscripts.

3. Education Materials Development 11-690-063 (1964-1967)

Education Materials Development, formerly funded as a part of the Oregon contract in teacher training, enjoyed individual funding status during this period. U.S. technicians continued support of the organization and its components. By late 1966, the new facilities were virtually completed and all efforts were focussed on the relocation of staff and equipment. Numerous problems, foreseen and unforeseen, emerged during

this period and have caused great consternation to the organization in subsequent years. Distribution and pricing of texts and materials became a major concern for the GON. Not only were there geographical impediments but private printers and booksellers were creating numerous obstacles to the government standardization of textbook materials.

4. Teacher and Technical Education 367-11-650-060 (1968-1972)

The goals of developing an Education Materials Organization were continued under the Teacher and Technical Education Project. U.S. assistance continued in the relocation and organizing arrangements for the new facilities. The name of the organization was changed in 1970 to the Janak Education Materials Organization (JEMO). Direct U.S. support to the JEMO was terminated in June of 1971.

* * * * *

The Educational Materials Organization has not yet achieved its original objectives stated in the early 1960's. However, it has all of the resources, both human and material, to do so. The problems of distribution, scheduling, managing work flows and the application of government personnel policies persist in creating serious obstacles to the achievement of original targets.

In 1971, the new National Education Plan called for a significant change in the administration of the JEMO. It has recommended semi-autonomy for the organization and reaffirmed the need for the JEMO to accept total responsibility for the development, approval and production of textbooks for the primary and secondary levels. This proclamation

has raised hope that the organization will be able to function at the capacity originally intended.

The U.S. provided 14 man years of technician services in support of Education Materials Development.

NOTE: In-depth reviews of this project can be found in the following:

Bowles, Luanna J. The Problems of Education Materials in a Developing Country, USAID/Nepal, April 1964.

Rutter, William. Determination and Review of Problems Encountered in the Production and Utilization of Education Materials in Nepal, USAID/Nepal, December 1970, Contract AID/nesa #511.

Triebe, Edward J. Teacher and Technical Education: Printing and Publishing Survey for School Years 1974-1978, Final Report, USAID/Nepal, October 1972.

Objective 6

Help Overcome Illiteracy Among the Adult Populace

US A.I.D. encouraged the beginning of an adult literacy program in 1955 and assisted the GON in establishing a Bureau for Adult Education to organize and administer the program. The program was very active in the later 1950's and was enrolling 10,000 - 12,000 adults annually in the adult literacy programs. The Bureau attempted to make use of radio education through broadcasting and supplying radio receivers to villages in this program but due to the poor quality of receiver and lack of maintenance facilities, it was only moderately successful. U.S. assistance to this activity even at its peak was comparatively small. Technician services, training, commodities and budgetary support were provided.

1. Education Activities 67-67-907 (1954-1958)

The adult education program was included under the Education Activities project for its initial four years and had as its objective the development of a Bureau of Adult Education and a program geared to meet the needs of 25,000 adults annually. During the first four years of the project, 35,000 illiterates were trained to read and write, and 200,000 copies of adult education materials in eight titles were published and distributed.

2. Education Development 367-67-018 (1959-1961)

Assistance to adult education was continued under the Education Development project. A revision of the annual number of adults to be affected by the program reduced the target populace to 12,000.

3. Education and Training 367-67-018 (1962-1963)
Adult Education N-67-AD

The U.S. provided its first full-time technician to this project in 1963. A GON Adult Education Section was established in 1962 and 400 classes continued to offer adult education courses to 12,000 adults.

4. Adult Education 11-670-062 (1964-1966)

Emphasis was continued on the upgrading of Adult Education classes through improved teaching and education materials. By 1965, 300,000 copies of twenty textbook titles were produced and distributed. A radio education program was broadcast weekly over Radio Nepal. The project was terminated in early 1966.

* * * * *

The best that can be stated about U.S. assistance to Adult Education in Nepal was that it created an administrative structure to organize adult education, trained a few people for teacher and materials development and in the final analysis exemplified the numerous problems that a country faces in attempts to educate adults.

Although adult education was perhaps the single most humanitarian educational effort supported by the U.S., it remained basically a "fad" that could not compete for resources with the forces that demanded formal education for the nation's children. Inadequate financial support, insufficient research and follow up and a general disinterest resulted in project terminations.

The U.S. provided a total of two man years of technician services to Adult Education.

Objective 7

Provide Library Resources to Institutions of Higher Learning

The development of libraries for institutions of higher learning was for some time a peripheral activity of the Oregon contract. However, a central library was established with U.S. assistance and still serves the University, College of Education and other institutions of higher learning in Kathmandu. During the period between 1960 and 1963 one U.S. advisor assisted with the further organization and development of the central library.

1. Teacher Training and Related Activities 67-66-908 (1954-1958)

A central library was established as one aspect of this umbrella project. Assistance was also provided for supplying the College of Education with books and materials for developing their own library services.

2. Education Development 367-67-018 (1959-1961)

3. Education and Training 367-67-018 (1962)

Assistance in library development was expanded significantly under this project and included the services of one full-time advisor. The advisor assisted with the further development of the central library and helped to integrate it with the Tribhuvan University Library. Further assistance was provided to the College of Education library and the library development effort was expanded to ten colleges in the rural areas. Over 50,000 volumes were supplied to these various libraries and participant training was provided to three librarians.

* * * * *

The Tribhuvan University Library, formerly the Central Library, is now a functioning unit which continues to serve students and scholars of Kathmandu. Both the libraries of the College of Education and the University are used beyond the extent that most libraries are used in developing countries.

The U.S. provided approximately three man years of technician service to this activity.

