

A Project Proposal on
RELOCATION AND DEVELOPMENT OF
SHREE GANESH PRIMARY SCHOOL



NAMARKHU, ILAMPOKHARI-8, LAMJUNG

Submitted by:

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Submitted to:

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ACKNOWLEDGEMENT

Having been born and brought up in the hilly region of Nepal I have always been fascinated by snow covered peaks and mountains since my childhood. As I grew up, I got more interested into climbing and after completing my national and international trainings in mountaineering I have been successfully working as a mountaineering guide and instructor for last more than seven years. Being already into job/business and able to take care of my family, I have a keen desire to contribute something for education development in my native village Namarkhu, Ilampokhari-8, Lamjung where no significant development has taken place since the time I passed out from Shree Ganesh Primary School.

This proposal has been prepared for the *Relocation and Development of Shree Ganesh Primary School, Namarkhu, Ilampokhari-8, Lamjung*. I would like to extend my special thanks to the Principal and all the teachers and administrative staff of Shree Ganesh Primary School, Namarkhu, Ilampokhari-8, Lamjung for giving me the relevant information.

I express my sincere thanks to all my elders, my family members and my colleagues who have also studied from the same school at Namarkhu, Lamjung for their kind support and sincere advice for this project.

I would like to express my sincere thanks and gratitude to Mr. Asheesh Sharma for his kind support and guidance in preparing this project proposal.

Prem Gurung

Date:...../...../.....

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ABBREVIATIONS

DDC	DISTRICT DEVELOPMENT COMMITTEE
ETC	EDUCATIONAL TRAINING CENTERS
NCED	NATIONAL CENTRE FOR EDUCATIONAL DEVELOPMENT
NMA	NEPAL MOUNTAINEERING ASSOCIATION
NMIA	NEPAL MOUNTAINEERING INSTRUCTORS ASSOCIATION
NNMGA	NEPAL NATIONAL MOUNTAIN GUIDE ASSOCIATION
SGPS	SHREE GANESH PRIMARY SCHOOL
VDC	VILLAGE DEVELOPMENT COMMITTEE

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1. INTRODUCTION & BACKGROUND

1.1 Nepal : At A Glance



Continent	:	Asia
Official Name	:	Federal Democratic Republic of Nepal
Capital	:	Kathmandu
Location	:	Southern Asia, situated between India in the south, east and west and Tibetan Autonomous Region of the People's Republic of China in the north.
		Latitude : 26° 22' - 30° 27' North
		Longitude : 80° 4' - 88° 12' East
Size	:	a. Area: 147,181 sq km b. Length: 885 km (East to west) c. Width: Non-uniform, mean width of 193 km (North to South)
Land Boundaries	:	Total: 2,926 km
Border Countries	:	China 1,236 km, India 1,690 km
Coastline	:	0 km (landlocked)
Population	:	<u>According to census of 2001</u>
➤ Male		11563921 49.96 %
➤ Female		11587502 50.04 %

		Total 23151423 100.00 %
Population Growth Rate	:	2.2 percent
Life Expectancy of Birth in 2001	:	59.7 years

People	:	2001 census has recognized 103 distinct caste and 93 spoken languages																				
Religion	:	<table border="0"> <tr> <td>Hindu</td> <td>80.62 percent</td> </tr> <tr> <td>Buddhist</td> <td>10.74 percent</td> </tr> <tr> <td>Islam</td> <td>4.20 Percent</td> </tr> <tr> <td>Kirat</td> <td>3.60 Percent</td> </tr> <tr> <td>Christian</td> <td>0.45 percent</td> </tr> <tr> <td>Sikha</td> <td>0.03 percent</td> </tr> <tr> <td>Jain</td> <td>0.02 percent</td> </tr> <tr> <td>Other</td> <td>0.37 percent</td> </tr> <tr> <td></td> <td>-----</td> </tr> <tr> <td>Total</td> <td>100.00 percent</td> </tr> </table>	Hindu	80.62 percent	Buddhist	10.74 percent	Islam	4.20 Percent	Kirat	3.60 Percent	Christian	0.45 percent	Sikha	0.03 percent	Jain	0.02 percent	Other	0.37 percent		-----	Total	100.00 percent
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Sikha	0.03 percent																					
Jain	0.02 percent																					
Other	0.37 percent																					

