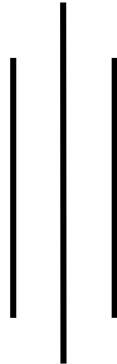
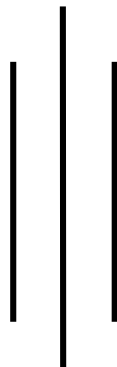


**DROPOUT OF CHILDREN FROM SCHOOLS IN KASKI
A STUDY ON COMMUNITY BASED SCHOOLS**



**A DISSERTATION SUBMITTED TO
DEPARTEMENT OF SOCIOLOGY/ANTHROPOLOGY
PRITHVI NARAYAN CAMPUS, POKHARA
IN PARTIAL FULFILLEMENT OF THE REQUIREMENT FOR THE
MASTER DEGREE IN SOCIOLOGY**



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LETTER OF RECOMMENDATION

This is to certify that Mr. **Nirjan Thapa** has completed this dissertation entitled **Dropout of children from schools in Kaski: A study on community based schools** under my supervision and guidance. This is an original work. I, therefore, recommend this dissertation for final approval and acceptance.

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LETTER OF APPROVAL

We hereby certify that the dissertation entitled **Dropout of children from schools in Kaski: A study on community based schools** submitted by Mr. Nirjan Thapa to the department of Sociology/Anthropology, Prithvi Narayan Campus, Pokhara in the partial fulfillment of the requirements for the Degree of Master of Arts in Sociology has been found satisfactory in scope and quality. Therefore, we accept this dissertation as a part of the mentioned degree

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Prepared the dissertation entitled " Dropout of children from schools in Kaski" A study on community based school is a part of Tribhuvan University for the partial fulfillment of the requirement of the master's degree in sociology. It attempts to investigate the consequence of dropout in school level.

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Nirjan Thapa

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ABBREVIATIONS

ADB	Asian Development Bank
ADB	Asian Development Band
BPEP	Basic Primary Education Program
CBS	Center Bureau of Statistic
CCED	Collins Coubiled English Dictionary
CERID	Research center for education Innovation and Development
CL	Child Labor
HW	Household Work
ILO	International Labor Organization
MOE	Ministry Of Education
MOEES	Ministry of Education Educational Statistics
NHDR	Nepal Human Development Report
NPC	National Planning Commission
NWDTE	New Webster's Dictionary and Thesaurus of the English
OALD	Oxford Advancement Learner's Dictionary
RHUD	Random House Unabridged Dictionary
RR	Repetition Rate
UNICEF	United Nations Children's Fund
WB	World Bank

CHAPTER I

INTRODUCTION

1.1 Background

Education is essential for the overall development of a country like Nepal. Today, Education has become an indispensable factor in the development of various spheres of society. It is a means by which a society can contribute to the task of conservation as well as transformation of advancement of its culture. It is also an important factor in bringing attitudinal changes, new ideas, values, morals and customs. Therefore, education plays a vital role for the modification of human behavior and social changes, and ultimately human civilization as a whole.

Education opens the portal for the choices of carrier and enhances the standard of living and quality of life. It is an important determinant of country's economic and technological progress. It enhances the quality and productive capacity of people to meet human resource needs of the nation.

Education is a key for the enhancement of the ability of a person or society; without systematic education a person or society cannot realize the right way of development. A man has two eyes to see, but education provides a man one more eye. Through that third eye, one can see about the past, present and the future. So the educated people are the torchbearer of the society; moreover, they are the glory of the society.

Suwal (1997) estimated about 2.6 million children in Nepal regularly work. The proportion of working rural children of 43.4 percent is just the double of the corresponding figure for urban children at 23.00 percent. The highest participation rate of children is found in the mountain zone at 52.2 percent, and it is lowest in the Terai at 93.6 percent.

The education provides the basis for human capital and the social foundation for efficient and equitable societies, without which economic development cannot be sustained. Yet many children never attend primary school or dropout early. The reasons for this are many, and they are often related to poverty. Dropout and

repetition of grades waste time spent in school are costly. Yet to convince parents to send their children to primary school and then keep them in school for five years is often difficult in Nepal as well as in South Asia. Tradition mandates that children should work to contribute to the family's income, and girl's education is often undervalued.

The same study indicated that the economic participation rate of children without school attendance was estimated to be 10.8% with 7.6 percent males and 14.3% for females. This rate increases with the increase in ages of children. The participation of rural children (11.6%) is about five times more than the urban children (2.3%). In urban areas the participation of boys (2.2% and girls 2.3%) is equal but in rural areas the participation of girls (15.4%) is just double to that of boys (8.1%). Similarly about 1.3 million children either repeat or dropout from grade one. CERID(1998). At present about 3.2 million children have enrolled in public and private primary schools across the nation, which is 68% of the total population of school-aged children. The data indicate that 2001, about 81% of primary school age (6-10 Years) children were enrolled and similarly, 25% of secondary school age of (14-15 Years) children were enrolled in secondary schools. In the year 2001, the distribution of student in percentage as primary level by their age/grade/level was follow: "under aged" students 7.8%, "correct age" student 65.1% and "over aged" student 27.1%, CBS, (2003).

The Statistical Year Books of Nepal 2005 shows there were the number of schools by total units in Nepal 40258 (100%) and primary, lower secondary and secondary schools were 27268 (68%), 8249 (20%) and 4741 (12%). The number of school by total units in western development region were 9296 (100%) and primary, lower secondary and secondary school were 6290, (68%), 1864 (20%) and 1142 (12%) in western development region. So on the number of schools by total units in kaski district were 965 (100%) which were primary levels schools were 566 (59%), lower secondary schools were 235 (24%) and secondary schools were 163 (17%) in a kaski district in 2003.

