

CHAPTER – ONE

INTRODUCTION

1.1 Background of the Study

Nepal is included in the least developed countries in the world. It has a population 26.62 million and area of 1,47,181 square Km. (census 2011 A.D.) and estimated per capita income 562\$ (CBS, 2010). Also literacy rate of Nepal 53.74% among the males are 65.08% and female are 42.5% literate (Census, 2001). Independency, diversity, geographical characteristics, different socio-cultural and mix ethnic groups are the unique features of our country Nepal.

Education is most essential factor for the overall development of country. It brings empowerment which plays vital role for modification of human behavior and social changes. The history of modern education in Nepal started after the establishment of Durbar High School. But it was opened only for the children of ruling class.

Nepal has achieved a significant progress in education after 1950 A.D. The government has declared in constitution article no. 17 (2) basic education of as the fundamental rights of people (Constitution, 2063). The school sector reform Plan (2009, 15) has different program to implement the national policy of education in the country. Nepal has commitment to “Education for all and Millennium Development Goals” is based on the premises that education is a fundamental right of people. Nepal has to ensure basic and primary education for all children irrespective of their ethnic group, origin, religion, culture, long age, economic status or disabilities. It was only 321 primary in 1951 but now It is about 33160 schools, among this 32,684 are primary school (grade 1-5), with 4.95 million student are studying in primary level and 100 thousand teacher including Rahat in the country teach in primary level (DOE, 2010/11).

In this regards the expansion of education is quite appreciable, eventhough there are number of issues and challenges confronting the present education system. Among them student dropout issues for government. This numerical growth in the figures of school and student enrollment has however brought into sharp focus the problems of high rates of student dropout, class repeater. In the national efforts to

improve the quality of education these, therefore have to be plugged or at best minimized. According to the statistics published in 2004 DOE,(2004), over 15% of the total enrollment in grade 1 dropout each year. Apart from the poor quality of classroom instruction many other factors are deemed to be responsible for including dropout and other causes of educational wastage. Some of these causes are reflected in the people's bias against girls education social discrimination on the basis of untouchability the poor financial condition of family and general low level of awareness on the part of the parents towards the value of education. In this scenario I was interested to study about dropout of primary level in Kailali district. My study aimed to find out the major causes of dropout and measures to overcome this problem.

1.2 Statement of the Problem:

Government has introduced various programmes and projects like SEDP, PEP, BPEP I, BPEP II, EFA ect., to assure quality of education for all especially in basic and/or primary level. Nepal government has invested huge amount of budget (about 17%) in education. Different programmes such as scholarship, free text books, teacher training, continuous assessment system, physical support to school are launched for improving the condition of student learning. Besides all these efforts student dropout is a great challenge for the country like Nepal to achieve its educational goals. It is therefore, necessary to find out the actual status and the causes of drop out in primary level. Many researches and commission reports (NEC 1992 & HLNEC 1998) have found that student dropout is major problem in primary level education. DOE, (2010/11) show that student dropout is high in primary level. This dropout is challenge for the government for achieving national goals and targets .

Since dropout is challenge for government, schools, their families, students and other stakeholders, as most do not achieve basic literacy before dropping out, and school reentry is rare in most of the cases I am interested to selected this research topic stated as "Causes of student dropout at primary level in Tikapur municipality of Kailali district".

1.3 Objectives of the study

General objective of the study has to identify and analyse the status of dropout students in Nepal. The main objectives of the study are as follows:

- To explore the status of students drop out in primary level.
- To identify the causes of student drop out in primary level.
- To explore the measures to control student drop out in primary level education.

1.4 Research questions

A research question is define as a statement that identifies the phenomenon to be studied. The objecties of a research can thus be mirrored by the research questions (Pant, 2012). This study is completed by using the following research questions:

1. What is the condition of dropout in your school?
2. How do you feel about dropout problem in your school?
3. What are the causes of dropout from school before completing their primary level?
4. What do you do to reduce dropout in your school?
5. What are the measures to reduce dropout?

1.5 Rational of study

Primary education has been realized as basic need and fundamental right of the people. According to Sinha (2067) Various national efforts have been made for universalization of primary education like Seti Project (1982), to SSRP (2009-15). This shows the importance and need of education for all. In spite of these efforts some hard core groups are still far form the access of education either by leaving school or by not getting the chance for joining to the school. Based on the fact of big figure of school dropout children this research is carried out to explore the exact figure, causing factors and measures related to student dropouts. The study is carried in the inhabitant of a mixed ethnic group of hill migrants, native terai people and thousand of others. The major implication of this study as I considered is that the finding of this study will be useful for exploring and implementing measures that can help school to retain the dropout. It is with this in view that this study has been undertaken, which have following importance.

- As the study provide information about the schools status epecially related to dropouts .
- It would be helpful for educational planners for preparing plan and policies to decrease dropouts.
- It would be fruitful for concerned schools to know the real status and pay effort to redue dropouts.
- It would be useful for the teachers, students, community stakeholders and I/NGOs for playing their role effectively.
- It also would be worth while to the researcher who are inested in the field of educational research.
- The conceptual frame work used in this study will be useful to other same studies.

1.6 Organization of the study:

The study report has been organized into five chapters. The first chapter deals an introduction followed by background of the study, statement of the problems objectives of the study. Rational of the study, organization of study, delimitation of the study and ends by the definitions of dropout. The related literature review has been put in the second chapter with general overview on primary education, review of previous studies. The third chapter gives a brief account of research methodology covered by the research design nature of data, selection of the study area, study sample population, research tools used data collection procedure and data analysis more over data analysis and interpretation has been prescribed in the fourth chapter and finally fifth chapter has been heighted on major finding, conclusions and recommendations. Furthermore an attempt has been made in order to give a general outlook of the study in the form of research Abstract before the introduction of the study.

1.7 Delimitation of the study

Every research has its own limitation. The limitation of the study are :

- The area of the Study has confined in Kailali District of Tikapur municipality by Purposive sampling.
- The study is limited to Primary level education of community school where I studies student drop out and its causes in class one ,three and five.

- The number of samples were six community school of Tikapur municipality where the respondents are sample schools of one headteacher ,one teacher ,one parents only two dropout students selecting by purposive sampling, so the finding of the sampling may not be similar as the total population of the study area.
- The methodology used in this study qualitative and quantitative data were collected by field visit of six school ,Interview with respondents and data document analysis of the 3 years of students status of drop out of academic year 2065 ,2066 and 2067. So it doesnot cover the other district.

1.7 Definition of dropout

"A person who leaves the school or college before they have finished their studies". e.g. a college dropout , a university with high dropout rate. (Oxford advanced dictionary, 2006)

"A dropout can be defined as a pupil who leaves school for any reason except death before graduation or completion of a programme of studies without transferring to another school" (google.com, 2012).

"A dropout can be defined as a child who enrolls in school but fails to complete the relevant level of educational cycle. At the primary level , this means that the dropout fails to reach the final grade five or six" (UNESCO, 1987).

Given these definition it can be concluded that if a child admits in a school but leaves school before the completion of the prescribed course or class or level without any approval of course or documented transfer and does not reenroll again except his/her death is refer to as dropout. It is worthwhile to keep in the memory that the students in the following catagories are not included in the dropout count.

- who die.
- who are out of school for the temporary periods with an approved excuse.
- who transfered or assigned to another public or private school or state approved educational programmes.
- who move to another grade level.

In Nepalese context dropout behaviour of student is a challenge for government and known as wastage of educational funds. It was seen in 1970s A.D. and now it is also challenging (Singh, 1972).

CHAPTER – TWO

LITERATURE REVIEW

Some words about Review of Literature

Research study in any field of knowledge requires an adequate familiarity with the works which have already been done in the same area. A summary of the writing of recognized authorities and previous research provides opportunity to the research to be familiar with what is already know and what is still unknown and untested. The review of related literature helps to make the concept clear for the study and also directed to analyze and interpret the data so related literature has been review as follows:

2.1 Review of Related Literature of International and National Context :

A literature review is the process of locating, obtaining, reading and evaluating the research literatue in our area of interest. There are several important reasons for conducting a literature review. A review of literature keeps us up to date on current emiprical or theoretical controversies in a particular research area (Pant, 2012).