Total	100.00 percent																					
Ethnicity/race	:	Brahman-Hill 12.5%, Chetri 15.5%, Magar 7%, Tharu 6.6%, Tamang 5.5%, Newar 5.4%, Muslim 4.2%, Kami 3.9%, Yadav 3.9%, other 32.7%, unspecified 2.8% (2001)																				
Languages	:	Nepali 48% (official), Maithali 12%, Bhojpuri 7%, Tharu 6%, Tamang 5%, others. English spoken by many in government and business (2001)																				
Literacy Rate	:	<table border="0"> <tr> <td>a. Male</td> <td>:</td> <td>65.08 percent</td> </tr> <tr> <td>b. Female</td> <td>:</td> <td>42.49 percent</td> </tr> <tr> <td>Total</td> <td>:</td> <td>52.74 percent</td> </tr> </table>	a. Male	:	65.08 percent	b. Female	:	42.49 percent	Total	:	52.74 percent											
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b. Female	:	42.49 percent																				
Total	:	52.74 percent																				
Terrain	:	Tarai or flat river plain of the Ganges in south, central hill region, rugged Himalayas in north																				
Time Zone	:	5 hours 45 minutes ahead of GMT																				
Administrative Divisions	:	5 Development regions, 14 Zones, and 75 District Development Committees, 58 Municipalities, 3,913 Village Development Committees, and 36,023 Ward Committees.																				
Weather	:	<p>Nepal has four major seasons, namely –</p> <p>Winter : December- February Spring : March- May Summer : June- August Autumn : September – November</p>																				
Climate	:	<i>Nepal can be visited round the year.</i> Varies from cool summers and severe winters and tundra climate in north to subtropical summers and mild winters in south.																				
Terrain	:	Tarai or flat river plain of the Ganges in south, central hill region, rugged Himalayas in north.																				

Elevation Extremes:

Lowest point	:	Kanchan Kalan 70 M,
Highest point	:	Mount Everest 8,850 m.
Land use	:	Arable land - 21.68%
Natural hazards	:	Severe thunderstorms, flooding, landslides, drought, and famine depending on the timing, intensity, and duration of the summer monsoons.
Environment issues	:	Deforestation (overuse of wood for fuel and lack of alternatives); contaminated water (with human and animal wastes, agricultural runoff, and industrial effluents); wildlife conservation; vehicular emissions

1.2 School Education in Nepal*

Modern education in Nepal began with the establishment of the first school in 1853. However, this school was only for the members of the ruling families and their courtiers. Schooling for the general people began only after 1951 when a popular movement ended the autocratic Rana family regime and initiated a democratic system. In the past fifty years, there has been a dramatic expansion of educational facilities in the country. As a result, adult literacy (15+) of the country was reported to be 48.2% (female: 34.6%, male: 62.2%) in the Population Census, 2001, up from about 5% in 1952/54. Beginning from about 300 schools and two colleges with about ten thousand students in 1951, there now are 26 thousand schools (including higher secondary), 415 colleges, five universities and two academies of higher studies. Altogether 5.5 million students are enrolled in those schools and colleges who are served by more than 150 thousand teachers.

* http://en.wikipedia.org/wiki/Education_in_Nepal

Despite such examples of success, there are problems and challenges. Educational management, quality, relevance, access are some of the critical issues of education in Nepal. Societal disparities based on gender, ethnicity, location, economic class, etc. are yet to be eliminated. Resource crunch has always been a problem in education. These problems have made the goal of education for all a challenge for the country.

1.2.1 Administration

The Ministry of Education and Sports is the apex body responsible for initiating and managing educational activities in the country. The Minister of Education, assisted by the State/Assistant Minister, provides political leadership to the Ministry. The Ministry, as a part of the government bureaucracy, is headed by the Secretary of Education and consists of the central office, various functional offices and offices located at the regional and district levels. The Central Office or the Ministry is mainly responsible for policy development, planning and monitoring and evaluation regarding different aspects of education.

With a purpose of bringing education administration nearer to the people, the Ministry has established five Regional Directorates and 75 District Education Offices in five development regions and 75 districts respectively. These decentralized offices are responsible for overseeing non formal and school level educational activities in their respective areas. Regional Directorates are mainly responsible for coordinating and monitoring and evaluation of education activities and the District Education Offices are the main implementing agencies. National Center for Educational Development (NCED) is an Apex body for teacher training in Nepal. There are 34 Educational Training Centers under NCED to support the teachers in pedagogical areas. ETC Sunsari, ETC Dhulikhel and ETC Tanahun/ Educational Training Center Damauli, are the leading training center under NCED. NCED was established in B. S. 2050 but it could not take speed much until Arjun Bahadur Bhandari was appointed as an Executive Director. Now it is running in full fledged and implementing "Teacher Education Project" to train the pre-service and in-service teachers throughout the country

NCED was established in 1993 under the Ministry of Education (MOE), as an apex body for human resource development. Since then, the centre is undertaking activities related to teacher development, capacity development of educational personnel under the Ministry of Education and conduction of research activities in education.