The number of students enrolled in Nepal was 5746843 (100%) and the number of students enrolled in primary, lower secondary and secondary level was 4025602 (70%), 1210059 (21%), and 511092 (9%). The number of students enrolled in western development region was 1312539 (100%) and the number of students enrolled in primary, lower secondary and secondary was 889118 (67%), 298313 (23%) and 125108 (10%) in 2003. The number of students enrolled in kaski district was 117352 (100%) primary, lower secondary and secondary school were 74465 (63%), 29392 (25%) and 13495 (12%) students were enrolled in 2003.

A report of UNICEF (1994) points out that in developing countries, some 250 million children between the age of 5-14 years are working, of which 61% or nearly 153 million are from Asia, 32% or 80 million from Africa and 7% or 17.5 million from Latin America. Some 120 million work as full time and 130 million as part time.

Education brings empowerment, which plays a vital role to generate overall development of a nation. The history of modern education in Nepal started after the establishment of Durbar High School. But then it was opened for the children of ruling class only.

Currently in Nepal, both Gross and Net enrollment rate of children at school are very low. In 1995, the overall Net enrollment rate (NER) was primary 67.5%, lower secondary level 26% and secondary level 17.3%. (CBS, 2003). The same source claims that in the remote areas of Nepal only 26% of children are enrolled in schools belong to the respective age groups. The other estimation such as Nepal Living Standard Survey NPC (1996) indicated that the gross enrollment rate was only 86%.

With the restoration of parliamentary democracy in 1990, promotion of basic and primary education was given first priority. For example since its implementation in 1989, Basic and Primary Education Project (BPEP) has seen devising different strategies to ensure access to education for all. These strategies include pre-school education for children, scholarship for girls and socially and educationally disadvantaged groups, adults, women's education program mandatory recruitment of female teachers and preparation of teachers for community development, NPC, The Ninth Plan (1997).

It is importance to note that 30 percent of the school age children are still not enrolled and that about 50 percent of people are still illiterate obviously, the non enrollment and the illiteracy portion to the sections that constitute hard-core socially and economically disadvantaged people. At the same time those who are enrolled they do not complete the grade cycle of education that is, there is considerable number of dropouts.

School dropout and repetition are so widespread in South Asia, the cost to produce a school graduate is unnecessarily high. By eliminating the number of dropouts and repeaters, the cost savings to government could be substantial through improved school efficiency graduating more students at a lower cost. When combined with program to enhance school learning, the value added to saving is increased yet again as each student learns more. And, when parents are convinced of the value of schooling, community responsibility for education increases, including payments for school upkeep. As studied in South Asia, for every 100 children who start grade one, less than 60 will complete grade five within the prescribed time (ADB, 1998). To ensure all children benefit from primary school, innovative programs are needed to attract children whose parents do not value education-most often girls and the rural poor-to enter and complete primary schooling within a set time.

Population growth and educational development are closely interrelated. In national scenario, "Currently, 3.8 million students are attending the primary school and 1.5 million students are attending the lower secondary and secondary schools." (CBS, 2003). Universal primary education, which is enrollment of all 6-10 year old children in primary schools, in the long term goal of the government. The education for all-plan of action (2003, Millennium Development Goal) has set the target of attending universal primary education by 2015 AD and for this the problem of dropouts is prominent. Dalits are the socially less privileged and less prioritized people so they must be brought into the peace of the development so they must be given educational.

Analyzes from the flow 1995 and 2001, it shows that the promotion rate has gone up and repetition and dropout rates have gone down across the entire five grades of primary education. More particularly the promotion rate at grade one has gone up to

47.4 in 2001. Dropout rate has gone down to 13.7% in 2001. These trends indicate an improvement in the internal efficiency of primary education. Despite so, the dropout rate is still high in the Nepal.

We can see that a significant changes in education has occurred within last 5 decades. However, the confounding issues in school education in Nepal today are associated with its high dropouts and high repetition rates in grade one and this phenomenon has existed for the last couple of decades. Ironically the figures on school dropouts and grade repetition have proved to be invincible despite millions of Dolores that have already been invested to purge the problem in the name of school education development in Nepal. The result increases according to the grade.

1.2 Statement of the problem

Formal education is one of the most cost-efficient methods for raising basic skills levels that leads to personal welfare and economic productivity for nation. Basically for junior level it is not so difficult due to the distance and affordability that is the minimum cost for schooling. The main rationale for increasing schooling is to sustain growth of an individual and national development. Dropout is the greatest problem for the nation especially for speeding up the pace of development. School graduated human resource could have the pivotal role for national development. Primary schooling lays the foundation for further education and training that builds on fundamental literacy skills by providing additional depth and breadth of knowledge and still greater ability to learn and earn more on the job. As national modernize, the large supply of illiterate and untrained labor must by necessity shrink as the pool of semiskilled and trained workers increases. Even future farmers and self employed workers can increase their economic and social value once they learn to read write and apply ideas.

School dropouts in the community are assumed to be high, however scientific studies on this title are hardly found in this setting. School dropouts in the community in term of gender difference would scientifically be studied. Students especially children are regarded as future or pillar of nation. Generally regular students can get the crux of education and can become responsible citizen. Dropouts may lead them towards the negative activities such as drug abuse or smoking which at least decreases the potentiality of the fertile citizen.

With the new national and international vision, this study examines the actual rates of school dropouts in of kaski district on Nepal, the perceived antecedents of school dropout, the subsequent activities of dropout, and the associations between the perceived antecedents and subsequent activities. The accuracy of official dropout statistics has often been questioned. Research in the united states and several developing countries has suggested a wide range of factors that both precede and may contribute to school dropout, such as family socioeconomic status (SES), student characteristics, and school quality; distance of the school but little is known about those factors in Nepal. To the best of author's knowledge, there is considerably less research of what students do after dropout and why do they dropout, but nothing could be found for those questions in Nepalese context.