2.1.1 International Context

Student dropout is a world wide problem of education sector. So Untited Nations 's Member countries sign the EFA , Dakar Framework and many programmes lunched to get Universal Basic and Primary Education to all children.USAID's introduce the School Dropout Prevention Pilot Programme is test the effectiveness of school programmes to prevent student dropout in four contries of Combodia, India, Tajikistan and Timor Leste(Asia middle East region).The literature search uncovered 26 dropout prevention programmes that met stringent criteria for topic relevance (including a measure of attending school, staying in school or progressing in school) ,time relevance (programmes and evaluation occures in 1990 to 2010) six of 26 oprated in United States and 20 were in developing countries (google.com). There are some research :

Lee and Burkam (2000) “ Drop out in the role of school organization and structure of high school conduced at class 11 & 12 in America . The role of school organization and students in 190 school in America “ How severe is the problem? In

this researcher the major focus on students dropping out of high schools found that social and academic risk factors, there is a growing interest in how schools influence these behavior. Specially, how schools are organized in the terms of social relations among school members has been show to influence student engagement with schools and also the ultimate act of disengagement dropping out, all of this research investigates curriculum structure effect on student learning so they division to drop out. Important aspect of school structure in this study is school size, sector urban city are related to dropping out once school demographic composition, resources and attendance are accounted for dropout rates were higher in urban schools in private and in large school during their first two years and low achievement in the hard subject like mathematics at 10th class and another social risk include students family status, gender, their race, ethnicity their relationship with others.

This research suggest that their demographic composition and their sector, size, curriculum and social organization are important. For this high school curriculum should associate with level and interest of the high school age students, reduce the large number of non-demanding courses in order to keep uncommitted students in school, supported making high schools smaller than their previous size and offer the reasonable curriculum to their students. It also suggest society for positive relation to school with students family member and parents to contact with teachers for their children performance help them in any condition.

Tamasevski (2004) on her Manual on “Righta-based Education” attempts translate globally accepted human rights standard into guidelines for national education strategies she developed a conceptual framework which provides “4 A (four A) Approach- she further highlighted the role of state to protect, respect and fulfill the right to education in term of making education available. Accessible, acceptable and adaptable. This demands a holistic approach to education, which reflects universality and indivisibility of all human rights.

She describes Right Based Education’ Approach, “as follows: (4 A Approach)

A = Availability: Education must be made available to all. School must be in physical proximity to students and education must be affordable for all should be free from discrimination. Adequate school facilities and programs that support children must be made available.

A= Accessibility: Adopting a life cycle approach providing available and accessible schools. Removing the economic barrier to education promoting inclusion and ending discrimination.

A = Acceptability: Free and compulsory education for all children requirements of international human rights law for government to respect parental freedom of choice. Educational environments should be emotionally, intellectually, physically and culturally safe and nurturing school have to maintain minimum standards for quality and safety.

A = Adaptability: Child Rights that education should respond and adapt to the best interests of each child school must adapt or change to meet the needs of children from different communities and respond to the needs of students from diverse social and cultural setting.

It also draws attention to one of the key requirements of international human rights law for government to respect parental freedom of choice in this context adequate school facilities and programs that support children must be made available. Regarding accessibility, education must be made available to all and it should be free from discrimination. School must be in physical proximity to students and education must be affordable for all. In the case of acceptability, educational environments should be emotionally, intellectually, physically and culturally safe and nurturing nurturing school have to maintain minimum standards for quality and safety. Similarly, school must adapt or change to meet the needs of children from different communities and respond to the needs of student from diverse social and cultural setting. It emphasizes the they principle of child right that education should respond and adapt to the best interest of each child.

2.1.2 National context

Nepal government implementing various programmes to achieve the EFA goals. So from Donor countries experiences there are running many quality education programmes. Like Continuous Assessment System (2057 B.S.) , Liberal class promotion, Free textbook , Scholarship programmes , etc were introduced to promote the access of education , provide quality education , to reduce the dropout problem. Nepal's school system consists of three levels: primary school (Grade 1-5), lower secondary (Grade 6-8) and secondary school (grade 9-10). Early childhood

development (ECD), also known as preschool (ECD class) education, has appeared as recent practice of school sector reform program consist school system of two levels. Basic level (Grade 1-8) and secondary level (9-12) in two type one General school and another is Vocational secondary secondary. A higher secondary level (10+2) has been recently added in order to make the school system more or less comparable with regional and international system. Schooling age starts at 6. The first level of education (Basic Education (1-8) is officially free of charge.

According to the school level educational statistics published by the Department of Education (DOE, 2010/11), there are altogether 33,160 schools in the country among that 27848 at primary level, 8862 at the lower secondary level and 4960 at the secondary level. These school are predominantly, public (community/government owned). Total enrollment in community schools at the three levels are respectively 43,63,443 girls 2239485; 51.3%) at the primary level, 1469133 (girls: 747613; 50.88%) at secondary level and 679854 (girls: 338304; 49.76%) at the secondary level.

A total of 149,260 teachers are currently employed in the government (community) school in the country at three level (i.e. primary to secondary) in that 1,01,950 teacher are in primary level of which 37,666; (36.9%) are women the share of women teacher in lower secondary and secondary level are respectively 18.4 and 13.1% women are thus seriously underrepresented in the teaching profession, but more particularly at the lower secondary and secondary levels.

Of the total teaching force of the country only 21% is fully trained (10 months training), the corresponding figure for women teacher being 16% The presence of women leadership positions is almost non-existent; at all levels of schooling less than 5% of the leaders are female. For example. At the primary, lower secondary and secondary levels the percentages of women holding the post principal (Head teacher) are 3.4, 1.3 and 8.7 % respectively (Bista and Carney, 2001). But the recent data of Department of education, Sanothimi, Bhaktapur 2010/11 86.1% are full trained the share of women full trained teacher are 88.4 in the total women teacher.

The government of Nepal is allocated about 16/17% of total budget in education, this huge amount of allocated in other sector. The share of primary education in totals government's educational expenditure has been around 60 to 65% in coming year and all the primary teacher meet the government prescribed minimum

qualification of S.L.C (since 2068) but now new entry teacher have to required 10+2 or proficiency certificate level. In spite this the situation of high dropout and repetition rates is undermining the achievements in terms of increasing opportunities of access to schooling and educational wastage, especially girls and marginalized groups. The internal efficiency of primary level can be examined with the help of promotion, repetition and drop outs rates of students. In order to enhance the internal efficiency, the GON emphasized in 9th Fifth year Plan (1997- 2002) gradual introduction of compulsory primary education for achieving education for all goals. The Internal efficiency rate was estimated 73% Inefficiency occurs mainly due to grade repetition and drop out.

Table No. 2.1.1

Internal Efficiency at Primary Level (in %) 2009-10 A.D.

Grade	Students	Promotion				Coefficient of Internal efficiency
		Prom	Rept	Drop	Sus.	
1	Boys	68.9	22.8	8.2	-	
	Girls	69.3	22.3	8.3	-	
	Total	69.1	22.6	8.3	-	
2	Boys	85.8	8.7	5.6	-	
	Girls	86.6	8.5	4.9	-	
	Total	86.2	8.6	5.2	-	
3	Boys	87.9	7.7	4.4	-	
	Girls	87.3	8.0	4.6	-	
	Total	87.6	7.9	4.5	-	
4	Boys	88.2	7.9	3.9	-	
	Girls	88.7	7.7	5.9	-	
	Total	88.4	7.8	3.8	-	
5	Boys	87.6	5.6	6.8	-	
	Girls	87.9	5.9	6.2	-	
	Total	87.8	5.7	6.5	80.6	
1-5	Boys	81.8	12.2	6.1	80.4	73.2
	Girls	82.1	12.0	5.9	81.2	73.9
	Total	81.9	12.1	6.0	-	73.4

Source : DOE 2010/2011

The national figures of promotion rate is quite similar to all grades which is nearly 68.9 to 88.7 % but student drop out is high at primary level (1-5) 6.1% boys and 5.1% Girls in total 6.0% And grade wise drop out especially grade 1, 3 and 5 were 8.3%, 4.5% and 6.5% respectively.

Graner (1998) A Article entitled on "contributions to Nepalese studies" given a theme "A Geography of Education in Nepal" in this very regards, the writer opened his views towards the developing countries which are still struggling with providing basic education to majority of the population, especially in remote areas and to socially disadvantaged group. From this perspective Nepal is no exception. The article concentrated on primary education in Nepal, defined as class one to five since 1980, which is also the main focus of government policies.

In Nepal a number of researchers are carried out in the field of primary education with reference to education participation, curriculum achievement and school dropout. Despite increasing access to basic education, a number of challenges remain in our doorsteps in implementing program as reflected by various studies (CERID, 1997, CERID 2007) and in progress as pointed out by status reports (DOE/MOF, 2008). The government of Nepal (GON) is implementing several reforms for increasing children's access to education with purpose to provide a quality basic education to all school age children, the government has also made several efforts for the universalization of the primary education by expanding in the school facilities in the country. As the result there has been a significant expansion in the number of school, teachers and students. These children are mostly from the disadvantaged and deprived communities. Under Formative Research Project (FRP), several studies have been conducted to formulate programme to enhance the participation of children belonging to the economically disadvantaged families. However, such studies reveal a positive impact in increasing the number of schools, not that of children's participation from economically disadvantaged families (DOE, 2011). 'Access of Muslim children to education', study was conducted by CERID in 2004. The study was to discuss the role of Madras in participation of Muslim children in the mainstream of school education and analyse enrollment, promotion repetition and dropout rates of Muslim children in the school. The analysis of the study focused on socio-economic status of the Muslim uneducated number of Muslims and repetition, promotion and dropout rate of Muslim children in school. It recommended

for recruiting female facilitator (teachers) and increasing participation of children in the incentive progress primarily it has recommended that economically backward Muslim families need such supports.