1.2.2 Education Structure

Education in Nepal is structured as school education and higher education. School education includes primary level of grades 1-5, lower secondary and secondary levels of grades 6-8 and 9-10 respectively. Pre-primary level of education is also available in certain areas. Six years of age is the prescribed age for admission into grade one. A national level School Leaving Certificate (SLC) Examination is conducted at the end of grade ten. Grades 11 and 12 are considered as

higher secondary level. Higher Secondary Education Board (HSEB) supervises higher secondary schools which are mostly under private management. Previously these grades were under the university system and were run as proficiency certificate level. Though some universities still offer these programs, the policy now is to integrate these grades into the school system.

Higher education consists of bachelor, masters and PhD levels. Depending upon the stream and subject, bachelors' level may be of three to five years' duration. The duration of masters' level is generally of two years. Some universities also offer programs like M Phil and post-graduate diploma.

Legally, there are two types of school in the country: community and institutional. Community schools receive regular government grant whereas institutional schools are funded by school's own or other non-governmental sources. Institutional schools are organized either as a non-profit trust or as a company. However, in practical terms, schools are mainly of two types: public (community) and private (institutional). A third type of school is the schools run by the local people enthusiastic towards having a school in their localities. They do not receive regular government grants and most of them do not have any other sustainable financial source. Supported and managed by the local people, they can be thus identified as the real community schools.

Except one, all universities/academies are publicly managed and are supported by public source fund. However, public universities also provide affiliation to private colleges. Two academies of higher education are single college institutes whereas other universities have constituent and affiliated colleges across the country.