Therefore this study seeks the answer of the following questions:

1. What are the major causing factors of dropouts?
2. Does individual factor affect school dropout?
3. What are the daily activities of these dropout students?
4. What may be the practical measures to reduce drop outs rate?
5. What are the main causes of dropout of students in their school's education?

1.3 Objectives

The general objective of this study is to explore the affecting factors of dropouts in the context of Kaski. The specific objectives of this dissertation study are to:

1. To find out the situation of dropout students in Kaski.
Explore causes of school dropouts of Kaski.
2. Socio-economic factor related to student's dropouts.

1.4 Significance of the Study

The purpose of school education is to teach reading, writing and computation that lay the foundation for boarder-based problem-solving skills learned in secondary schools.

Generally, learning patterns suggest that exposures to grade one curriculum should lead to mastery of prescribed skills. Those skills can be measured and students ranked according to percentage of mastery attained. The student then proceeds to grade two where he or she learns a view set of skills that builds on those learned in grade one and is tested on the new curriculum.

Difficulties arise when the percentage of content mastered in each grade falls below fifty percent. When this happens, the student falls further behind and eventually must repeat the grade to catch up with classmates. Worldwide academic achievement patterns show that students who repeat usually are at least one year behind successful classmates. Repeaters are prone to dropout, especially if they repeat more than one because parents see their children as an academic failure and the students see themselves as older and less successful than their classmates.

Nepali people and the Nepali government both have meager resources. They cannot afford ample money in the education system. The results of this dissertation research may shed light on ways to reduce dropout without jeopardizing the subsistence level of many Nepali families. For instance, most dropouts are tough to leave school due to economic necessity, which makes the government relatively unconcerned about reducing the phenomenon; but no one knows the percentage of dropouts who are actually contributing substantially to the economic welfare of their families.

The dropout phenomenon not only wastes educational resources but also is thought to incur a host of social and economic consequences. Debate on education especially basic education has become a hot cake at the present time. Since its use, scholars not only in our country or in Asia and Europe but also in very corners of the world have read and reread, interpreted and reinterpreted, debated, analyzed, appreciated and had the provision of the school education. Studying this issue from the perspective I have selected will add a new brick to the promotion of the school education in all community of this area and even in the national level. Only a handful of studies on school dropouts on student have been conducted in Nepal; none have explored associations between the antecedents and outcomes of school dropout. This dissertation would be the first of its kind in attempting to explore those associations in Kaski an

1.5 Limitation of the study

This study is based on community schools. Dropout rate is identified in the study area.

The limitations of the study are as follows:

- i. This study is conformed only on the study of school inside Kaski.
- ii This study is conducted for the completion of the partial fulfillment of master degree in sociology and mainly focused in school dropout.
- iii. the study includes only sociological/Anthropological research tools and method.

1.6 Definition of the key terms School Dropout

Those who are enrolled in the school and left school without involving in final examination whether due to failing or any other reasons are defined as dropout.

School Dropout

In Nepal dropout is commonly determined from the school register. Those who enroll in one school but fail to appear next year at the same school are considered dropouts unless they graduated in that year. For this study, however, dropout students were identified in a three-step process, based on school register, consultation with teachers and classmates, and finally visits with the families. The dropouts were hence termed possible dropouts, probable dropouts and actual dropouts.

Dropout rate

The percentage of students who dropout from the schools a particular grade to the number of students enrolled in the same grade. Those who enrolled in the school and left school without involving in final examination whether due to failing or any other reason are defined as dropout. The dropout rate is the proportion of dropout

population against the total enrollment at the beginning of the school year. In another way, the dropout rate is the percentage of pupils who dropout school from a particular grade without completing the grade cycle.

Repetition rate

The dropout rate is thus the proportion of dropout population against the total enrollment at the beginning of the school year. In another way, the dropout rate is the percentage of pupils who dropout school from a particular grade without completing the grade cycle. Students who are retained in the same grade based on their failing examination score will be treated as repetition. The repetition rate is thus the proportion of failing or repeating students against the total enrollment at the beginning of the school year. The percentage of students who dropped out from the school a particular grade to the number of students enrolled in the same grade.

Subsequent Activities of School Dropout

Subsequent activities of school Dropout are the activities in which students who have dropped out currently engaged. The possible subsequent activities of dropout includes household chores, doing nothing, wage labor and other things such as drug abuse, early sexual activities and pregnancy and criminal activities.

Child labor

For this study, child labor will be defined as substantial work in the family home, on the family farm, or elsewhere for wages that is done by children under 15 years old and these conflicts attending school is not considered child labor.

Household and Household work

A household includes all the persons, usually the members of the some family with blood relations, who occupy the some housing unit a house or apartment, where the

occupants live and eat together. The members of the household have the feeling of ownership towards all the properties, assets or any other things in the house.

Household work encompasses different tasks the amounts and types of which depend on household size, composition and cultural expectations. The household works are those with no financial reward. The household works ranges from caring for the young or old members in the family to meal preparation and clean-up, house cleaning, grocery shopping, laundry, taking care of cattle, etc.

1.7 Organization of the study

This dissertation report is divided into five chapters. The first chapter discusses the introduction of the study including statement of the problems, research objectives, definition of the terms, limitations and rational of the study. Pertinent literature has been reviewed in chapter two.

The research methods used for the study including the rational for selection of the study site, research design nature and sources of data, sampling procedure, data collection techniques, method of data analysis and presentation have been discussed in the third chapter. The fourth chapter presents the basic information socio-economic and demographic background of the study area together with the presentation of the data and analysis and interpretation. In the last chapter, the findings, conclusion and recommendation have been presented.

CHAPTER II

REVIEW OF LITERATURE

2.1 Review of Related Studies

This section presents the review or related or relevant writings related to dropout that generally take place in school level. This review focuses on the extent of school dropout, the antecedents of school dropout, the subsequent activities of school dropout and the associations between antecedents and subsequent activities.