Objective 8

Develop an Administrative and Supervision Infrastructure to Administer an Expanding Education System

Since 1954, nearly every U.S. project assisting Nepalese education has contained, directly or indirectly, elements that were concerned with establishing an administrative structure to direct the education system. A formalized agreement was in effect to carry out this task from 1959 through 1964. At other times, a minimum of thirty per cent of U.S. technician's time was concerned directly with the establishment and strengthening of procedures for administering and supervising specific aspects of the education system.

Major A.I.D. efforts in this area have been in the fields of participant training and local currency budgetary support. Technician assistance was provided through the Chief of Education and/or Project Coordinators.

1. Education Development 367-67-018 (1959-1961)

An agreement was signed in 1960 which provided for the development of a corps of district level education inspectors, the upgrading of MOE staff officers and the construction of zonal Education Offices. In-service training programs of two-week and six-week durations were used to upgrade zonal and district level staff. Participants were selected from the MOE for study abroad.

2. Education and Training 367-67-018 (1962-1963)

By the end of 1963, each of the fourteen zones had an Education Officer, Deputy Education Officer and a district level Education Officer functioning in each of the development districts (seventy-five throughout Nepal).

The construction of a model zonal Education Office was nearing completion in Pokhara (see objective #9).

* * * * *

Efforts in this area of education can be considered very successful. Considering the period beginning in 1951 through 1972, the education development pace has been significant. This has been in large part the result of the capable job that previously inexperienced GON administrators have done in organizing and supervising the education development program.

The extent of professional growth and maturity that has emerged among Nepalese educational leaders over the past fifteen years will readily justify every effort made by the U.S. in providing training and assistance in educational administration and supervision. The development of the new Nepal Education Plan by Nepalese exclusively, the pace and manner of implementing this plan, and the day-to-day decision making now prevailing will attest to the professional growth that has taken place among Nepalese education leaders.

Objective 9

To Provide Physical Facilities for the Expansion and Development of the Education System

The U.S. has played a significant role in providing financial support for architectural and engineering services and the construction of numerous educational facilities in Nepal. None of the support provided was in the form of a specific project. There were aspects of construction and facilities development in every project that the U.S. supported. Because of the nature of funding of construction, e.g., for local school districts through "Grants in Aid" which also included various other expenditures, and in GON centrally funded projects through "Construction", it would be impossible to identify every classroom built through U.S. resources or every piece of equipment that was purchased. It is therefore only possible to make a subjective appraisal of U.S. assistance to the development of physical facilities in Nepal. It should be noted that the following list of facilities does not mean exclusive U.S. construction efforts but would include such things as land purchase and cost sharing by the GON and local villages.

1. College of Education including a Laboratory School.
2. Primary Teacher Training Center - Pokhara - including a Laboratory School, Dormitory and Teachers' Quarters.
3. Zonal Education Office - Pokhara.
4. Education Materials Center, Kathmandu.
5. National Vocational Training Center including a Demonstration Multipurpose School, Kathmandu
6. Support to construction of Amrit Science College, Kathmandu.

7. Support to construction of German Technical School.
8. Cost sharing of facilities and construction of classrooms in twenty Multipurpose High Schools.
9. Cost sharing and support of numerous primary schools.

Objective 10

To Promote and Improve a Research Capability in the Field of Education

Little attention was given to educational research in Nepal until the late 1960's. Although there had been continuous encouragement by the University of Oregon and some A.I.D. advisors in early years, research in education consisted mainly of data collection with only minimal attempts to interpret the data.

An attempt was made by the GON in 1967 to focus efforts on research and experimentation through the education planning section in the MOE. The U.S. provided advisory assistance to help stimulate GON research efforts and to lay the groundwork for future educational planning in the country.

1. Teacher and Technical Education 367-31-650-060 (1967-1972)

Shortly after the Southern Illinois University contract was signed in 1966, the contract was amended to include, among other things, advisory assistance in the field of research and testing. Two U.S. advisors worked for four man years assisting the MOE, the College of Education and the NVTC in developing testing programs and stimulating research efforts in education.

* * * * *

The results and success of this effort in terms of the creation of research capabilities are difficult to measure. While the advice and assistance of the advisor was constantly sought and innovative testing programs were developed, it remains unknown as to the exact value of this advisory assistance as it related directly to the stimulation of indigenous

educational research in Nepal.

SECTION III - Future US A.I.D. Assistance

Prior to the termination of the Teacher and Technical Education project in FY 1972, a great deal of effort went into the planning for post 1972 A.I.D. assistance to education. Numerous consultations between AID/W, the Mission and the GON resulted in a joint plan for a five-year project in Teacher Education.

In early 1971, the Government of Nepal promulgated a new plan for a National Education System. Developed by a Royal Task Force and reviewed by prominent Nepalese from a variety of disciplines, the plan called for a reorganization of the entire system including a restructuring of the University and much needed changes in the general administration of education throughout the country. Among other things, the Plan called for the vocationalization of formal education, standardization of curriculum and education materials, expansion of educational opportunities and the improvement and upgrading of teachers and facilities for teachers.

The new plan, although criticized by many, is looked upon by most as a significant and long overdue step to reorder priorities and provide new direction to an antiquated education system. Not since the Education Commission Report of 1954 has there been such concise and explicit guidelines for developing education in Nepal.

Teacher and Materials Utilization and Development 367-11-690-228
(1972-1977)

The GON has asked US A.I.D. for assistance in Mathematics, Science and Agriculture teacher education. Five long-term specialists will assist counterparts in training pre-service and in-service Math and Science

teachers for teacher functions. This will include institutionalizing a process by which teaching materials are developed, revised, tested and used in the classrooms.

The Agricultural segment has the additional purpose of training vocational agriculture teacher educators to a level of competence which will enable them to serve as vocational supervisory personnel.

In addition to the technicians, a total of fourteen long-term participant training positions will be provided.