CERID (2005), conducted a next study about “Access of disadvantaged children to education” which attempted to examine the access rate of educationally deprived children in the country and to find out ways to provide them access to education. The findings of the study include lack of physical facilities, irregularity of teachers, humiliation of other students by the upper caste children, engagement of students in income generating activities aiming at refunding family loans, lack of learning opportunities for the children. The study suggest that temporary community school should provide school outreach programs on local initiatives for disadvantaged children, need to develop a policy for teacher appointment and physical infra structure should be developed according to the number of children.

CERID, (2003) The research entitled “the study of Effectiveness of incentive/scholarship programmers for girls and disadvantage children” was conducted . It attempted to identify the incentives needed for girls and disadvantaged children. The participation of girls and disadvantaged children is low because parents want their daughters to get married rather than continue to go to school in early age. The failure and repeater rate grade one is very high. The lack of physical facilities, unavailability of classroom space and lack of adequate number of teacher are other pertinent problems have been pointed out by the research. This study has recommended providing incentives to all new comers and the Dalits in the distribution of incentives to encourage parents of most disadvantaged groups to initiate income generating activities conduct door to door awareness program and from mother groups to mobilize then for creating awareness. But this research has not clearly stated that whetherr the intensives/scholarship played positive role or not in the case of drop outs.

DOE, (2011) has conducted 'A research on A study on Identifying targeted intervention for ensuring students retention in the classroom’. In this study the researcher found that, lack of child friendly environment in school, namely free education and scholarship program, only emphasis in teaching English, Math tongue without adequate trained teacher and facility no provision of pure sufficient drinking water, separate toilet for boys and girls, extra class far difficult subject and weak

students, and not sufficient physical facilities geophysical difficult illiteracy were responsible for it. This study recommended that, teachers at school should be trained with child friendly, child countered and child psychological training. So that they can teach and treat as per free intention, needs and wants of the students. For this government of Nepal through NCEP should develop such training packages and should train mostly the basic level teachers. A social and educational awareness program for parents as well as the community people, CBOs, CSOs members etc. should be conducted so as to aware them of their pupils lessoning at school. The major actions to execute for the retention of student at class should be emphasis teaching in Mother tongue where necessary and possible emphasis in English medium of instruction manage the proper and sufficient physical facilities to every children like adequate furniture's, pure drinking water, breakfast or meal (meal especially these students who don't carry or who are holes not (marginalized group) equity and equal opportunities textbook and scholarship program for the all students who are real needed.

CERID, (1997) undertook a research on the topic "In inquiry into the causes of primary school dropout in rural Nepal". The research stated that a number of social factors such as economic constrains and lack of motivating environment are responsible for high drop outs. The incidennce of drop outs is highest in grade one.

The study emerged one important phenomenon during the study that was related to the definition of the teachers role they were unknown about the social role themselves.

Finding the study concluded one more causes of drop out that the rural communities expect to get quick return of the time and effort, they have invested in education. In this regard, to meet such expectation the primary school curriculum has to be revised so as to incorporate skill development content.

Last but not least, the study report recommended that no fees are allowed in the primary level, steps should be taken towards making literate all the guardians so far as possible, effective inspection and supervision of primary school improving school, building and facilities, and refresher training of teachers one thing that is most important factor found in the study that there was a strong inverse relationship between household income and early school leaving.

The researcher qualified that the dropout rate in the first grade was at 21% and repetition rate at 42% where as only 38% of students were promoted to class two. The number of students who successfully completed to primary education was at 37% and only 10% were expected to complete primary education without repeating any class. Though the number of students increased day by day but in some districts the number of students in grade one was decreased due to the education n drain from respective district as for instance Mustang Okhaldhunga, Gorkha and Kaski.

Their study presented that by 1995 gender rations in class 1 have even further and for the first time ever, there were a few districts like Chitwan. Bhaktapur and Mustang where more girls than boys attended class 1. In 1996 gender ratio of class 1 students range from 1:09 to 2.5 at a median of 1.4 an average of 1:1.6. These ratios indicates an enormous success in terms of enrolling girls into primary schools. The given article conduced that the language difficulty was the most important barrier of the girls education. So that primary schools should be allowed to run their lessons in the mother tongue of the respective areas for at elast the first year and to gradually extend Nepali medium lesson in successive years and tuition needs to improved especially for girls.

The study further recommended one more aspect that is to integrate pre-school training, an important component of private schools, also into government school which will simultaneously decrease the burden of school age children to watch their pre school aged siblings.

MOE, (1998) “Eradication of Drop out” carried out the cases of Dhulikhel, a small urban center in the hills and Pithuwa, a small Terai village in Nepal”. The study made an attempt to understand the problem and explore the remedial measures to reduce the problem of drop out at primary level. The study found out that no gender gap was observed in both places. Similarly the study highlighted the promotion, repetition and dropout rates in Dhulikhel and Pithuwa were found favorable compared to the national rates. Finally the study forecasted that the highest number of drop outs was found to occur in grade one. It was nearly about one- third of total drop outs. This research would be useful for me to find out the drop outs status praviling in Tikapur Municipality of Kailali district.

Adhikari, (2000) , A case study of Gothatar VDC identified the major causes of girls drop out in primary education are poor economic condition, parents mobility

as a mobile works, high admission fees, early marriage and lack of interest of student due to the failure of in the examination.

In this research the researcher recommend that basic education must be free and compulsory to all school age children, for over age children non formal program will be provided, to give opportunity cost for the marginalized people who are struggling for their mouth and hand need daily. School should provide extra class and emphasis these student who have low achievement behave to the student psychologically and empower them for best result. For these more he suggest awareness program for education for all campaign.

Singh, (1993) carried out in three district of Nepal i.e. Kathmandu, Bhaktapur and Kavrepalanchok. The study highlighted eight major factors which encouraged the drop out of students. They were: school transfer, periodic failure in examination, in ability of purchasing books, school fees problem, household work, sickness and weakness, distance loading of school, early marriage.

The study also indentified that poverty was predominant causes of drop out of students and 29.2% of students were dropping out their study in the primary schools in these district during the study period.

Mainali, (2005) , Primary school drop outs in rural Nepal an appraisal of causes an article. It was found that the information regarding the cause of drop out was gathered by utilizing the open from or unrestricted questionnaire and interview schedules. The study pointed major causes of primary school drop out by various educational personnel who were contacted in connection with this study. These personel include district education officers (DEO). School Supervisor (SS.) members of school management committees (SMC) Head teachers (HT), teachers and community representatives. They were:Major causes as identified by Teacher and headteacher (HT) : Lack of awareness among the guardians about the importance of education for this children. A compulsion for primary school age children to be involved in household work, indifference to even bias against girls education among the rural people. ,Poor economic condition of rural people which compels children to be involved in income bearing activities and which make it unaffordable for parents to meet the expenses needed to have their children go to class regularly, general lack of awareness among the rural population about the value of education for their children , Health of child. and Tradition of early marriage.

Major causes as identified by respondents: Lack of awareness among the rural people, an apathetic attitude prevalent among the financial problem of rural families, need for class repetition, most primary schools in rural areas not running in reasonably satisfactory manner in terms of instruction delivered and the system being managed, others factors responsible for high dropout rate in primary school are children having constrained to work under compulsion for supplementing family income, guardian, inwardness about the value of education for children and the early marriage system.

The study recommended measures being taken to tackle the drop out problem were as follows: To promote social awareness towards the importance of education appropriate programmes relating to social mobilization need to be undertaken. The member of SMCs, teachers, social workers and community leaders can play in different ways a significant role in this direction, the study found class repetition as an important causes of drop outs. To tackle this problem improvement is needed in the quality of instruction now being imparted in most schools, availability of qualified teachers and provision for extra help by running tutorial classes are required for this purpose. To reduce parental indifferences to children's education, programmes of social education can be launched in the form of adult education activities. It is generally perceived that women perform better when it comes to dealing with children. A good deal of something which we may call child care is required to be a successful teacher. Women should get priority in the selection of school teachers rural communities expect to get quick return of the time and effort they have invested in education to meet such expectations the primary school curriculum has to be revised so as to incorporate skill development content cliff related aspects as its major component. The skill should be of a kind which can be translated into quick financial returns so that education can become attractive to rural people.

Pokharel, (2006) study in Pakliwa Nawalparasi district to identify the social economic conditions of the Musahar and to find out educational status. This study shows that male domination is deeply rooted so that women do not have authority and right of inheritance. They are very backward in the education sector but now they have started a new trend of sending some to schools but they think that sending daughters to school is merely the wastage of time and money. They believe that

daughters are born to serve others and not to be educated. The study shows that there is a huge gap between male and female education.