Literacy open up communication beyond the school group and it opens up windows for education upper levels. High dropout and repetition rates can be attributed to a number of causes. The more significant among them are:

- i. Household work burden of children.
- ii. Irregularity of school operation.
- iii. Low perceived relevance of education.
- iv. Neglect of mother tongue in school.
- v. Caste and ethnic discrimination.
- vi. Under-aged children.

(NHDR, 1998)

People's education in Nepal was neglected during 1846-1950 (CERID, 1991). During this time people were isolated from education opportunities. Only after 1950 the role of education has been realized as the main vehicle for development and change in the country.

Adams (1971) finds economic difficulty and pedagogy to be the major causes of dropout. He writes Economic difficulties such as charges of tuition fees, the need for child's labor at home, means that the child has to dropout when other children in his family reach school age, as not all the siblings can be supported in school at once. Also low quality instruction and poor syllabuses lead to dropout due to boredom and frustration.

According to Oxford Advanced learner's Dictionary, (OALD), A person who leaves school or college before they have finished their studies.

Despite the effort of government and donor agencies for many years the management of education in rural area is not as satisfactory as it was expected. The facts presented by the Ministry of Education (1997) reveals that a low enrollment rate for girls and a high dropout and repetition rate for all characterize the primary and lower secondary education of Nepal. The situation of lower secondary level is better than the primary level.

According to Collins Cobuiled English Dictionary (CCED), dropout is some who has left school or college before they have finished their studies.

With the advent of democracy the newly formulated plan mentions that "the objective of school education is to make students literate with the ability to read and write and do basic computations and to develop the habits of healthy living" (NPC, 1992). High female enrolments were extended in order to attract girls to regular school attendance without dropping out. The support was continued up to the lower secondary level. The eight five years National Plan had given emphasis on primary education and secondary education. It had committed to provide primary education for all the students of respective age group (6 yrs to 10 yrs)and secondary age group (10 to16yrs). To encourage the student it had made policy for free distribution of text books, school uniform for girls, and appointment of at least one female teacher to each school and up dating the curriculum as the changed environment.

With the advent of democracy the newly formulated plan mentions that "the objective of school education is to make students literate with the ability to read and write and do basic computations and to develop the habits of healthy living" (NPC, 1992). High female enrolments were extended in order to attract girls to regular school attendance without dropping out. The support was continued up to the lower secondary level.

According to Concise Oxford English Dictionary, dropout means a person who has dropped out of society or a course of study. (Conics Oxford English Dictionary, Eleventh edition, Oxford University Press)

Young people who don't complete high school face many more problems in later life than do people who graduate. While national leaders have demanded that schools, communities and families make a major effort to retain students, the dropout rate remains high. (<http://www.focosas.com/dropouts.html>)

Basic Primary Education Project (BPEP) was established to improve the quality of primary education by preparing and distributing the modern means of education, rehabilitation of primary schools and establishing resource center. Despite the establishment of BPEP Nepal has facing the problems like higher dropout rate, about one third of school going age group children are not going to schools. The situation of girl was found worse than that of boys. The situation of socially disadvantage group and ethnic communities was poorer. The facilities that were aimed to improve by the plan could not get success; there were no quality improvement, problem on institutionalization of primary education project and poorer monitoring and evaluation system.

The Ninth plan had taken the policy of implanting compulsory primary education with collecting experiences from the previous years but in the case of lower secondary and secondary education it does not have any clear view. In the Ninth Plan, Primary Education Development Programmers (PEDP) MOE, (1993) have realized to improve on free distribution of text books, training for primary level teachers, revision and adjustment of primary and lower secondary level courses according to the changing environment adopting more effective monitoring and evaluation system and introduction of Primary Education Development Project (PEDP) to all districts. According to New Webster's Dictionary dropout means: a pupil who stops before completing the full course of study portion of a record that has been eliminated. In the past 40 years several efforts have been made to open schools, train school teachers, motivate rural and urban children to visit schools and to pursue education development programs with a view to universalize school education in the country. Many studies show that the dropout rate is normally higher in backward areas and communities. Girls leave school early because of the household responsibility that have to take and of their parent's apathy or even negative attitude towards the education of girl children. It is found that most of the children who dropout belong to

disadvantaged occupational groups (e.g. Kami, Damai, Sarki) and disadvantaged communities (e.g. Tharu, Tamang).

Singh, (1973) has identified eight major factors, which are listed as follows:

1. Failure in examinations.
2. Transfer to other schools.
3. Inability to purchase books.
4. Inability to pay school fee.
5. Work at home
6. Sickness
7. Distance of schools from their homes
8. Marriage and others.

According to Singh (1973), poverty is the predominant cause of dropout of students. It finds that 69.2 percent of the students discontinued schooling in primary and secondary schools during the period of the study. The study was conducted in three districts i.e. Kathmandu, Bhaktapur, and Kavre.

In one study made by CERID (1977), it finds the following reasons of dropouts:

1. Difficult to visit school due to relative distance from house.
2. Children are taken as a labor force by their parents.
3. Lack of knowledge among the parents on the importance of educating their children.
4. Lack of money to purchase textbooks, note copies, and other necessary items.

The dropout rate is found to be higher in the mountain region of Nepal. CERID (1981) finds that the percentage of dropout from grade 1 to 2 ranged from 80 percent in Mustang and 24.2 percent in Bhaktapur district in the year 1975-76. It also find the main reasons for high dropouts as greater involvements of children in household responsibility and economically backward parents to support children education.

Mishra (2000) has concluded that the major causes of child labor are poverty, employment, family disruption, and lack of alternatives, poor education system and inadequate enforced of legislation.