CHRONOLOGY OF EDUCATION PROJECTS1954 - 1972

<u>Fiscal Year</u>	<u>Project</u>	<u>Project Number</u>
1954 - 1958	Educational Activities	67-67-907
	Teacher Training and Related Activities (University of Oregon)	67-66-908
1959 - 1961	Education Development	367-67-018
1962 - 1963	Education and Training	367-67-018
	Primary Education	N-64-AA
	Secondary Education	N-65-AB
	Higher Education (Teachers Training)	N-66-AC
	Adult Education	N-67-AD
	Education Materials Development	N-69-AE
	Library Development (1962 only)	N-69-AR
1964 - 1965	Primary Education	11-640-059
	Secondary Education	11-650-060
	Higher Education (Teachers Training)	11-660-061
	Adult Education	11-670-062
	Education Materials Development	11-690-063
1966	Secondary Education	11-650-060
	Adult Education	11-670-062
	Education Materials Development	11-690-063
	Primary and Teachers Training	11-640-093

<u>Fiscal Year</u>	<u>Project</u>	<u>Project Number</u>
1967	Technical Education	11-650-060
	Education Materials Development	11-690-063
	Teacher Education (Southern Illinois Univ.)	11-640-093
1968 - 1972	Teacher and Technical Education (Southern Illinois Univ.)	11-650-060

SECTION V - U.S. Technicians Serving in Nepal

1. Contract (Institution)

UNIVERSITY OF OREGON

<u>Name</u>	<u>Speciality</u>	<u>Years</u>
Hugh B. Wood	Education (general)	1953-54
	Co-Director Contract Director	1954-55
	Contract Director	1957-59
Waldemar Olson	Teacher Education	1955-56
Charles D. Byrne	Higher Education and Contract Director	1955-57
Thomas O. Ballinger	Teacher Education	1956-58
James S. Tuley	Architect	1957-58
Frances E. Dart	Higher Education	1957-59
Clarence Hines	Teacher Education	1958-59

SOUTHERN ILLINOIS UNIVERSITY

John Anderson	Chief of Party	1966-68
Philip Baird	Trades and Industries	1967-69
Jennie Harper	Home Economics	1967-69
Herbert Portz	Agriculture	1967-69
Alice Rector	Measurement and Research	1967-69
Bertram Schwartz	Business Secretarial	1967-69
Herbert F. A. Smith	Laboratory School Specialist	1967-69
Louis B. Alcorta	Math Science	1967-69
	Secondary Education	1969-71

SOUTHERN ILLINOIS UNIVERSITY

<u>Name</u>	<u>Speciality</u>	<u>Years</u>
Louis F. Fagnan	Writer, Editor	1967-71
Alex Reed	Chief of Party	1968-70
Vernon E. Troxel	Primary Teacher Education	1968-70
Jack Graham	Measurement and Research	1969-71
Larry Hartman	Business Education	1969-71
Dorothy Heiele	Home Economics	1969-71
Jerald Humble	Vocational Education	1969-71
Thomas R. Stitt	Agriculture	1969-71
Donald Paige	Elementary Education	1970-72
Eric Sturley	Chief of Party	1970-71

SHORT-TERM S.I.U. TECHNICIANS

John Pollock	Vocational Education	1967 - 3 mos.
Robert White	Education Materials	1967 - 3 mos.
Siegfried Dietz	In-Service Teacher Guidance Workshop	1970 - 3 mos. 1971 - 3 mos.
R. DerMont Bell	Nepali Shorthand System	1970 - 3 mos.
Harvey Woods	Vocational Agriculture Handbook	1970 - 3 mos.
Constance McCullough	In-Service Teacher Education Materials	1970 - 2 mos.

U.S. TECHNICIANS HIRED LOCALLY UNDER S.I.U. CONTRACT

<u>Name</u>	<u>Speciality</u>	<u>Years</u>
Richard Pfau	Science Education	1969-70
Melvin Goldman	Mathematics Education	1970-71
Douglas Hall	Science Education	1970-71
Peter Cross	Science Education	1971

Note: Technicians listed above have also served under direct personal services contract with A.I.D.

FRANKLIN BOOK PROGRAMS

Edward Triebe, Jr.	Printing and Publishing	1972 - 3 mos.
--------------------	-------------------------	---------------

2. Direct Hire Technicians

Floyd Dowell	General Education	1953-54
Thomas Ball	Primary Education	1957-59
Walford Erickson	Library Resources	1958-59
Edward Brice	Chief, Education Division	1958-60
Morrow Stough	Chief, Education Science Education	1966-71 1959-60
Harold Winer	Chief, Education	1959-64
John Haffenrichter	Library Development	1960-62
Charles Cazaly	Vocational Education	1960-64
Virginia Ward	Home Economics	1962-65
Paul Regan	Teacher Education	1962-65

Direct Hire Technicians

<u>Name</u>	<u>Speciality</u>	<u>Years</u>
James Colman	Primary and Teacher Training	1963-67
Christine Hugerth	Education Materials	1963-66
Mary Mac Donald	Adult Education	1963-65
Luanna Bowles	Education Material	1963 - 6 mos.
C. Wesley Brewster	Education Materials	1963-65 1968-71
Kenneth L. Martin	Vocational Education	1965-67
Joseph Weiler	Education Materials	1965-67
Harry Moore	Chief, Education	1965-66
Frederick V. Myers	Vocational Education	1965 - 6 mos.
George Gage	Vocational Education	1967-68
Carrol Anderson	Teacher Education	1967-69
Ann Domidion	Primary Education	1969 - present
Robert Smail	Chief, EHRD	1972 - present

DIRECT PERSONAL SERVICES CONTRACT

Frank Laubach	Adult Literacy	1954
Alva Mallory	Education Materials	1967
Richard Pfau	Science Education	1968
William Rutter	Education Materials	1971 1970
Elizabeth Henson	Social Studies	1970
Arthur Coladarci	Tests and Measurements	1971
Melvin Goldman	Math Education	1971-72
Peter Cross	Science Education	1971-72

3. Teach Corps Assistance

In addition to the technicians provided by the U.S. on a long-term basis, US A.I.D. financial and administrative support provided for the services of the National Education Association Teach Corps. The Teach Corps recruited from the U.S. school systems, assisted Nepalese educators during the two month U.S. vacation period in curriculum and materials development, in-service training, education for the blind and other educational activities. The Teach Corps has provided a significant "shot in the arm" to the activities cited above and has been useful in supplementing and strengthening on-going U.S. assistance efforts.