Pant, (2005) "social determination of fertility among rural woman: indicates different factor affecting education and identify needs to address education among the Mushahar community and the education uplifts the economics status associated with modernization.

Khanal, (2002) studied about "Girls Student Flow and Caused of Drop Outs" The study found out that factors playing vital role for girls students drop out were follows: language difficulties (many of children were from ethnic group like- tharu, janjati and dalit their first language is not Nepali), distance location of school, helping in earning activities, to care their younger child (siblings), illiterate mother, farming and others (poverty) (field survey, 2002). And it also highlighted some factor which are responsible for the girls dropouts hand to mouth and hand problem (daily wage), failure in the class (group), unequal behavior of teacher, early marriage, over age, irregular inter class long distance of school, parents illiteracy, geographical difficulties (river, hill). It reveals that parents illiteracy was found a main responsible factor for girls drop out further more 14.6% of the total respondents stated early marriage and 10.5% of the respondents were behind the delivery wage for earning the factors unequal behave of teacher, over age and irregular class were found inactive to increase girls drop outs.

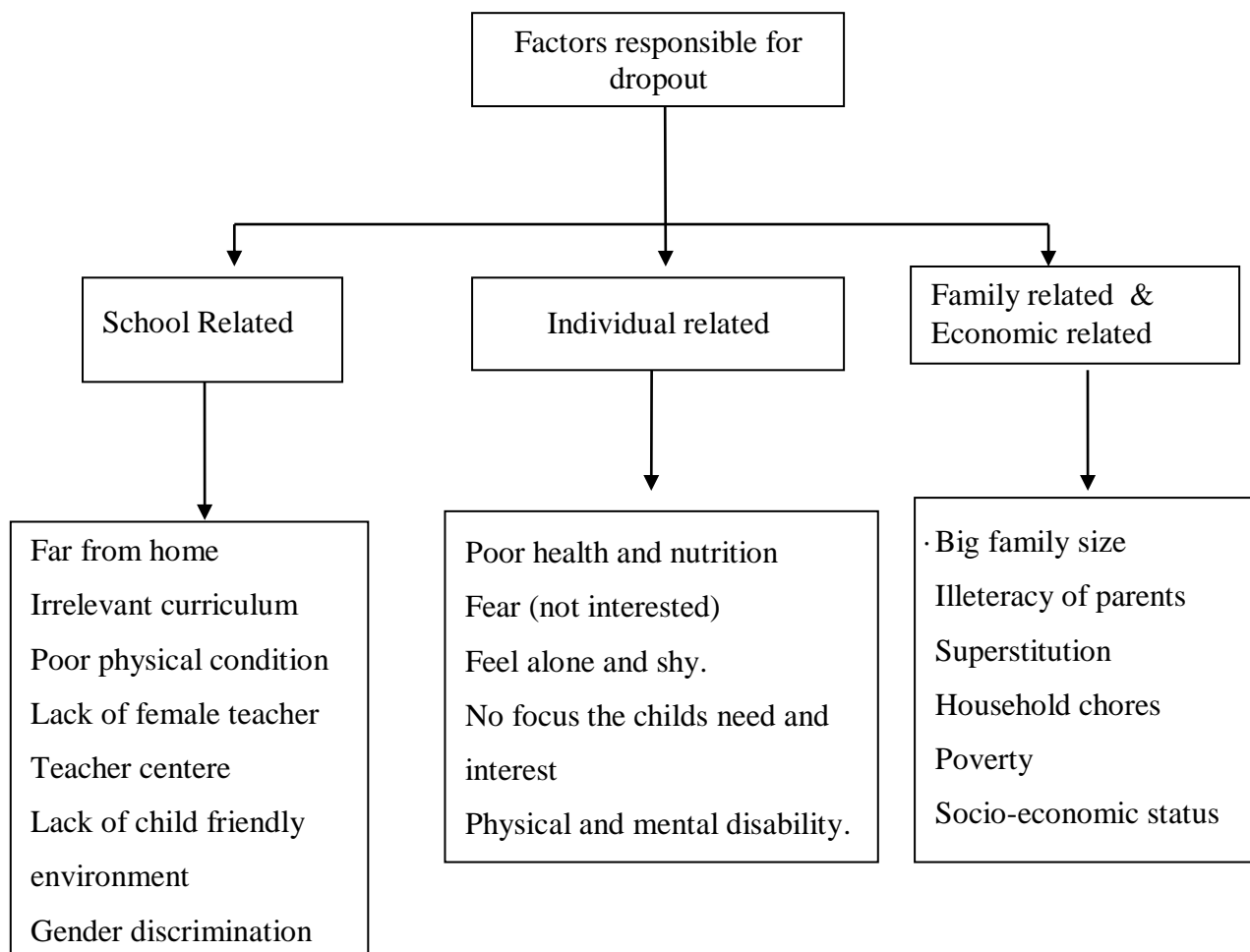
Shah, (2009). conducted "A comparative study on access and success in primary education of Musahar children, Sunsari District". The objective of the study were: To examine access to and success in primary education of Musahar children especially that of girls. ,To compare the access and success between Musahar children and other groups children at primary level of education by gender. ,To identify the causal factors that lead to low enrollment low achievement, high repetition and high drop out of Musahar children.

This study found the major causes low access in education were as follows: low economic status, child unwilling, failed in exam, lack of mother tongue, household work, gender bias in family, back of local female teacher, lack of awareness, poor economic condition, household work, early marriage and others, low quality of instruction lack of study time of home, in the study, psychological reason. Cause of low participation in the class room teaching were: Afraid with teacher, shyness, inferior feelings, unable to speak Nepali.

2.2 Conceptual framework:

As the above related literature some pulling and pushing factor are responsible for dropping out to students from schools. That can be categorized into socio-economic condition family background, types of education, medium of instruction distance of school from students home and its environment, teaching learning process interest/need/ health of child etc. the factors that are interlinked with enrollment achievement, repetition, irregularities and drop out of the students. Interventions have to be made in these areas in order to enhance access to and success in education of the children from the above discussed factors,

Conceptual understanding of this study had been taken can be visualized:



CHAPTER - THREE

RESEARCH METHODOLOGY

Research methodology is a scientific approach which deals with the systematic procedure of collecting data and use of appropriate research method. It describes the design of procedure which is to be carried out to achieve the objective of the study. There are many different methodologies used in various types of research and term is usually considered to included research design, data collection and data analysis. Research methodologies can be quantitative (for example; measuring the number of times someone does something under certain condition) or qualitative (for example it is asking people how they feel about the certain situation express it by words or picture. Ideally comprehensive research should try to incorporate both qualitative and quantitative methodologies but this is not always possible, usually due to time and financial constraints. So the researcher should be crystal cleaned about the research methodology like rational of the selection of study area, research design, population of study, sample of study, data collection procedure data analysis and interpretation.

3.1 Research design:

Before examining types of research design it is important to be clear about the role and purpose of research design. We need to understand what research design is and what it is not. We need to know where design fits into the whole research process forming a question to finally analysis and reporting data.

This study is based on qualitative information as well as quantitative data . So the research has basically used qualitative research design but partialy quantitative research design has also used . It has been made up descriptive and analytical in nature. This study has focused on exploring causes of drop out students as qualitative frame work. For finding out student enrollment, promotion repetition and drop out status it has included quantitative information also.

3.2 Sources of data

The research data were collected from the survey form of the community school located in Tikapur municipality in November 2011. As required the present study has been developed by making survey school form field visit open interview to enhance the primary data for the identification of causes of drop out and the measures to adopted. Similarly the study conducted by taking secondary data to find out the

enrollment, promotion, repetition and drop outs rates of primary school and published and unpublished books, journals, research findings, newspaper, school records collected from community school of Tikapur resource center, District Education Office, Kailali department of Education, Sanothimi, Bhaktapur and Central Library of Tribhuvan University were intensively utilized to collect as a secondary information.

3.3 The Study area and rational for site selection

The study is carried out in the Tikapur Municipality of Kailali district. It is situated about 14 Km. South from Mahendra Highway and 95 Km. from the district headquarter Dhanagadhi. There is mixed population of different ethnic and caste groups. The majority of people of this municipality depends on agriculture. And a number of hilly (Pahadi) people have been migrated especially from hill district of far western and mid western development region like Achham, Bajura, Bhalubang, Doti, Dailekh, Kalikot, Jajarkot.

Most of Tharu and some marginalized group send their children to school at least at first grade but the continuity in the education is challenging. The researcher has been living in working in this study areas since 2 years and already introduced with its people. So it become easier to data collection. There are about 52 schools running in Tikapur municipality. Among them 30 school are private and other 22 are government (public/community school, here many children are studying in Boarding school where the high class have only access. But the half of people's children are in community schools. There are one public higher secondary school, 6 (six) secondary school, 5 lower secondary and 10 public primary school. In the case of study it was confined only up to primary level (grade 1-5) of community school. The private school were not taken for this study.