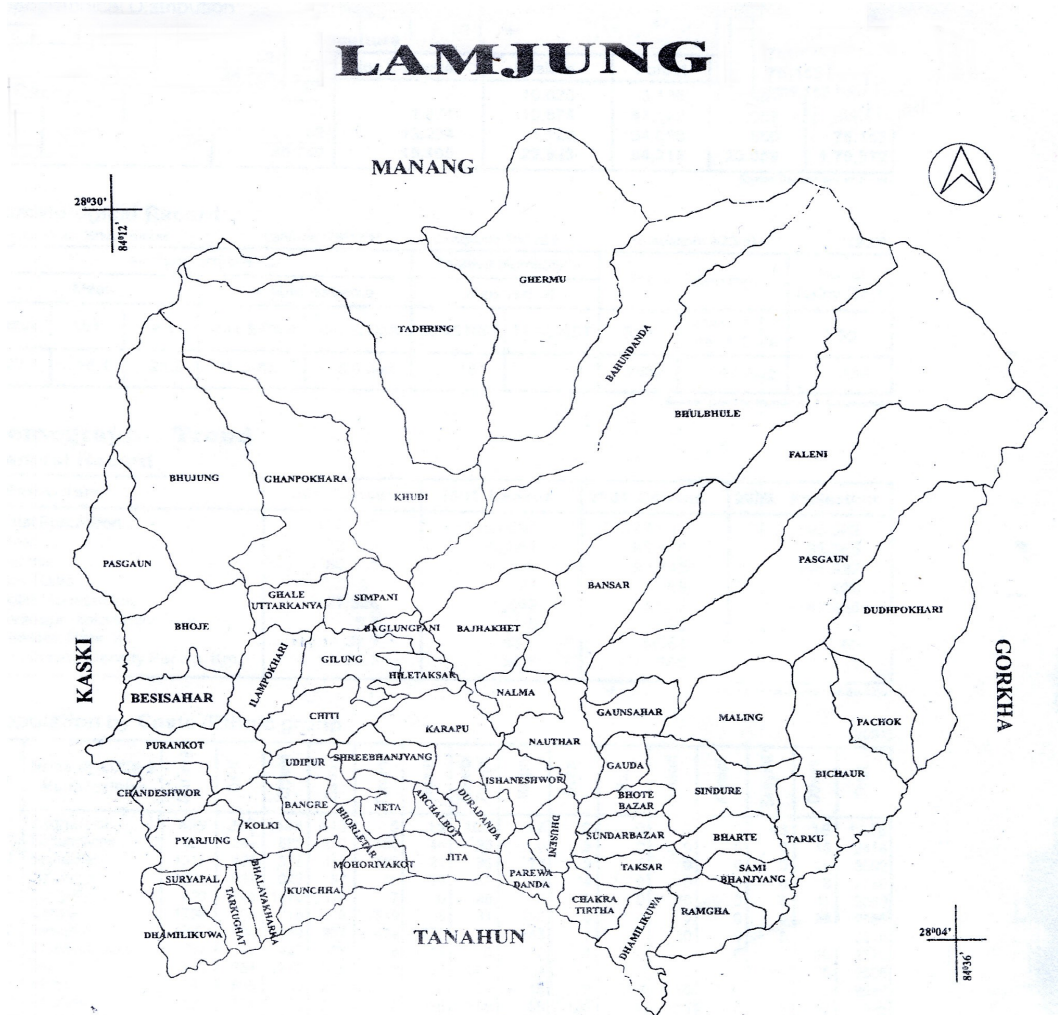
1.3 Objectives of the Proposed Project

The overall objective of this project is to relocate SHREE GANESH PRIMARY SCHOOL to the nearby village area and to work for the overall development of the school. However the specific objectives of the study are:

- To relocate Shree Ganesh Primary School in Namarkhu village from the existing hillside to the new site nearby to village.
- To provide quality education to the local children of Namarkhu village and its surroundings.
- To provide financial and good management support in overall operation of the school.
- To create awareness among the locals of Namarkhu village and surrounding area about the significance of education for development.

2. BRIEF DETAIL OF THE REGION AND SCHOOL PROJECT SITE (NAMARKHU, ILAMPOKHARI-8, LAMJUNG)

2.1 Brief profile of Lamjung District



Area: 1,692 Sq. Kms.

Elevation: 793 m. – 8,155 m.

Lamjung

District, a part of Gandaki Zone and Western development region is one of the seventy-five districts of Nepal. The district, with Besisahar as its district headquarters, covers an area of 1,692km² and has a population (2001) of 177,149. Lamjung mainly consists of agricultural villages.

In the political boundaries Lamjung district is surrounded by Gorkha district from East, Kaski and Manang Districts from West, Manang and Gorkha districts from North and Tanahu and Gorkha districts from South. The altitude of the district varies from 793 meters to 8155 meters.

➤ **The major Himalayan Peaks of Lamjung:**

Name of the Peaks	Heights (in meters)
Manaslu	8155
Annapurna II	7939
Manaslu South	7937
Himal Chuli	7647
Lamjung Chuli	6988
Boudha Himal	6674

➤ **The major Lakes and Ponds in Lamjung:**

Name of the Lakes/ Ponds	Particular
Baraha Pokhari	N.A.
Dudha Pokhari	Pilgrimage Place

➤ **The major Rivers in Lamjung:**

Name of the Rivers
Marshyangdi
Madi
Khudi
Chepe
Daraudi
Paundi
Chhar
Midim
Risti

Demographic Details of Lamjung :

Particulars	2001 Census
Total Population	177,149
Male	83,406
Female	93,743
Sex Ratio	89
Total Households	36,525
Average Household Size	4.85
Literacy Rate Percentage %	56.61
Population Density Per Sq. Km.	105

Source: Central Bureau of Statistics

Education in Lamjung (2004)

➤ Total number of School by grades and levels:

Grades/ Levels	No. of Schools
Primary	387
Lower Secondary	97
Secondary	62

Source: School Level Educational Statistics of Nepal: Flash Report I 2004(2061)

➤ Primary level total school students enrollment by grades:

Grade 1-5

Girls	Boys	Total
19761	20640	40401

Source: School Level Educational Statistics of Nepal: Flash Report I 2004(2061)

➤ Lower secondary level total school students enrollment by grades:

Grade 6-8

Girls	Boys	Total
6248	6877	13125

Source: School Level Educational Statistics of Nepal: Flash Report I 2004(2061)

➤ Secondary level total school students enrollment by grades:

Grade 9-10

Girls	Boys	Total
2886	3357	6243

Source: School Level Educational Statistics of Nepal: Flash Report I 2004(2061)

➤ School, student and teacher ratio by level:

Primary			
Std/Sch	Tch/Sch	Std/ Tch	Fem.Tch/ Sch
104.4	3.7	27.9	1.1

Lower Secondary			
Std/Sch	Tch/Sch	Std/ Tch	Fem.Tch/ Sch
135.3	3.3	40.9	0.4

Secondary			
Std/Sch	Tch/Sch	Std/ Tch	Fem.Tch/ Sch
100.7	3.8	26.6	0.1

Source: School Level Educational Statistics of Nepal:
Flash Report I 2004(2061)

2.2 Brief profile of Ilampokhari VDC

Ilampokhari *Village Development Committee*

Country	Nepal
Zone	Gandaki Zone
District	Lamjung
Population (2001, Census)	3508

Ilampokhari is a Village Development Committee in Lamjung District in the Gandaki Zone of northern-central Nepal. The Ilampokhari VDC has 9 villages including Namarkhu village – *the SGPS school project site*.