Following is a list of Teach Corps volunteers who have served in Nepal. All of those listed have served for two months unless otherwise specified.

<u>Name</u>	<u>Speciality</u>	<u>Years</u>
John Gist	Team Leader Primary Curriculum and Teacher Training	1967
Deanna Davis	Primary Curriculum and Teacher Training	
Marjorie H. Ellis	"	
Bertha Friedman	"	
Helen L. Harriger	"	
Aubrey K. Meeler	"	
Ann Roden	"	
James R. Hayes	Secondary Social Studies and Revision of Social Studies Curriculum for 6th, 7th, and 8th grades	

Teach Corps Volunteers

<u>Name</u>	<u>Speciality</u>	<u>Years</u>
Jack P. Risher	Secondary Social Studies and Revision of Social Studies Curriculum for 6th, 7th and 8th grades	1968
John H. Artman	Team Leader	
Lelia Lane	Secondary Social Studies	
Elaine J. Gregg	Grade I - Language Arts English and Social Studies	
Peggy-Lee Ragan	Grade III - Language Arts English and Social Studies	
Louise Smith	Grade IV - Language Arts English and Social Studies	
Catherine Loughlin	Grade II - Language Arts English and Social Studies	6 mos.
Harold Christensen	Social Studies, Secondary	1969
James Hayes	Social Studies, Secondary	
Stanley Beckett	Physical Education College of Education	
Kenneth E. Reich	"	
Mary Louise Adams	Elementary Teacher (Middle grades) Social Studies, Arithmetic and Reading	
Elaine Gregg	Elementary Teacher (Primary) Social Studies, Arithmetic and Reading	
Hildegard Hilton	Reading Program, Jr. (7-12)	
Patricia A. Glass	Elementary Reading	
Edith Roden	Elementary Social Studies	
Louise Smith	Intermediate Reading, Social Studies and Arithmetic	

Teach Corps Volunteers

<u>Name</u>	<u>Speciality</u>	<u>Years</u>
D. Darsie Anderson	Team Leader	1970
Patricia A. Glass	Primary Language Arts	
Lozelle De Luz	Primary Language Arts	
Janet T. Scheper	"	
D. Deanna Davis	Primary-Mathematics and Science	
Ruth M. Schuchart	"	
Elaine Gregg	"	
Stanley Beckett	Primary-Physical Education and Health	
Bertie M. Garrett	Secondary-Commercial	
Theodore V. Sampson	"	
Ann Lucas	Secondary-Science	
Walter F. Marshall	"	
Dwight M. Mobley	Secondary-Agriculture	
Y. Dell Angerer	Special-Textbook Illustrator	
Larry Bradshaw	Secondary-Trades and Industry	
Aloysius R. Nowakowski	"	
C. Darsie Anderson	Team Leader	1971
Theodore Sampson	Business Education	
Lenore Wolfe	Pre-Primary Education	
Larry Reynolds	Science Education	
Elmer Betz	Administration	
Erma Booker	Art Education (Primary)	

Teach Corps Volunteers

<u>Name</u>	<u>Speciality</u>	<u>Years</u>
Larry Kantner	Art Education	1971
Clement Pennington	Elementary Art	
George Trogler	"	
John Thomas	Education Techniques (Primary)	
Raymond Carr	"	
Delores M. Bowles	Supervised Practice Teaching (Primary)	
John Weber	Science	
Hope Griffin	Business Education	
Nancy Jamison	Education of the Handicapped	
Arlan K. Brown	Science Education-Secondary	
Sydney Kaplis	"	
Lionel G. Roy	"	
Susan Haseltine	Library Science	
C. Darsie Anderson	Team Leader	1972
Erna B. Booker	Art Education and Visual Teaching Institute of Education, Kirtipur	
Clark H. Bullen	Agriculture, National Vocational Teacher Training Center, Sano Thimi	
Leslie L. Gile	"	
Hope Griffin	Business Education, National Vocational Teacher Training Center, Sano Thimi	
Neil Houtcooper, Jr	Electronics/Plumbing	
James W. Hughes	Primary Teaching Methods	
Larry A. Kantner	Art Education and Visual Teaching	