3.4 The universe and sample

Population or universe refers to any collection of specified group of human beings or non human entities such as objects , educational institutions , geographical areas and all the items that have been chosen for study (Pant, 2012).

Sample refers to a small portion chosen from the population for studying its properties . The number of units in the sample is now as sample size (Pant, 2012).

The total number of students in grade one, three and five of the community schools in Kailali district were taken as the universe or population of this study. For sampling the student of grade one, three and five of six community school of Tikapur municipality were taken.

For this study from each school a headmaster a teacher and a parent were selected. Two drop out students were chosen as respondent sample. The total number respondent was twenty including 6 head teacher, 6 teacher 6 parents and 2 drop out students (accessible). The respondent were interviewed to collect information. The purposive sampling procedure was adopted for the survey.

3.5 Research techniques and tools :

In order to collect data from the sample schools , sets of research tools are developed that are used to gather qualitative and quantitative information. For qualitative information the researcher used unstructure interview. For quantitative data collection school survey form was applied.

3.5.1 School survey form:

Survey is the most widely used method of data collection in conducting social science research. To obtain information about status of dropouts from sample school the researcher used survey form. The survey form was used for quantitative data collection as a research tool. This was as check list in form.

3.5.2 Unstructure interview:

Interview is a data collection method whereas the researcher talked to the respondents in face to face mode. In interview the researcher asked the questions to the respondents and recorded their their responses in different ways as diary taking, audio/video recording, etc. Interview can be classified as structured, unstructured and semi-structured.

In this study the researcher used unstructured interview as a research tool for qualitative data collection. Unstructured interview provides great flexibility to arrange the forms, add the necessary question, modify the questions and structures at the time of interview as needed.

Technique of data collection

S.N.	Objectives	Respondents	Tools	Data Analysis
1.	explore the dropout status	Head teacher/Teacher/Resource persons	School survey/ school record	Tabulation, Diagramation Document analyhsis
2.	Identify the causes	Headteacher, teachers, Resource Person, Parents, students	Interview field visit	Case analysis
3.	Explore the measures to control drop out problem	Head master/teacher Resource person, Parents	Interview Secondary data	View analysis Document analysis critical analysis

It was used to collect the information of the students about whole status like enrollment promotion, drop out and their achievement of respective grades. It also collect the school/s service information (academic, instructional physical and financial).

It was used to take interview with the parents of drop out students to collect information regarding the causes of drop out activities followed after drop out, present situation of the family of drop out students and important measures could be applied for reducing drop out problem.

3.5.3 Document analysis of district level data

In this study I used various data and document published/ documented by district education office, kailali. DEO Kailali document has been supported me in this study to obtain the district level data about dropout and so on.

3.6 Data collection procedure

First I had developed the research tools that were school survey form and unstructure interview guideline, then I went for school visit to collect the data. Researcher did raport building with respondants, then fill up the school survey form and taken the unstructure interview with the help of guideline. It tooks a day for each sample school. In total I spend six day for collecting the data.

3.7 Data analysis procedure

The collected data were processed and analysed manually. Data were presented in tabulation from and some in pictorial from as well. Different variables and their relationship in percentage. Basically qualitative data obtained from school record were presented in bar diagram and percentage. But at the same time qualitative information obtained from field visit interview was also used for interpretation in a descriptive manner.

The analytical part was made the quantities aspects of educational planning. In the education system teaching learning takes place and the students move from one grade to another grades (upgrades). It is an important indicator of the process of education system

- * Many students may pass the specific grade 'g' and will be in the next grade 'g + 1 in the next year t+1. These students are known as the promotes.
- * Some students may fill in the grade 'g' and remain in the same grade 'g' in the next year t+1. These students are termed as repeaters.
- * Some students may leave the system (i.e. school) during the same year 't' without completing grade 'g'. These students are known as drop outs (Varghese, 1997).
- * Many students may admit in the specific grade 'g' and will study in academic year 't' +1. These students are known as enrollment.

The following diagnostic techniques have been used for quantitative measurement of student status.

Enrollment Rate:

$$\frac{\text{No. of new entrance in grade (I, III \& V) in the year (t)(2060)}}{\text{Population of 5 - 9 year old in the year same (t)}} \times 100$$

Promotion Rate:

$$\frac{\text{No. of Promoted students to grade 'g' + 1 in the year (t + 1)}}{\text{Totoal No. of Student Enrollment in grade Y te year}} \times 100$$

Drop out Rate:

$$\frac{\text{No. of students dropping out from grade 'g' in year 't'}}{\text{Total No. of student enrolled in grade 'g' in year 't'}} \times 100$$

All these techniques have been used for student status on the schools from grade one to five. (Acarya and Paudel, 2068).

CHAPTER - FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction of the Study Area

Kailali is a district of Nepal, it lies in the far western development region and Seti zone (Administrative Division). It is with a latitude 28.22 ($-29^{\circ}.05'$ from North and a longitude of $80^{\circ}.32'$ ($81^{\circ}18'$ from East. It has 2 municipalities and 42 VDC. Its area is 3235 square Km. (DDO, Kailali, 2067). The total population of this area is 6,16,697 of which 3,04386 (49.35%) are women. The literacy rate of district is 52.06% in which 63.27 are male and 40.85 are female (Census, 2001). Which is satisfactory data according as hole of the nation.

Tikapur is a municipality of Kailali district. It is 14 Kilometers South from Mahendra highway (east-west) and 95 Kilometers east from the district headquarter Dhanagadhi, established in 2054 B.S. There is famous 'Tikapur Park' in the south of its town Bazar. The total population of this area is 38,722 with 19447 are male and 19275 (49.77 female). Similarly the number of households of this municipality are 6,287. There is mixed population of different ethnic and caste groups. It was roughly estimated that 50% of people were literate. Agriculture is the main occupation of the people of the Tikapur. There is majority of hill migrants and native terai people Tharu. There are 22 public schools in with one higher secondary school, 6 secondary 5 lower secondary and 10 primary schools (community managed also). Similarly there are 32 private boarding schools with ECD to higher secondary school there has only access of elite class.

All most Tharu people can understand and speak Nepali language. Due to having mixed settlement, interaction of Tharu with high caste Hindu people and exposure with market means of communication, they are not typical as Tharu from socio cultural aspect. During the last ten years great changes have been observed in their thinking, behavior and profession that are started as follow the profession directed from agriculture to others such a business, contractor, teacher, police, security, carpenter and in the industry. They have reached up to foreign countries for seeking employment opportunities. But some initial enrollment of Tharu children seems quite unsatisfactory education particularly in grade one, and other

marginalized group. Illiteracy is the main case of not sending their children for schooling.

There are six community schools that I have been conducted this research. The list of the name of the schools with full address is stated as follows

4.2 Primary Level Student Status in the District:

To find out the past and current status of the district student at the primary level of grade one, three and five in the 2065 to 2067 B.S. (academic year). The table No. 4.2.1 shows the enrollment in grade one, three and five.

Table No.4.2.1
Student Enrollment in Kailali

class	Gender	2065	2066	2067
		Enrollment	Enrollment	Enrollment
1	Total	32665	36040	30784
	girls	16772	18849	16135
	boys	15893	17191	14649
3	Total	24780	24400	21756
	girls	13007	12815	11649
	boys	11773	11585	10107
5	Total	22401	23999	21548
	girls	11462	12558	11554
	boys	10939	11441	9994
1=5	Total	130140	135314	118303
	girls	67917	70964	63024
	boys	62223	64350	55279

Deo, Kailali -2068

Above the table no 4.1 shows that the student enrollment status of three academic year in Kailali district. In grade one student enrollment is higher in 2066 which is 36040. In three academic years girls enrollment is higher than the boys . In grade three the enrollment of students are equally enrolled in two years data 2065 and 2066. In grade five enrollment of students occurs high 23999 in the year 2066. In

short the table shows that the enrollment of girls is higher than the boys in community school. Moreover the total number of student enrolled is gradually reduced in 2067.

4.2.1 Internal Efficiency in Kailali District

Internal efficiency shows the effectiveness or outcome of educational investment which is measured in promotion, repetition, dropout, survival rate and so is known as internal efficiency. In this table I discuss only the status of promotion, repetition and dropout. In this study I collect the district level data from DEO, Kailali.