Another study completed by CERID (1983) identified the causes of dropout in primary education as mostly parental indifference, poor health of the children, involvement of children in household work, poor teaching practice in school and school distance. It shows cumulative dropout rates of the primary and secondary level in mountain; hill and Terai regions are 68.8%, 57.8% and 39.8% respectively. The study reports further states that the dropout rate of female children is higher than male children. The low participation of girl children is due to greater involvement in the household work, to take care of younger siblings, low motivation among parents, to send girls to school and not enough awareness on the part of the parents about the facilities offered by the government to girls.

A study conducted by CERID (1984) finds higher percentage of dropouts in grade one in Mustang (28%), Panchthar 33%, Doti 45%, Dang 13%, Sarlahi 12%, and Lalitpur 6.31%. The same study attempted to determine the major factors that affect children's participation in education and their continued attendance in school. The study finds that girl's chances of being sent to school are much less than a boy's. Boy's participation rate is 33% greater than girls. This study also reveals that about three-fourth of the rural children are engaged in household work and that children from 6-12 years group are more likely to be kept involved in domestic work. It is therefore the need for children to work at home that is a strong causal factor for the high dropout rate in the initial grades.

A study conducted by CERID (1987) in three districts (Bardia, Nuwakot and Taplejung) finds 66% of the dropout's parents were illiterate and is a significant relationship between parental educational status and the incidence of dropouts. According to this study, the economic pressure faced by the rural families and the guardian's lack of awareness about and indifference towards the value of education were the main causes of dropouts. This study also highlighted the fact that the dropout rates are higher in illiterate family, having poor economic condition; engaged in agriculture, labor occupation and in a large family. Similarly high rate of dropout found in increasing the levels and girls. The study shows strong relationship of dropout with economic condition and parent's awareness.

CERID (1991) identifies the major causes of dropout at primary school as; getting engaged in household work, the poor economic condition, and parent's negative attitude towards the education for girl, poor health of the children, failure in grade examination, distant location of the school, irregularities of teachers in class, and the lukewarm attitude of the parents.

Bhattarai (2004) found the major causes of girls' dropout in primary and secondary education are: poor economic condition, parents' mobility as a mobile workers, higher admission fees, early marriage, and lack of interest of the students due to failure in the examination.

According to The CERID (1994), poverty is one of the major causes of girls' low participation or non-participation in and dropout from school. Other important causes, indicated by the study are the problem of mass illiteracy, particular of rural parents, lack of community awareness and the constant involvement of females in house hold chores.

According to the Educational Statistics MOE (2000), about 19 percent of enrollment in grade 1 drop before or immediately after the end of the first year, and over 41 percent of them repeats the same grade next year. Thus only about 40 percent of the total enrollments in grade one go to the next grade and 60 percent of them either repeat or dropout in as early as grade 1.

School dropout is a serious problem in most developing countries, where the dropout phenomenon starts in the primary school grades. The world development indicators (World Bank, 2000) have revealed that about 130 million primary school-age children in the developing countries are out of school-almost 21 percent of the total primary school aged population (625 million). Out of school status is a function both of dropping out and of having never enrolled or attended school. The out-of-school populations (ages 5 to 14 years) in the last develop countries average about 40 percent (World Bank, 2000).

General social and economic indicators of countries in the region indicate 40 percent of the populations were under 15 with 72 percent of the girls and 90 percent of the

boys enrolled in primary school. Average adult literacy rates are only 39 percent for women and 61 percent for men. (ADB, 1998)

With the advent of democracy the newly formulated plan mentions that “the objective of primary education is to make students literate with the ability to read and write and do basic commutations and to develop the habits of healthy living” (NPC, 1992). High female enrollments were extended in order to attract girls to regular school attendance without dropping out. The support was continued up to the lower secondary level.

A UNICEF (2001) study found that of all 15 to 19 year olds, 50 percent in Asia and about 60 percent in Sub-Saharan Africa were married. In Nepal, 7 percent of girls were married before they were 10, and 40 percent were married before they were 15 (UNICEF, 2001). Although pregnancy is not the cause of primary school dropout for those who marry early (UNICEF, 2001), as soon as they marry the bride had to go to the groom’s house and provide labor support to the family, which could result in dropout.

2.2 Theoretical overview

Sociology education is the one of the specialized fields of sociological inquiry. It analyzes the institutions and organizations of education. It studies the functional relationship between education and the others.

‘Sociology of education’ studies “education” as means of transmission of culture. It studies the functional importance of education also. It makes studies of school organization and the relation between school and social structure. The interaction of these social forces with the internal organization of the school is explored in order to find out the social determinant of educability and educational selection. Sociology education stresses upon the social importance of education that is widely recognized today, epically in modern industrialized societies. (C.H. Shankar Rao, 2001).

2.2.1 Functionalist Perspective

Two related questions have guided functionalist research into education. The first question asks, “What are the functions of education for society as a whole?” and “What are the functional relationships between education and other parts of the social system?”

The first question leads to an assessment of the contribution made by education to the maintenance of value consensus and social solidarity and second questions leads to an examination of the relationship between education and the economic system and a consideration of how this relationship helps to integrate the society as a whole. The functionalist view of education tends to focus on the positive contributions made by education to the maintenance of the social system.

According to Emile Durkheim, the major function of education is the transmission of society’s norms and values. Society can survive only if there exists among its members a sufficient degree of homogeneity, education perpetuates and reinforces this homogeneity by fixing in the child from the beginning of these ‘essential similarities’, co-operation, social solidarity and therefore social life itself would be impossible. To be attached to society, the child must feel in it something that is real, alive and powerful, which dominates the person and to which he also owes the best part of himself. In complex industrial societies, the school services a function which cannot be provided either by the family or peer groups. Membership of the family is based on kinship relationship, membership of the peer group on personal choice. The school provides a context where these skills can be learned. In school, the child must interact with other members of the school community in terms of fixed set of rules. It is by respecting the school rules that the child learns to respect rules in general, that he develops the habits of self control and restraint simply because he should control and restrain himself. It is a first imitation into the austerity of duty. Serious life has now begun. According to Durkheim that education teacher the individual pacific skills necessary for his future occupation. This function is particularly important in industrial society with its increasingly complex and specialized division of labor. The norms and values transmitted by the educational system are those of society as a

whole rather than those of ruling elite or a ruling class. A consideration of this possibility may will result in a very different view of the role of education in society.