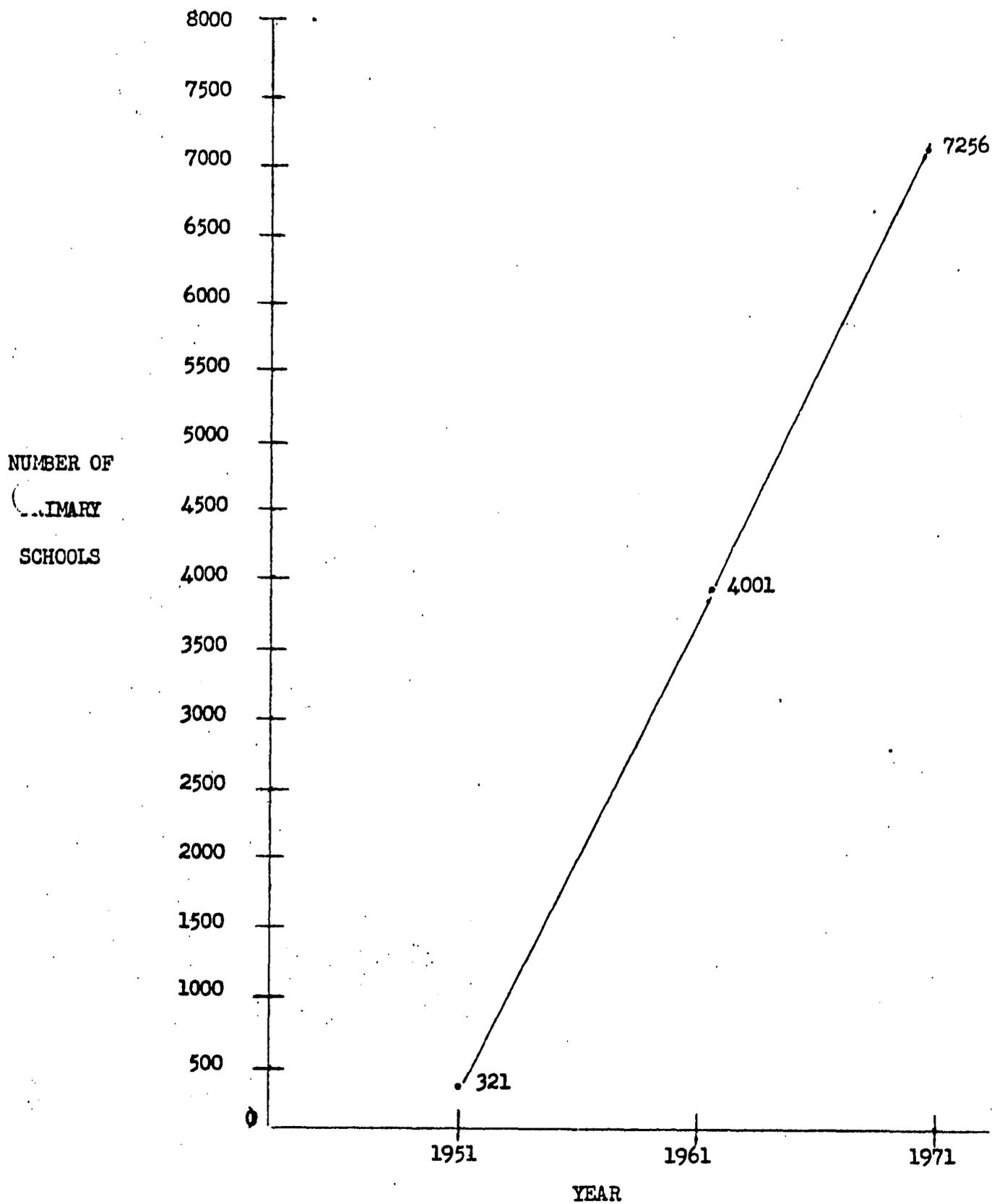
Teach Corps Volunteers

<u>Name</u>	<u>Speciality</u>	<u>Years</u>
Leo H. Kirchhoff	Primary Teaching Methods	1972
Walter F. Marshall	Secondary Curriculum	
Edwin M. Mingoia	Primary Teaching Methods	
Edna M. Mitchell	Primary Curriculum	
Bess E. Olson	Library Science	
Clement J. Pennington	Art Education and Visual Teaching	
Kenneth E. Reich	Health and Physical Education	
Theodore V. Sampson	Business Education	
Lloyd A. Stevens	Education of the Blind	
George E. Trogler	Art Education and Visual Teaching	
Lenore H. Wolfe	Pre-Primary Education	