Table No. 4.2.2

Internal Efficiency in Kailali

Class	Students	Promotions	%	Repetition	%	Drop out	%
1	Girls	9228	57.19	3287	20.37	9620	22.43
	Boys	10647	72.68	3159	21.56	843	5.75
	Total:	19875	64.56	6446	20.93	4463	14.49
2	Girls	2243	70.76	1756	15.07	1650	14.16
	Boys	8578	84.87	909	8.99	620	6.13
	Total:	1682	77.31	2665	2170	9.57	14.49
5	Girls	7932	68.65	1979	17.12	1643	14.22
	Boys	7671	76.75	1365	13.65	958	9.58
	Total:	15603	72.40	3344	15.51	2601	12.07

Source : DEO, Kailali 2068

Above table No.4.2.2 show that the girls and grade one's repetition and dropout rates high than others. Repetition rate occurred in grade one, three and five respectively 20.93%, 12.56% and 15.51 %. Dropout rate occurred in grade one three and five in total is respectively 14.49% (girls 22.43% higher than boys 5.75%, 9.97 (girls 14.16 and boys 6.13%) and 12.07 (girls 14.22 and boys 9.58%). The

promotion. The promotion rate in grade one three and five were respectively 64.56% (girls 57.19 and boys 72.68), 77.31% (girls 70.76% and boys 84.87%) and 72.40% (girls 68.65% and boys 76.75%). Similarly the above table shows the trends of girls enrollment is in increasing rate in all grades. The table reflects that repetition and dropout is higher in grade one than others.

4.3 Student Enrollment at Study Area

Total no. of student enroll or entered in a specific grade/level/ school in certain academic year is called student enrollment. In this study area I collect the data of student enrollment from school records of three academic year.

Table No. 4.3

Student enrollment in Study Area

Year	Grade 1			Grade 3			Grade 5		
	Enrollment			Enrollment			Enrollment		
	Girls	boys	Total	Girls	boys	Total	Girls	boys	Total
2065	225	193	418	266	205	471	233	231	464
2066	205	206	411	234	154	388	230	220	450
2067	174	157	331	201	132	333	263	201	464

Source: Field Survey, 2011

Above Table No.4.3 indicates that trend of girls enrollment is in increasing rate in grade one, three and five in the comparison to boys, which reflects an encouraging situation. Like in grade one 418 , 411, 331 students were enrolled in 2065, 2066 and 2067 respectively in that 225, 205 and 275 were girls and 193, 206 and 157 were boys student respectively. In grade three total enrolled student were 471, 388 and 333 in the academic year 2065, 2066 and 2067 respectively. In grade five 464, 450, 464 total student enrolled in the year 2065, 2066 and 2067 respectively. This study shows that total number of students enrolled is gradually decreasing from previous years in grade one and three, but in grade five student enrollment number is approximately consistant in all three years.

4.4 Internal efficiency of students in sample class

Efficitiveness of school system or outcome of educational investment which is measure in promotion, repetetion, dropout, survival rate is called internal efficiency. In this study I used the school results data and flash reports of school of three years.

Table No. 4.4

Achievements of students

year	Grade 1						Grade 3						Grade 5					
	Promotion%			Dropout%			Promotion%			Dropout%			Promotion%			Dropout%		
	Gi	b	To	G	bo	Tota	Girls	boy	To	gir	b	Tota	Girl	bo	Tot	G	boy	Tota
2065	57	4	78.	1	7.					85	4.2	7.			84.	86.	1	
	.8	2.2	9	.2	77	14.1	56.4	43.6	.1	7	8	10.8	88.4	8	6	1.6	7.79	9.7
2066	44	4	90.	8	3.				92	5.9	3.			44.	98.	6.		
	.3	6.5	8	29	88	6.08	56.2	36.3	.5	7	9	4.12	53.8	7	4	09	6.36	6.22
2067	48	5	78.	6	12				88	5.9	1				86.	6.		
	.8	1.2	5	32	.1	9.06	62.2	37.8	.3	7	.06	9.01	52.6	43	2	08	2.99	4.74

Source: Field Survey, 2011.

note. Gir. girls, bo. boys, to. total

Above the table No. 4.4 shows the promotion and drop out rate. The promotion ratio of grade one , three and five are slightly same like grade one 78.9 , 90.8 and 78.5 in 2065 but the status of grade three is higher. In grade three , in 85.1 , 92.5 and 88.3 % and in grade five 86.6 , 98.4 and 86.2 % respectively. Like wise drop out rate is higher in junior classes in the comparasion to senior class. In the comparision of three years dropout is decreasing in grade three and five. But for the caseof grade one dropout rate is higher. In the case of boys tendency for dropout is decreasing where as it is not any academic year.

4.5 Castewise dropout in 2067 B.S.

The major ethnic groups of the study area were Tharu, Magar, Gurung, Brahmin/Chhetri, Newar, Kami, Sarki occurred high drop out in the study Area of 2067 academic year. There were the following caste of children has been dropping out from school.

Table no. 4.5
Castewise drop out.

	Grade 1			Grade 3			Grade 5		
	enroll.	Dropout	%	enroll.	dropout	%	enroll.	dropout	%
Dalit	30	3	10	30	4	13.33	48	3	6.25
Janajati	189	25	13.3	211	20	9.47	269	15	5.57
Others	112	2	1.78	92	6	6.0	147	4	2.72
Total	331	30	9.06	333	30	9.01	464	22	4.74

Source: Field Survey, 2011.

Above the table no. 4.5 shows the Caste wise drop out rate in the academic year 2067. The student drop out is higher in grade one 9.06 % than other grade and the rate of dalit students are 10 % which is higher than the caste in proportion of enrollment. Other caste like Brahman and chhetri's students are 2 % which is less than dalit and janajati. In the case of grade three dalit caste assure highest percentage of dropout 13%, where janajati and others is average. In the grade five dalit students have the highest rate of dropout 6.25%. Where as the janajati stands in middle position in both grade three and five. For the concern of dropout in grade one and five have higher degree it is convince that entry and terminating points are also causing factors for educational wastages.

4.6 Causes of dropout and views identified by the respondents

One of the main objectives of this study was to find out the causes of drop out at primary level student. For this propose, a set of guideline questionnaire was used to interview to the parents of drop out students. The interview was taken with 12 parents. Each of them responded well. The major causes found were categorized into four groups namely: Educational causes, economic causes, personal causes and family/society related causes. In each group, there were three scales namely agree, don't know and disagree. Each respondent had select one option. The causes of each group have been presented in the table below. The table no. 4.6 to 4.9 clearly show the picture of the causes as identified by respondants of dropout students.

Education Causes:

Regarding the educational causes, some questions were asked to respondents. Basically the educational causes are related to the school and school environment for the example: Curriculum, content, teaching learning situation, examination, homework, teachers behavior and difficult subject. The following table makes it clear

Table No. 4.6

Education cause of dropout

S. N.	Causes	Agree	Don't know	Disagree
1.	Failing in the exam	4 (22.22%)		
2.	Language difficulties	1 (5.5%)		2 (11.11%)
3.	Poor teaching condition		2 (11.11%)	
4.	Difficulty in doing Home work	2 (11.11%)		1 (8.33%)
5.	Poor environment of school	6 (33.33%)		

Source: Field Survey, 2011.

Table No. 4.6 reveals that the poor environment of school was found as a major causes of drop out i.e. 33.33% failing in the exam were other important causes

in 33.33% likewise difficulty in doing home work and so on. After analyzing the above data, it can be said that poor environment of school is one of the most important education causes of drop out in primary education. In the respect to language difficulty is not so more the case of dropout.

Economic causes:

Like the economy of the Most of Nepalese villages, Tharu and marginalized group/s economy primarily based on subsistence agriculture and animal husbandry. In fact it is their primary occupation in this study area. Due to the low economic condition, the people are under poverty line.

The students have to help their parents in the field as well as domestic work.

Table No. 4.7

Economic Causes of dropout

S.N.	Causes	Agree	Don't know	Disagree
1.	Unable to buy education material	5 (27.77%)		
2.	Unable to make school dress	3 (16.66%)		
3.	Not getting scholarship	2 (11.11%)		
4.	Unable to pay additional fee, exam fee	8 (44.44%)		

Source: Field Survey, 2011.

Table No.4.7 shows that economics causing factor is one of the major factor dropout, 44.44% respondents said that unable to pay additional fee, exam fee and unable to pay educational materials due to their economic condition were the most important economic causes. Out of the total respondents unable to make dress (16.66%) for their children.

Personal causes:

Due to back of suitable home and village environment, the community themselves don't motive toward the attainment and continuation of the education rather take interest playing with the mates against the parents view. There are some personal causes.

Table No. 4.8**Personal causes of dropout**

S. N.	Causes	Agree	Don't know	Disagree
1.	Over age	9 (50%)		
2.	Mental disability/Physical Problem	3 (16.66%)	2 (11.11%)	
3.	Not interesting	2 (11.11%)		2 (11.11%)

Source: Field Survey, 2011.

Above table no. 4.8 shows that the students of over age 9 (50%) mental and physical, disability 3 (16.66%) and not interested to go school are 16.33%. From the above analysis, it is concluded that the major causes of drop out under this group rate is unknown the value of education by parents, mental and physical disability, over age of the students for the grade and the motivation.