(M. Haralambos and Robin Head, 1980)

According to the Parsons, after primary socialization within the family, the school takes over as the focal socializing agency. School acts as a bridge between the family and society as a whole, preparing the child for his adult role. Parents treat the child as their particular child rather than judging him in terms of standards or yardsticks which can be applied to every individual. The individual is treated and judged in terms of 'universalistic' standards which are applied to all members, regardless of their kinship ties. Modern industrial society is increasingly based on achievement rather than ascription, on universalistic rather than particularistic standards, on meritocratic principles which apply to all its members. By reflecting the operation of society as a whole, the school prepares young people for their adult roles. Advanced industrial society requires a highly motivated, achievement, a principle which has been established in school, both the winners, the high achievers, and the losers, the low achievers, will see the system as just and fair since status is achieved in a situation where all have an equal change the principles which operate in the wider society are mirrored by those of the school. Educational system as an important mechanism for the selection of individuals for their future role in society. The school is seen as the major mechanism for role allocation. Many functionalistic accepted that there is a functional relationship between education and the economic system. According to Halsey and Floud, the educational system is bent increasingly to the service of the labor force, acting as a vast apparatus of occupational recruitment and training. This can be seen from the steady increase in the school leaving age, the increasing specialization of educational provision and the rapid expansion of higher and vocational education, all of which are required to provide the knowledge and training necessary for an increasingly skills and specialized workforce. The economics of advanced industrial societies are dependent to an unprecedented extent on the result of scientific research, on the supply of skilled and responsible manpower, and consequently of the efficiency of the educational system.

(M. Haralambos and Robin Head, 1980).

2.2.2 Marxian Perspective

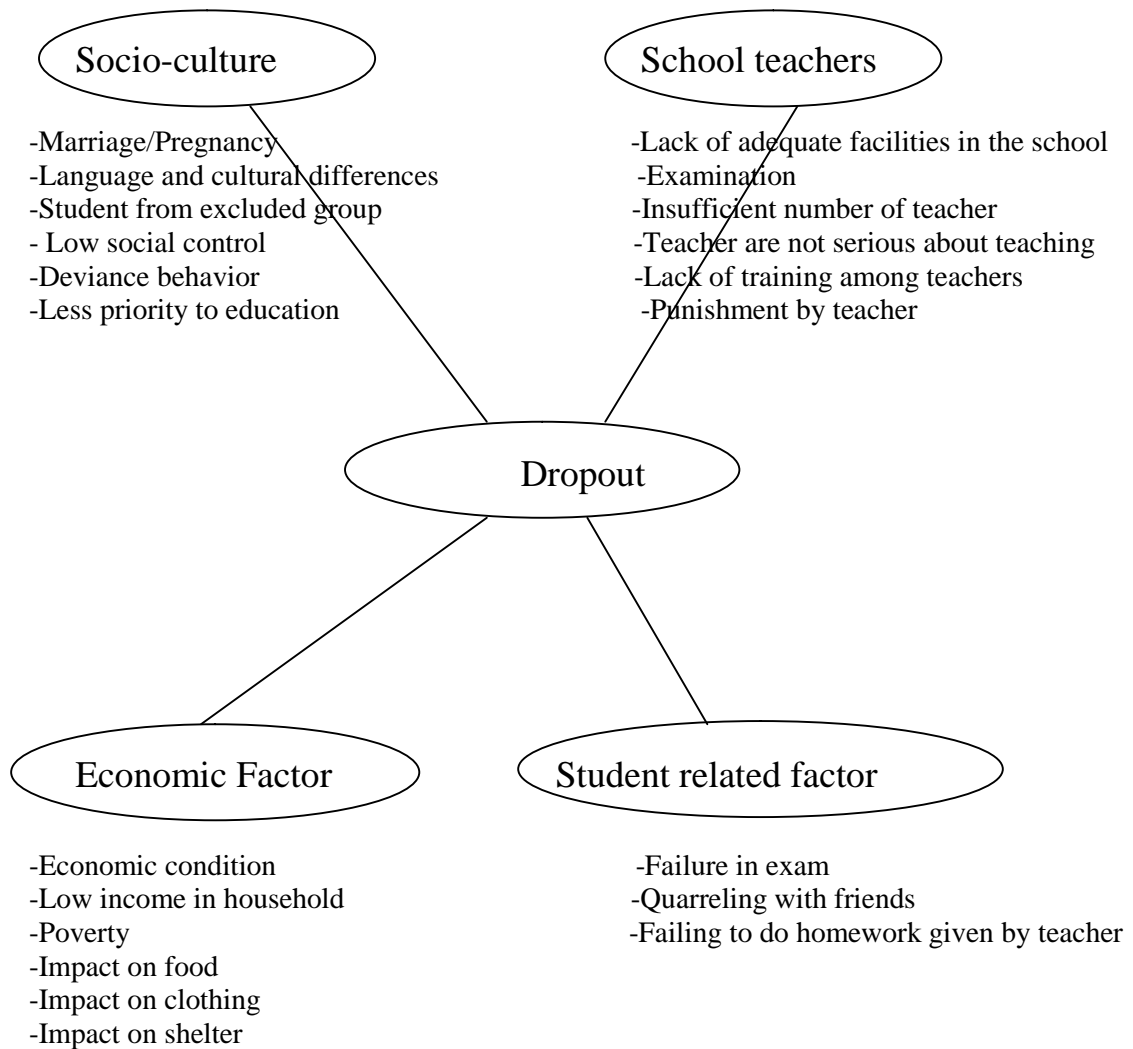
The Marxian view of the role of education in western industrial society is guided by several related questions. How is the educational system shaped by the economic infrastructure?, How does the educational system produce the kind of workforce required by capitalism? It involves in investigation of the links between power, ideology, education and the relations of production in capitalist society. Althusser presents general framework for the analysis of education from a Marxian perspective. As a part of the superstructure, the educational system is ultimately shaped by the infrastructure. It will reflect the relations of population and serve the interests of the capitalist ruling class. For the ruling class to prosper, the reproduction of labor power is essential. Generations of workers must be reproduced to create the profits on which capitalism depends. He agrees that the reproduction of labor power involves two processes; the first, the reproduction of ruling class ideology and the socialization of workers in terms of it. The role of education in capitalist society is the reproduction of such a workforce. According to Bowles and Gintis, capitalism is based on the private ownership of the forces of production and the maximization of profit. Wealth is produced by a wage and salary earning workforce and the surplus value-the profit-is appropriated by the capitalists, the owners of the forces of production. Bowles and Gintis conclude that, schools foster types of personal development compatible with the relationships of dominance and control in the economic sphere. The only penalized traits are precisely those which are incompatible with conformity to the hierarchical division of labor. They examine the nature of work and social relationships in the educational system and argue that they mirror those of the economic system. Young people are prepared for the requirements of the world of work. Schools are organized on a hierarchical principle of authority and control. The teacher possesses knowledge and authority to dispense it and fills empty mugs- the pupils. This process provides the student with little opportunity for self fulfillment in his work. Social relationships in schools' replicate the hierarchical division of labor in the work place. (M. Haralambos and Robin Head, 1980).