Demographic details Ilampokhari VDC (2001 Census)

Total population : 3508

Male : 1,655

Female : 1,853

Total number of Household : 682

Average Household Size : 5.14

Literacy percentage (%) : 41.8

Source: Central Bureau of Statistics

Population by Cast/ Ethnic group Ilampokhari VDC:

S.No	Cast/ Ethnic group	Population (2001 Census)
1.	Gurung	2086
2.	Dalit	281
3.	Chhetri	0
4.	Bahun	0
5.	Tamang	1032
6.	Newar	12
7.	Gharti/ Bhujel	30
8.	Magar	0
9.	Dura	0
10.	Rai	0
11.	Thakur	0
12.	Kumal	0
13.	Sanyasi	61
14.	Others	6
	Total	3508

Source: Central Bureau of Statistics

2.3 Brief profile of Namarkhu Village

Altitude: 1651 m asl

Namarkhu village (SGPS project site) is located in Ilampokhari VDC of Lamjung district.

Population : 300 (Local Estimate)

Total Household: 60 (Local Estimate)

Note: Most of the population in Namarkhu village is of Gurung Community

Another Tamang village is located some 20 minutes walk from Namarkhu village

Accessibility : To reach Namarkhu village one needs to take a bus going from Kathmandu to Besisahar and needs to get down at Bhotewodar (Which is 5-6 hrs drive) and makes overnight stay there.

Next morning one needs to walk approximately 8 hours uphill towards north from Bhotewodar to reach Namarkhu Village located at an elevation of 1651 m above sea level.

2.4 Brief profile of Shree Ganesh Primary School (SGPS)

School Name : Shree Ganesh Primary School

Address : Namarkhu-8, Lamjung, Nepal

Village Name : Namarkhu, VDC:-Ilampokhri, Ward No:- 8, Lamjung, Nepal

Accessibility : Approximately 45 minutes walking distance from the Namarkhu village.

School Level : Primary (Class 1 to 5)

Total Number of Students : 63

Boys : 32

Girls : 31

Total Number of Teacher : 4

Class Break down with respective student enrollment

S.No.	Level	Number of Boys	Number of Girls	Total Students
1.	Class-1	11	12	23
2.	Class-2	6	4	10
3.	Class-3	5	5	10
4.	Class-4	6	6	12
5.	Class-5	4	4	8

**Total
Boys: 32**

**Total
Girls: 31**

**Total
Students: 63**

3 RELOCATION AND DEVELOPMENT OF SHREE GANESH PRIMARY SCHOOL (SGPS)

3.1 Need & Significance of relocation of the School

The need of relocating and developing Shri Ganesh Primary School can be understood from the following points:

- The present location of the school is approximately 45 minutes walking distance from the village hence is tiring for children of young age going to primary school.
- The route to the school passes through uninhabited forest area hence the parents are always worried about the safety and security of their children.
- The present condition of the school is unable to provide quality education and good learning environment to children due to various constraints.

The significance of relocating and developing Shri Ganesh Primary School can be understood from the following points:

- The relocation of SGPS nearby to the village will largely reduce the walking distance hence saving precious time and energy of children that can be used for effective learning.
- The relocation of SGPS nearby to the village will also motivate local parents and of nearby areas to send their children in large numbers to the school as they will be more assured about the safety and security of their children.
- The relocation and development of SGPS nearby to the village will provide quality education and good learning environment to the children of Namarkhu village and surrounding areas.
- The relocation of SGPS nearby to Namarkhu village will also help in developing positive thoughts among the villagers for education and community development.