Family related causes:

Due to the inadequate awareness of the parents towards the value of education and poor economic condition of the family, the students compel to engage in helping parents by doing various kinds of activities rather continuation of their own education.

Table No. 4.9

Family related causes of dropout

S. N.	Causes	Agree	Don't know	Disagree
1.	Need to involve agriculture	3 (16.66%)		
2.	Need to care children	5 (27.77%)		
3.	Help to household chores	9 (50%)		
4.	Sudden death of the family member and migration	1 (5.5%)		

Source: Field Survey, 2011.

The above table no. 4.9 shows the causes of dropouts that is directly related with their own family. It shows that students have to help to household chores 50%, compulsion to care children 27.77% and Sudden death of the family member. So helping in household chores need to care children are the major causes of dropout.

4.7 Measures to reduce dropout problem

The appropriate measures are very important for the educational planners and policy makers. It is believed that the measures suggested by the respondents are expected to be valid and important. Suggesting effective measures to reduce dropout problem is one of the objectives of this study. The measures suggested by different groups like: parents, teachers and dropout Tharu student are stated as follows in the different sub headings.

4.7.1 Measures to reduce dropout problems as suggested by the parent

In this study I had asked my research question for reducing dropout to the parents and collect their views by noting.

1. Make aware to the Tharu society to understand about the value of education.
2. Provide employment opportunities to the poor family members to improve their economic condition.
3. Arrange special coaching classes to the weaker students free of cost.
4. Socially discourage early marriage system.
5. Free distribution of dress, educational materials and Tiffin seems to be essential.
6. Free education (without taking any kinds of fee) should be provisioned.
7. Improve the uncontrolled alcoholic habit of some fathers of dropout to save and divert the money to their children's education.
8. Encourage to the children accompanying with good friends.
9. Encourage to the children to start the education at an appropriate age.
10. Motivate to the parents to continue their children's education.
11. Respect to those who can not speak well (Natural problem).

4.7.2 Measures to reduce dropout problems as suggested by the teacher/headmasters

In this study I had asked my research question for reducing dropout to the teachers and headteachers with the help of unstructure interview and discussion about the appropriate measures and I collect their views by noting and filling the form.

1. Conduct educational awareness campaign programme in the village.
2. Motivate parents to continue their children's education
3. Encourage school age children to accompanying with good friends.
4. Socially discourage the early marriage system.
5. Organizing special coaching classes to the weaker students.
6. Employment opportunities to the poor family member to improve their economic condition.
7. Free distribution of dress, educational materials and tiffin is needed to the economically poor Tharu student.
8. Need to improve the uncontrolled drinking habit of fathers of some of the dropout students.
9. Sending children to the school at an appropriate age.

10. Organize the family planning campaign programmers on regular interval and also distribute contraceptive to the reluctant.
11. Job guarantee to those Tharus who have successfully completed the education level required to the job.

The measures suggested above by different groups of the people are nearly similar which are summarized and listed below:

- A continuous educational awareness campaign programme about the value of education is essential.
- Free distribution of dress, educational materials and tiffin is needed to the economically poor Tharu students.
- Employment opportunities to the poor family members to improve the economic condition are essential.
- Special coaching classes to the weaker students should be arranged without charging any kinds of fee.
- Early marriage system should be socially discouraged.
- Free education without taking any kinds of fee should be provisioned and implemented.

CHAPTER – FIVE : MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Major Findings of the Study

In this chapter I have analysed the status of dropout and its causes at primary level in school visit based survey form and interview with respondents. Also from review of literature and established knowledge , theoretical perspectives with the objectives of the study. On the basis of the data analysis the study found out the following findings:

5.1.1 Status findings of dropout

In the case of to exploring the status of dropout I collected the data from school record, district education, Kailali profile. On the basis of the data analysis the study found out the the following status

- * The rate of student enrollment at primary level in study district grade one, three and five were 30,784 (52.49 Girls and 47.5% boys), 21,756 (53.54 Girls, 46.45% Boys) and 21, 549 (53.61% girls and 46.38 % boys) respectively. It shows girls enrollment rate is higher than boys.
- * The enrollment of student in study area at grade one, three and five in 2065 were 418 (53.82% Girls), 471 (56.47% girls) and 464 (50.21% girls) respectively.
- * In 2066 the number of enrollments were 411 (49.87% girls) at grade one 388 (60.30% girls) at grade three and 450 (51.11% girls) of grade five.
- * In 2067 the number of enrollment were 331 (52.56% girls) at grade one, 333 (60.36% girls) at grade three and 464 (56.78% girls) at grade five in the study at the sample school.
- * The promotion rate in the study area was found 78.9% in 2065, 90.80% in 2066 and 78.50% at grade one, 85.1% in 2065, 92.5% in 2066 and 88.3% in 2067 at grade three and 86.6% in 2065, 98.40% in 2066 and 86.20% in 2067 at grade five respectively. This figure shows the promotion ate was higher than grade one and three.
- * The repetition rate in the study area was found as follows (grade wise) in decreasing order, 8.66% in 2065, 2.68% in 2066 and 4.53% in 2067 at grade one 4.03% in 2065, 3.35% in 2066 and 2.70% in 2067 at grade three. In grade five

4.96% in 2065, 2% in 2066 and 8.41% in 2067. This figure seemed better position than that of the national data.

- * The national figures of student drop out at primary level (1-5) 6.1% boys and 5.1% Girls in total 6.0% And grade wise drop out especially grade 1, 3 and 5 were 8.3%, 4.5% and 6.5% respectively.
- * The rate of drop out at primary level in study district were as following. Grade one, three and five 14.49% (22.43 girls and 5.75), 9.97% (14.16% Girls and 6.13% boys) and 12.07% (14.22% girls and 9.58 % boys) respectively.
- * The dropout rate found in the study area were was grade wise. In grade one 14.1% (10.2 % girls and 7.77% boys). In 2065, 6.08% (8.29% girls and 3.88% boys) in 2066 and 9.06% (6.33% girls and 12.1% boys) in 2067. This data seemed quite satisfactory in the national status. In grade three 10.8% (13.2 girls and 7.8% boys) in 2065, 4.12% (4.27% girls and 3.9% boys) in 2066 and 9.01% (5.97 % girls and 13.6% boys) in 2067. And in grade five 9.70% (11.6 girls and 7.79% boys) in 2065, 6.22% (6.09 girls and 6.36 % boys) in 2066 and 4.74% (6.08 girls and 2.99% boys) in 2067 B.s. This figure shows that girls dropout rate was higher than boys and dropout rate is decreasing in upgrade.
- * The promotion rate was found considerab.ly high in grade five in comparison to grade one and three in the three academic year.
- * The internal efficiency was found favourable compared to the national rate.which is similar to flash report of DOE.

5.1.2 On causing factor of dropout

On the basic of interview anlyasis with the respondants and the secondary data, the study found out the following causing factor of dropout.

In this study I found the major causes of drop out is poor socio and economic status of the parents. The research conducted by Mainali M.P. 2005 is geographical cause.

- * Majority of Sample people were found to have engaged in agriculture and they engaged their children with them. Like wise the National figure also describes same.

- * Culture and parental discrimination between son and daughter were the major obstacle for the girls education. Its reason is many of parents hardly send their daughter to school. If they send their children to school, they send the son to private boarding school and for daughter they send general called community (public) school.
- * Illiteracy of the parents was found the major responsible factor for the student drop out. This factor was also stated in CERID , 2005
- * Now many of the parents were found willing to give education to their children, they can't to give education because of poverty, it found in many education research. So that they want to education really free not namely free.
- * In the case of teacher's opinion, free and compulsory primary education was found a key factor for the 'Education for all and a measure to control the drop out.
- * The native terai people Tharu and ethnic group was occurred high drop outs. This is proved by many research conducted by CERID and other Social research.
- * Poor physical facilities like adequate furniture , water , first aid , play ground was found major school related pushing factor for student drop out.
- * Parents are unable to pay additional money for their childrens education like to buy copy, pencil, educational materails, dress and others .Every children like be others so if they don't get that they leave the school and became drop out. It was found major economic cause for drop out.
- * I found the major family related factor was use of chilren in household chores and taking them for caring of youngers brothers and sisters.

5.1.3 Measures for reduce dropout

I have analysed the casing factor of dropout at primary level in school visit based survey form and interview with respondents. Also from review of literature and established knowledge , theoretical prespectives with the objectives of the study. On the basis of the data analysis the study found out the following findings measures to reduce dropout:

- * Finally the important measures for addressing the drop out problem identified by this study are:

1. Social awareness campaign about the benefits and value of education.
2. Special coaching classes to the weaker students.
3. The free and compulsory primary (basic) education for all.
4. Provision of free distribution of dress, books, other necessary educational materials and mid-day food to the students from poor families.
5. Opportunities cost for the poor family members for income generation.
6. Encourage the children to be accompanied with good friends.
7. Parental awareness to send their children to the school at an early age.
8. Promote the student enrollment campaign.
9. Provide adult functional literacy program to the illiterate parents.