Bowles and Gintis's analysis is correct, because the educational system can be seen as a gigantic myth-making machine which serves to legitimate inequality. It creates the

following myths; educational attainment is based on merit; occupational reward is based on merit; education is the route to success in the world of work. Education creates the myth that those at the top deserve their power and privilege, that they have achieved their status on merit and that those at the bottom have only themselves to blame. In this way the educational system reduces the discontent that a hierarchy of wealth, power and prestige tends to produce. Education reproduces inequality by justifying privilege and attributing poverty to personal failure. Capitalism requires a surplus of skilled labor. This maintains a high rate of unemployment which provides an effective means of control over the workforce. The threat of dismissal and the possibility of resulting unemployment reduce militancy and keeps wage demands at a relatively low level. (M. Haralambos and Robin Head, 1980).

Figure 1.

2.2.3 Conceptual Framework



CHAPTER III

RESEARCH METHODOLOGY

3.1 Rationale of the study Area

This study area for the study is Kaski . which is situated on the western part of Nepal. It lies between Tanahun, Syangja and Parbat. The research site was selected purposively.

Kaski is under the category of urban and rural area, as it has municipalities and VDC, it is semi-urban area. In recent time, Kaski is slowly changing into a mixed society, in terms of socio-economic and socio-cultural aspects, representing people from different social strata. Because of all these characteristics of Kaski, it represents most of the society of Nepal, to a greater extent. Thus, the selection of this study area was very suitable and useful for the purpose of this study.

3.2 Research design

This study is aimed at the study of the impact of drop out in the society. Aimed to explore cause responsible for student dropout from schools. The data qualitative as well as quantitative techniques will be used simultaneously for the data collection. Quantitative techniques will be used to find out the background of drop out student and qualitative techniques will be used to explore the social cost of school drop out student. The study is based on survey. Both exploratory as well as descriptive research designs are employed. The study has followed simple exploration of the situation of Kaski. The study gives the quantitative and qualitative framework of the dropout rate and the causes of dropouts of the study area.

3.3 Nature and sources of data

Both the primary data and information is extensively utilized as the main source of this research work. The primary data is both quantitative as well as qualitative. Equal importance had been given to both quantitative and qualitative data. Quantitative data was collected mainly from interview schedules and qualitative data from focus group discussions.

Some drop out students were interviewed for the verification and triangulation of data as case studies. Some schools teachers and guardians of dropout students were also interviewed. Some secondary data and information were the different published and unpublished sources such as journals, books, articles, census records, village profile etc as per the need.

3.4 Sampling

The total number of drop out in Kaski in different level in this years, sample is 100. Among those available samples will is selected by purposive sampling. In this study the students who have transferred to another school is not be and do repeated in the same class also be included in the population but to bring the information from parents of the dropout students, 100 dropout student's or his/her parents were selected from the total dropout students. Samples have been taken on the simple random basis.

3.5 Tools and Technique of Data collection

A schedule was used to interview the teachers, students and guardians as the guideline. The researcher himself administered the interview. Schools' documents were the main tools for taking the enrollment/dropout records of the students. Some case studies of the dropout students were done. For this purpose some questions were prepared and it was conducted in both the sexes.

While analyzing the data simple tabulation can be use. Raw data will be edited, recorded and scrutinized. Tables are interpreted and verified using the information from questionnaires collected. All the collected data are analyzed both qualitative and quantitative way as per their nature.

3.5.1 Interview Schedule

Interview schedule was developed to collect information from Parent's dropout students. Information regarding the causes of dropout, activities followed after leaving school was gathered using open form of structured questionnaire and discussion. Some dropout students and schoolteachers where interviewed to collect information regarding to identify reasons behind to leave schooling at the lower secondary and secondary level.

3.5.2 Observation of School Records

An observation form was developed to collect the information from the secondary schools.