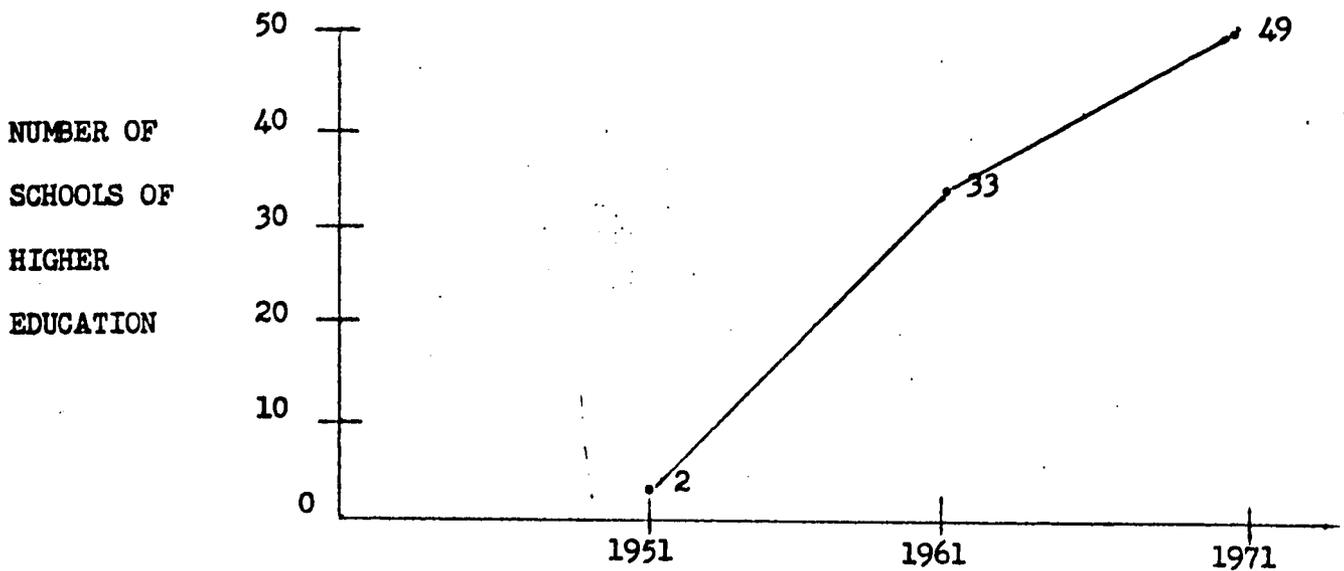
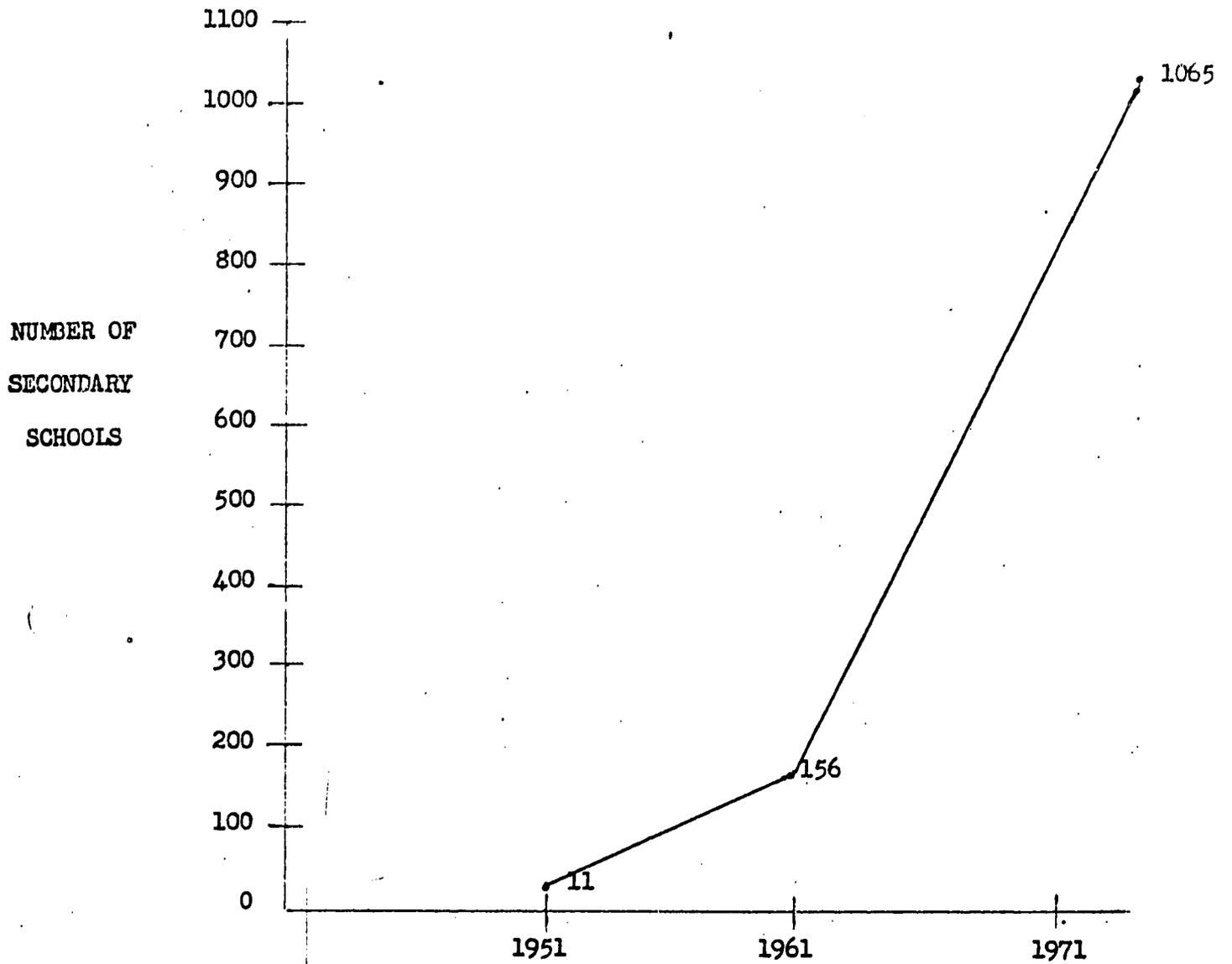
APPENDIX A