3.2 Vision & Objectives of relocated SGPS

VISION

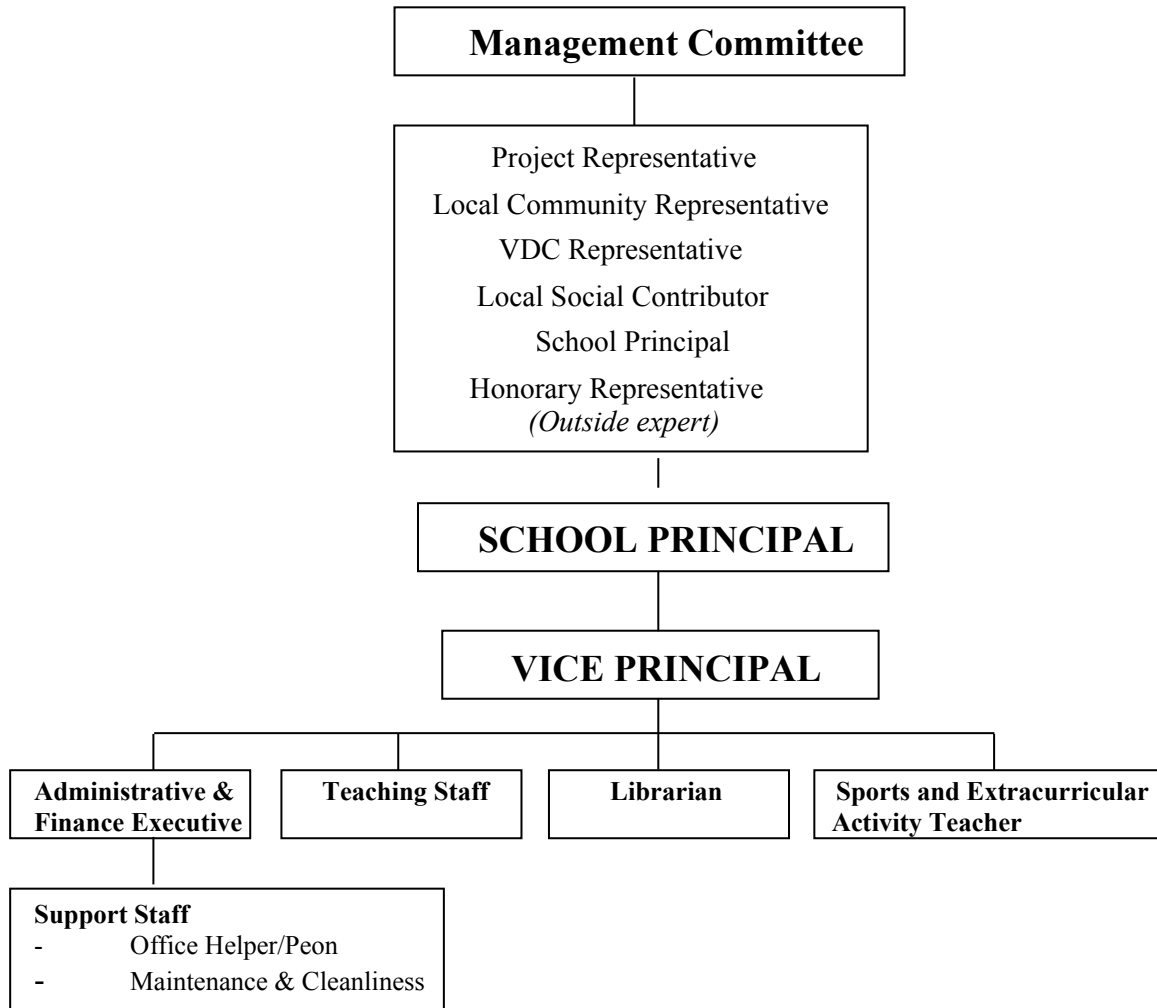
Nurturing young minds through quality education that helps in character building and developing leadership for nation building and benefit of the society.

OBJECTIVES

- To help students successfully complete their primary education and to prepare them for further secondary level education.

- To provide quality education to the local children of Namarkhu village and its surroundings.
- To become one among the best primary schools in the country and to contribute in nation building through quality education.

3.3. Proposed Structure of SGPS



3.4 Basic Requirements for Relocation, Operation and Management of SGPS

A. Physical Requirements

- A proper land site nearby to village to relocate SGPS.
- A proper building (*Details given below*) to carry out day to day operations of the SGPS

S.No.	Particulars	Quantity	Remarks
1.	Principal Room	1	Large enough to accommodate Principals desk and sitting space for minimum 5 visitors.
2.	Vice Principal and Teachers Room	1	Large enough to accommodate vice principal desk and big central table for teachers.
3.	Administration & Library Room	1	Large enough to accommodate administrative desk, Librarian desk, book shelves and proper sitting space for minimum 20 students. (<i>The same room could be used as multi purpose meeting hall whenever required</i>)
4.	Class Rooms	5	Large enough to comfortably accommodate minimum 25-30 students with proper ventilation and natural light.
6.	Kitchen	1	Small Room
7.	Toilets	2	Separate for Boys & Girls

- Furniture for office and classrooms
- Office equipment as computer, telephone, stationery etc.
- Drinking water facility
- Others: Playground and sports gears, Basic first aid etc.