5.2 Conclusion

The government of Nepal has been committed to universalize primary education to all the school age children by the 2000 A.D. In this regard, the Tikapur municipality was found to meet the national commitments. Although the drop out rate was found slightly higher than the national average. The drop out figures of the student of sample school of Tikapur municipality in 2065 at grade 1, 3 and 5 was found 14.1%, 10.8% and 9.70%, in 2066 at grade 1, 3 and 5 was 6.08%, 4.12% and 6.22% and in 2067 at grade 1, 3 and 5 was 9.07%, 9.01% and 4.74% respectively.

Whereas the national estimated figure in grade 1, 3 and 5 is 8.3%, 4.5% and 6.5% respectively.

The case of enrollment rate of girls, Tharu children of the study area is quite good as compared to the boys and non Tharu students and the trend is very encouraging. Most of the causes of drop outs found were illiterate parents, poverty, migrating families, to care younger child and helping in household chores, over age, irrelevant curriculum, poor school facilities were major obstacles of girls and ethnic group children for education. Finally, the study concluded that equal behavior for son and daughter and by developing a concept that daughter can help her parents in future as a son, and education is main education is the base line of the

whole development of the nation were found as the measures to reduce/control students drop outs.

5.3 Recommendation:

According to the findings of the study, some recommendation have been made in order to overcome (control) the dropout problem and conducting for the educational planners and readers.

- * Run the continuous Awareness programmes for guadains specially focusing for mothers with the help of local bodies.
- * Aware through the different culture programmes F.M. , T.V. and street drama with the help of stakeholders.
- * More effectively conduct the student enrollment compaign and school welcome programme by the stakeholders.
- * Government should support to increase quality of education by provide trained teachers ,child friendly class rooms , adequate physical faciility ,continuous scholarship ,tiffin programmes.
- * Strict implementation of free and compulsory primary education to all Nepalese children and should be free at the secondary education.
- * Continuous School monitoring and supervision service .
- * Children involvement in earning activities should be restricted by the government.
- * Adult education program(Literacy compaign) should be launched more effectively.
- * Every scholarship program should be run properly.scholarship provide by the SMC or PTA with social justice.
- * Preference should be given to those who belong to backward ethnic groups in the teaching field.
- * Parents desire to marry their daughter after finding a proper match instead of giving education. That is why, the study recommends to make a clear policy of employment for women on quota system
- * The investment in primary level of education produces higher social return than that of the investment in the other level of education. So the government should be concentrated on girls primary education.

- * The government should provide especial educational and employment opportunity and give the opportunity cost for the backward community and group , like Tharu, Dalits.
- * The education for girls should be made compulsory and prohibited the early marriage completely.
- * The property right of the daughter should be equal as that of the son by which she could take care her parents in future.
- * One school, one woman teacher policy should be implemented immediately.

Finally the government should take following programs Immediately :

1. Educational awareness Programme:

Some – pro-verbs are more often prevails in Tharu communities that “Padhne Lekhne Kaun Kam, Hal Jotle Dhanai Dhan” (It means there is no meaning of reading and writing, if ploughing in the field we get a lot of paddy). Some of the parents do not know the value of education, still they say, what happens if one becomes educated? Some of them have been using their children as a means of income earning source. The frequent door to door visit program especially by the teachers in the villages is essential to encourage parents to send to be continued their children/s education. The group training for some of the unaware parents is needed to make them understand the benefits of education. Similarly, the adult literacy program should be launched side by side to the illiterate parents.

2. Incentives Scheme

The monetary and non-monetary incentive schemes for those students who are from economically weak families and uninterested towards education seem to be essential. Incentives should be provided for instance: completely free education, scholarships to the talented poor, school/s dresses, and stationeries required and Tiffin for poor Tharu students. At the same time appreciation from the teachers to the Tharu students for their hard work is equally important.

3. Special tutorial classes:

The Tharu students compel to do heavy work at home that results limited time them to study and ultimately they become weaker, obviously weaker students have more chance to be failed that leads to discontinue their education. The special tutorial classes to the weaker students should be managed so that there might be more chance to be passed and continued their education.

4. Employment opportunities:

Most of the Tharus in most of the time, seems unemployed however they perform seasonal agriculture work. The income earning opportunities to the members of poor families should be managed by the government, which could encourage them to make their children/s education continue.

5.4 Recommendation for further study

Basically, the present study concentrated on student dropouts. Not only dropouts but also the incidence of grade repeaters was found very high in case of study area and also at the national context. That is why, the further study is recommended to find out the causes and measures of dropouts and repeaters in upper grades and other districts with other objectives. Simultaneously in the public schools of the remote areas, especially in case of girls.

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Appendix – A

School Survey Form

1. School's Name :-
2. Address :- District :-VDC/Municipality :-Ward No.
Toll
3. Established in :-
4. Class Running :- one (1) upto
5. Teacher Staff :- a) Primary :- b) Lower Secondary c) Secondary
d) Higher
6. Trained Teacher % :- Untrained teacher %
7. Non Teaching Staff :- Assistants :- Pean
8. Physical Facilities :- a) School Buldingb) Library c) Lab. d)
Water e) Primary Health Services f) Toilet Girls :- Boys:- Staff:- g)
Play Ground :- h) Aduqete Furniture :- i) Teaching materials :-
9. Educational Environment :-
 - a) Pre primary education school (facility) ; yes/no
 - b) teaching in mother tongue ; yes /no
 - c) teaching learning process is student centerd / teacher centerd
 - d) participation of parents in children learnings
 - e) peer learning (Group work)
 - f) classroom management good: satisfactory
 - g) school management committee is active/or not
 - i) student evaluation :- continious evaluation b) summative evaluation,
 - j) Re-fresher Training to Teacher is providing or not ?
 - h) school is monitoring or not If monitoring Which agency and How many times ?

10) Students Details

S.N	Class	Caste	Gender	year			2066			2067			
				2065									
				Enroll.	Prom	Drop.	Enroll.	Prom	Drop.	Enroll.	Prom	Drop.	
1	1	Dalit	Boys										
			Girls										
			Total										
		Janajati	Boys										
			Girls										
			Total										
		Total	Boys										
			Girls										
			Total										
2	3	Dalit	Boys										
			Girls										
			Total										

			1									
		Janajati	Boys									
			Girls									
			Total									
		Total	Boys									
			Girls									
			Total									
3	5	Dalit	Boys									
			Girls									
			Total									
		Janajati	Boys									
			Girls									
			Total									
		Total	Boys									

			Girls										
			Total										
4	1-5	Dalit	Boys										
			Girls										
			Total										
		Janajati	Boys										
			Girls										
			Total										
		Total	Boys										
			Girls										
			Total										

Note :- Enroll = Enrollement , Prom = promotion , Drop = Dropout

Appendix – B

Dropout Study Interview Questionnaire

Curriculum and Evaluation Department T.U. 2011

Interview Questions for guardians of Dropout Students

Name of respondent :

Date of interview :

Address: VDC ----- Ward No. ----- District -----

Occupation: I Agriculture (ii) Business (iii) Service (iv) Wage
labour

Education Status : (i) Illiterate (ii) Literate (iii) Secondary Level or
above

Economic status : (i) Poor (ii) Middle (iii) (Rich)

Family Size : (i) Small (1-4 members) (ii) medium (5-7 members)
(iii) Big (8 and above members)

Number of sons and daughters: Sons Daughters..... Total.

Schooling children No. and their class :

why your son /daughter leave the school before completing ?

what are the measures to reduce dropout ?

Appendix – C

Interview Guide for discussions with teachers/ Headmasters

- Causes of dropout
- Fee structure of the school
- Facilities available to the students
- Causes of high rate of initial enrollment
- Promotion and failure situation
- Awareness about the value of education in Tharu community
- Preference of sex for education attainment
- Parents education and its relation to the dropouts Marriage situation in Tharu community and its relations to the dropout
- Occupation and dropout
- Culture and dropout
- Economic condition and dropout
- Family size and dropout
- Measures to be taken to reduce the dropout

Appendix D

Interview Questions for Dropout Students

1. Name :
2. Age :
3. Address :
4. Leave school in class and year :
5. what are you doing now ?
6. How was your class room/ teaching learning activities ?
7. why you leave the school ? (personal , school , family and economic factor)
8. What could be done for study completing ?

Appendix E

List of Schools

1. Janjyoti Lower Secondary School, Jyotinagar, 3 Tikapur.
2. Mukta Kamaiya Primary School, Tikapur 8, Kailali.
3. Karnali Secondary School, Tikapur 9, Kailali.
4. Rastriya Secondary School, Manikapur 8, Kailali.
5. Saraswati Secondary School, Bangaun 3, Tikapur, Kailali.
6. Khadag Smriti Secondary School, Tikapur 9, Kailali.