ESTABLISHMENT OF PRIMARY SCHOOLS

1951 - 1971

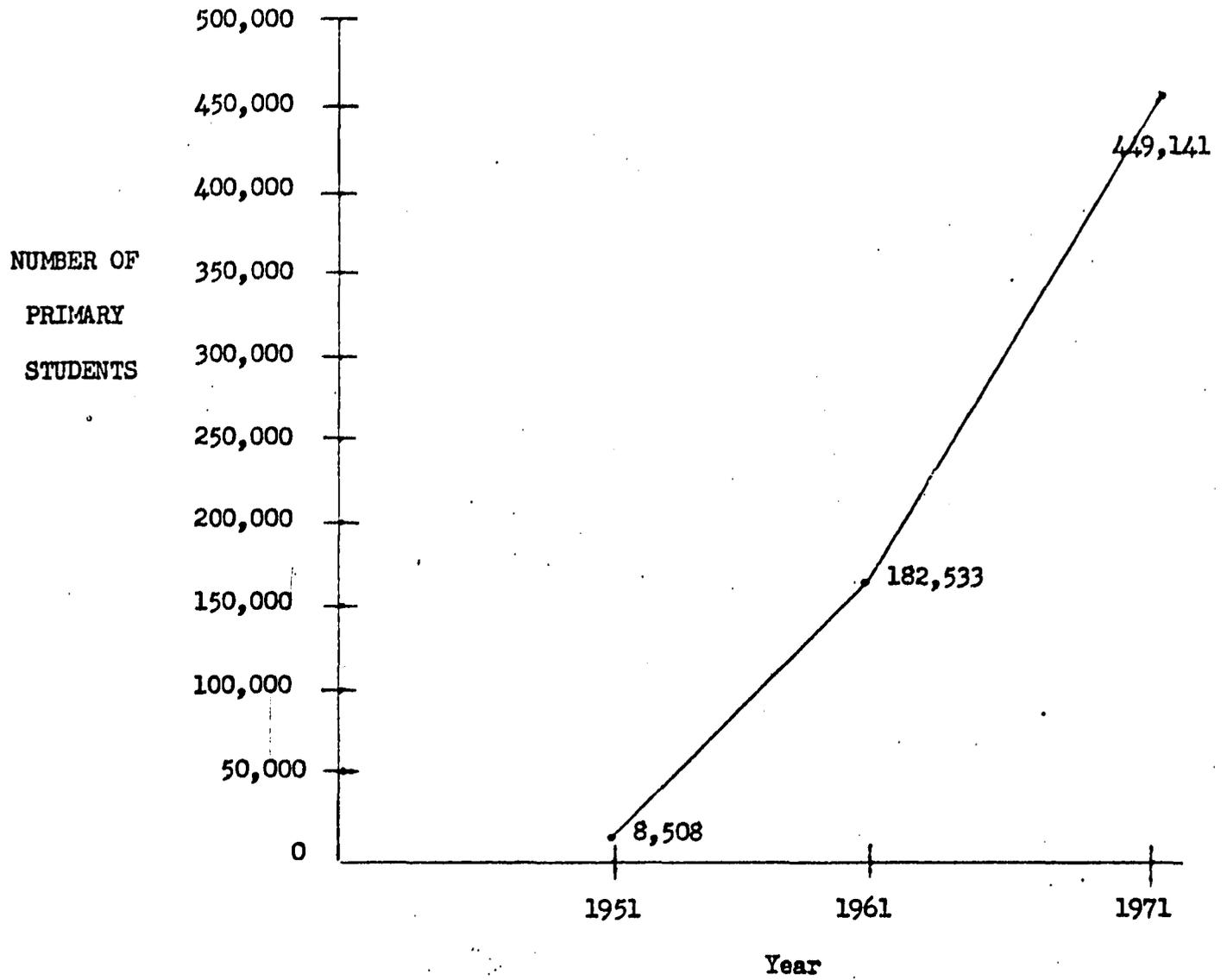


ESTABLISHMENT OF SECONDARY SCHOOLS AND SCHOOLS OF HIGHER EDUCATION - 1951 - 1971



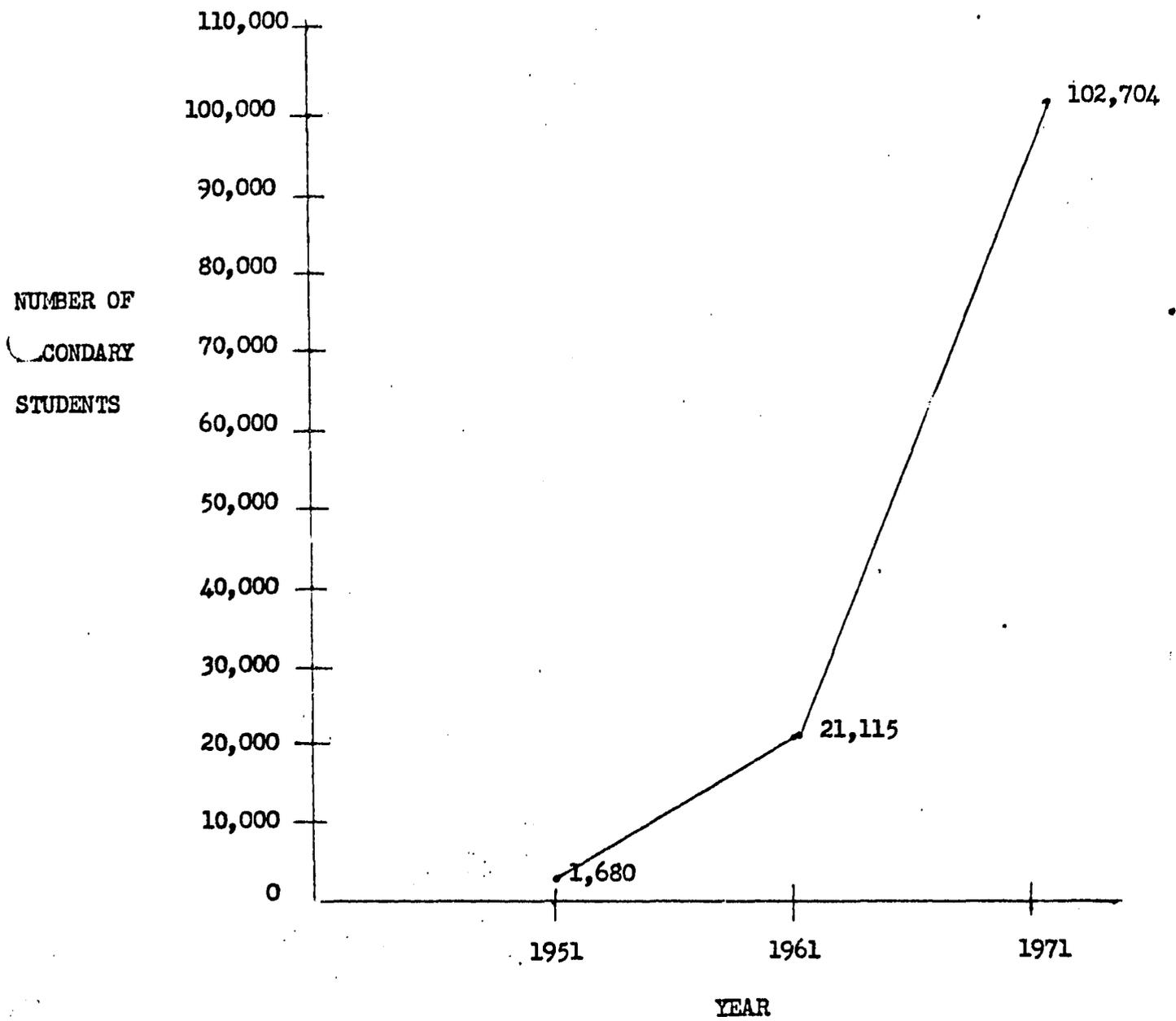
PRIMARY SCHOOL ENROLLMENTS

1951 - 1971



SECONDARY SCHOOL ENROLLMENTS

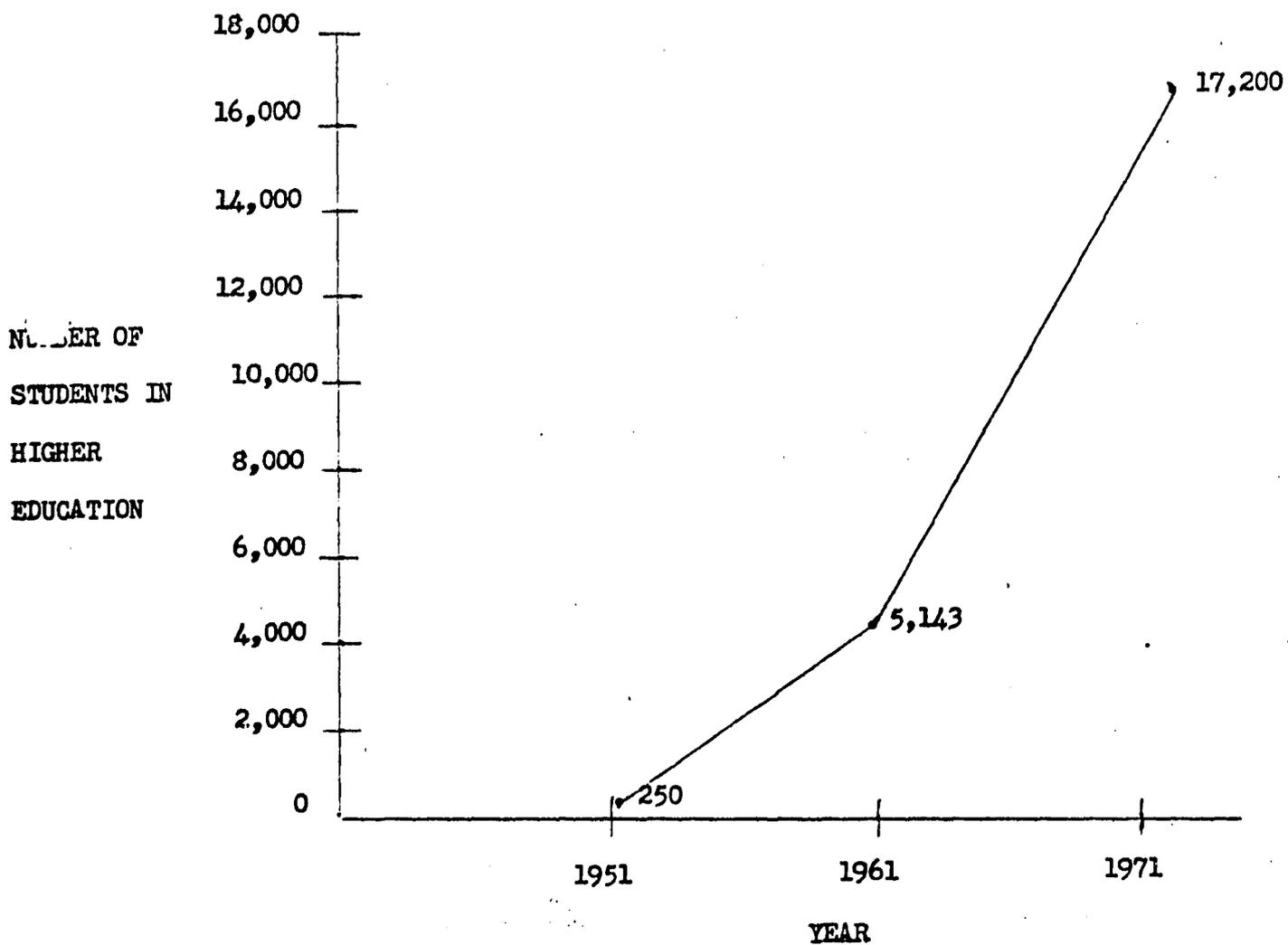
1951 - 1971



94

HIGHER EDUCATION ENROLLMENTS

1951 - 1971,



53

BIBLIOGRAPHY

- Education. An Investment in Nepalese People, Terminal Report, His Majesty's Government/USOM Cooperative Education Service, Kathmandu, Nepal, August 1968.
- Education in Nepal, Report of the Nepal National Education Planning Commission, prepared by members of the Commission, The Bureau of Publications, College of Education, Kathmandu, Nepal, 1956.
- FY 1954 - 1968 Projects by Country and Field of Activity, International Cooperation Administration and A.I.D., Office of Statistics and Reports.
- Martin, Kenneth L., "An Assessment of the Multipurpose High School Programs in Nepal", September 10, 1969.
- National Education System Plan for 1971-76. Nepal, Ministry of Education, His Majesty's Government of Nepal, 1971.
- Rutter, William, "Determination and Review of Problems Encountered in the Production and Utilization of Educational Materials in Nepal", Contract No. AID/nesa - 511, December 8, 1970.
- Six Years of Educational Progress in Nepal, Bureau of Publications, College of Education, Kathmandu, Nepal, University of Oregon, Eugene, Oregon, 1959.
- Southern Illinois University at Carbondale, Office of International Education, Final Report AID/nesa 253 (Nepal), September 15, 1971.
- Triebe, Edward J., "Teacher and Technical Education Printing and Publishing Survey for School Years 1974 - 1978", Franklin Book Programs, Inc., New York, October 1972.
- US A.I.D. and Education in Nepal, (a compilation of various end-of-tour reports from 1954 - 1966).
- Wood, Hugh B., The Development of Education in Nepal, U.S. Dept, of Health, Education and Welfare, Office of Education, U.S. Government Printing Office, Washington D.C., 1965.