B. Manpower Requirements

Highly skilled, qualified and experienced teachers plus office staff as per the proposed organization structure of SGPS

C. Financial Requirements

The financial requirements for relocation, operation and management of SGPS are for:

- Land Purchasing nearby village.
- School Building Construction.
- Purchase of furniture for office and classrooms
- Purchase of required office equipment as computer, telephone, stationery etc.
- Provision of drinking water facility
- Provision of playground and sports gears, Basic first aid etc.
- Operational expenses as
 - Salaries and wages.
 - Electricity & telephone.
 - Stationery
 - Tea & refreshment for teachers and office staff
 - School annual day celebrations

A detailed cost breakdown of required finances will be submitted with final plan preparation.

3.5 Tentative Action Plan for Relocation, Operation and Management of SGPS

Tentative Action Plan

S.No.	Activity	Time Required
1.	Submission of proposal for SGPS	One Month
2.	Final plan preparation for Relocation, operation and management of SGPS with detail budgeting	Three Months
3.	Meeting of stake holders for approval of prepared plan and collection of views/opinions to draft statute of SGPS and its management committee.	Two Months
4.	Preparation of statute of SGPS and its management committee.	Two Month
5.	Approval of statute of SGPS and its management committee by stake holders.	One Month
6.	Finalization of site for relocation of SGPS	Two Months
7.	Government formalities, registration and documentation	One Month
8.	Construction of school building	Twenty Four Months
9.	Finishing of the school building	Six Months
10.	Furnishing and fixing of the office rooms and classroom	Two Months
11.	Selection of officials and recruitment of school staffs	One Month
12.	Official launch of relocated SGPS	One Month
13.	Continuity to previous efforts and development and implementation of effective teaching and learning methods and local capacity building of SGPS	Fourteen Months

Total Time Period: 60 Months (5 Years)

4. SUPPORT REQUIRED FOR RELOCATION, OPERATION AND MANAGEMENT OF SGPS

The following support is required for successful relocation, operation and management of SGPS:

- Adequate finances for land purchase, construction of school building and furnishing of office and classrooms.
- Adequate finances for provision of facilities and activities of SGPS as stated in final plan.
- Availability of qualified and experienced teachers and other office staff to support day to day operation and management of SGPS.
- Local people and parents support and cooperation in smooth functioning of SGPS to fulfill its objectives.
- Necessary support from government education authorities.
- Availability of expert guidance for successful relocation, operation and management of SGPS.

Appendix-I

Selected Pictures of SGPS and Namarkhu Village

Namarkhu, Ilampokhari-8, Lamjung, Nepal



Present School Building of SGPS



Students in the Classroom



Students Greeting



Local Village Meeting



Local Village Festivity



Local Village Landscape

Appendix-II

CURRICULUM –VITAE

Name	: Prem Bahadur Gurung	
Date of birth	: 16-12-1978	
Father's Name	: Purna Bahadur Gurung	
Nationality	: Nepali	
Sex	: Male	
Marital status	: Married	
Language known	: Nepali, English, Hindi and Gurung	
Religion	: Buddhist	
Profession	: Mountain guide / Mountaineering Instructor	
Permanent Address	: Ilam Pokhari-8, Lamjung, Nepal	
Contact Address	: Mob no-9841341038 E-mail: prem_gurung@hotmail.com www.prem-gurung.com	
Trainings	: <ul style="list-style-type: none">● Trekking Guide Training (NATHM),● Navigation Course (NMIA)● Basic Mountaineering Training (NMA)● Advance Mountaineering Training (NMA),● First Aid and CPR (NMIA, Alliance Française)● Canyoning Guide Training (By French instructor),● Rescue Training (NMA, NMIA),● School of National Ski and Alpinism Under Ministry of Sport France (ENSA),● Rescue training (EV-K2-CNR, RONAST, Nepal Mountaineering Association, Nepal Tourism Board)● High Mountain Rescue Training (NMIA, GENDAMERIA-CNISAG, NMA)● ASPIRANT Guide course 2007-Jan-Feb (NNMGA)● ASPIRANT Guide course 2008-finel (NNMGA)● YPVF training in France July – Sep 008(Instructor Refreshment Training)● Final exam of guide 2009/01● Certify Diploma Mountain Guide (NNMGA/IFMGA)/IFMGA Certify NNMGA Mountain Guide	

Mountain Guide (NNMGA/IFMGA)

- Country Visited** : France, Italy, Tibet, India
- Affiliated Association** :
- Member & Instructor (NMIA)
 - Member Himalayan Rescue Association (Rescue and search Committee)
 - Instructors & member (NMA)
 - NNMGA(member)
- Teaching Experience** :
- Instructor in Basic Mountaineering Training by (NMIA) 2004 / 2006
 - Introductory Basic Rock Climbing Training By NMIA 2005, 2006
 - Instructor in Trekking Guide course 2004 (NATHM).
 - Instructor in 2006 / 2007 for Liaison Officer Equipment Familiarization (NATHM)
 - Instructor in Basic Rescue Mountaineering 2006 2007
 - Instructor in Navigation Course (2004, 2005, 2006-2007-2008)
 - Instructor and Judge –wall climbing competition in Pasang Lhamu Foundation (2007-April / 2009 July)

Climbing Experience:

- Pisang peak (Annapurna-2002 /2003),
- Nawal peak(Annapurna -2003),
- Yala peak/Yala chang(Langtang-2004/2006 2007-2008),
- Singha-Chuli peak(2003-2004),
- Mera peak(Everest-2005),
- Island peak(Everest-2005-2006-2007-2008),
- Chulu-east(Annapurna -2006),
- Labuchhe Peak (2009)
- Tent peak (Annapurna B.C-2006),
- Dhampus peak (Dhaulagiri-elavation camp- 6054m.-2006).
- Everest EXP.-2007 October (camp-3),
- Winter ice climbing explored 7 route (feb 02-12,008 in Rolwaling area)
- Dhaulagiri- camp 2(May 7-14,2008)
- Amadablam Expedition Autumn -2008, camp -2
- Everest Expedition 2009 spring team succeed

Climbing in Europe:

Rock:-

- Orpierre –
 - Quiquillon(6a)
 - ,Adrech(6a),
 - Ascles
- Balm - Punk not dead (6b)
- Les chaux – Vore le collegieus (6b)
- La croix de Pilies de la croix de fer (6b+)
- Tours d'arreu – Pas si Bemol que ca (6a)
- Aiguillette d'argebtiere
- Arete des Papillons
- Asia, Neige du Kilimandjaro, aiguilles rouges, Floria
- Vallon de Berard-L'ete indien
- Index
- Aiguille de l'm
- Les Jumelles
- Rocheuse dans la val ferre no 2 (6b+)

Mix Climbing:

- Mont blanc du tacul
 - Goulotte chere
 - Triangle ,Voie Grizzolli
 - Triangle voie centrlle et descente par goulotte chere
- Petite Verte
- Traversee pointe Lachenal
- Traversee Petit paradis-Grand Paradis
- Pallandre au gros Rognon
- Eperon des cosmiques
- Arete des cosmiques
- Mont Blanc
- Grandes Jorasses(Pointe whimper et walker-sud face)
- Chardonnet (Goulolte cherlet Bettembourg)
- Arete sud du roc de la table
- Mount Pourri
- Arete Methier (Doue de Miage)
- Traversee Nounne - Eveque

(2005-2007-2008)

Route Setting in Rock Climbing in NEPAL:

Hungry eye route	13 m.	5c-6a,	Raniban
Padam step	15 m.	6a,	Hattibaan (Sallaghari)
Dec.1 st	15 m.	6a,	Hattibaan
Iman ko samjhanama	50 m.	6a-6a+-6b,	Bimalnagar
Pheri parkyo	15	6b+	Hattibaan
Training	10	6a	Bimal nagar
Cheeparo	10	6c	Bimal nagar
Odar	12	6a+	Bimalnagar
Carck jasto	12	6a	Bimalnagar
Bachaa	06	5c	Bimalnagar
Christmas	15	6b+	Bimalnagar
Samzeta	14	6a	Hattiban

(Prem Bahadur Gurung, Sunar Gurung, Shree maharjan and Padam ghale)

Canyoning in Nepal:

Annapurna Area

- D. Bulbule Khola
- E. Jaget khola
- F. Chamje khola
- G. Kabindra Khola
- H. Rindu khola Etc.....

Rescue:

- Kangkaru (2005-2006)
- Labuche (2005)
- Team member Taplejung Ghunsa helicopter crash 23 sept 2006
- Dhaulagiri 2008 in may- search

Sport Background :

- Football (local club)
- Volleyball (from School)
- Martial art (Black belt)
- Swimming

Abbreviations:

- **NMIA** Nepal Mountaineering Instructors Association
- **NNMGA** Nepal National Mountain Guide Association
- **HRA** Himalayan Rescue Association
- **NATHM** Nepal Academy of Tourism Hotel Management
- **NMA** Nepal Mountaineering Association
- **RONAST** Royal Nepal Academy of Science and Technology
- **NTB** Nepal Tourism Board
- **ENSA** School of National Ski and Alpinism Under Ministry of Sport, France