3.6 Methods of data analysis and presentation

All the collected data from the field were analyzed both qualitatively as well as quantitatively as per their nature. The collected data were analyzed in three levels.

In first level the information collected from the field, especially that using questionnaire schedules, simple descriptive statistics such as percentage etc. were used to analyze the data and necessary tables are prepared and inserted under suitable headings. In the third level, as most of the information and data was qualitative in nature, it was analyzed by categorizing concerns and topics raised in the interview and groups discussion. The information and data were also triangulated and cross-checked for some cases. More qualitative data was manually managed and descriptively analyzed.

CHAPTER IV

OVERVIEW OF THE STUDY AREA

Collection of data schools and interviews produced both quantitative and qualitative data. Most of the data-gathering tools asked open-ended questions but had pre-coded responses to allow quick recording, as well as space to record other resources that was given. Other responses were generally selected cited; but when several were given, they were carefully noted and then later categorized of the antecedents of school dropouts student characteristic.

Overall school quality was assessed using several indicators suggested by the literature review, organized into three categories: physical condition, educational condition, and school instructional capacity. A school's physical condition was assessed by the number of buildings, condition of the buildings, adequacy of the number of classrooms for the grade levels offered and for the number of students, adequacy of the furniture, adequacy of the toilets, availability of separate girl toilets, classroom environment (sunlight, ventilation, sanitation and displays) existence and condition of a playground, existence of fencing at the school compound, availability of drinking water, school environment (sanitation), and distance of school from the students' homes. With help of tables and tools constructed by the help of the collected sample, this chapter analyses the collected data for the final conclusion of the research. After analysis, the collected data for the final conclusion of the research. After analysis, following inference can be drawn:

4.1 Distribution of Respondents by Sex and Age

Table 4.1 presents the sex, and age of the dropouts. The inference can be drawn from the above table that sex has no pivotal role for leading the students to be dropout.

Table 4.1 Distribution of Respondent by Sex,

Sex	Number	Percent
Male	51	51.0
Female	49	49.0
Total	100	100

Source: Field Survey, 2014

Figure-4.1 distribution of respondent by sex

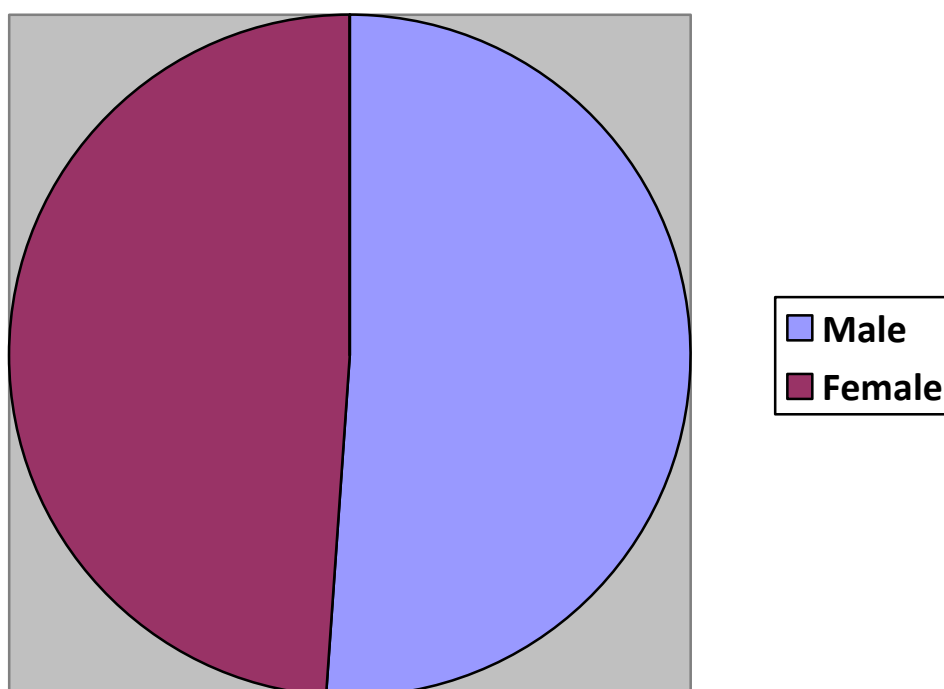


Table 4.1 shows that 51 percent students are female dropouts whereas 49 percent are male. Students, 15 percent of 13 year old students and 13 percent of 12 old students were dropouts.

Table 4.2 presents the age of the dropouts. Higher the age higher is the possibility of dropout.

Table 4.2 Distribution of Respondent by Age.

Age	Number	Percent
12	13	13.0
13	15	15.0
14	16	16.0
15	17	17.0
16	18	18.0
17	21	21.0
Total	100	100.0

Survey: Field Survey, 2014

In the dissertation sample, the age group of 12 to 17 was involved and among them 21 percent of 17 year old students, 18 percent of 16 year old students, 17 percent of 15 year old students, 16 percent of 14 year old students, 15 percent of 13 year old students and 13 percent of 12 old students were dropouts.

4.2 Distribution of Respondents by Religion, Type of the Family and Family Size

According to Table 4.3, it could be the impact of setting, majority of the respondents or dropouts were Hindus.

Table 4.3 Distribution of Respondent by Religion

Religion	Number	Percent
Hindu	94	94.0
Buddha	3	3.0
Christian	3	3.0
Total	100	100.0

In figure, 94 percent of the dropouts were Hindus whereas three percent each were the Buddhists and Christians. So, particular religious practice does not seem to influence the number of dropouts.

Table 4.4 Distribution of Respondent by Type of the Family

Type of Family	Number	Percent
Nuclear	55	55.0
Joint	45	45.0
Total	100	100.0

Source: Field Survey, 2014

It may not true to infer that nuclear family has more dropout rate but more than half of the dropouts were from nuclear family and only 45 percent dropouts were from joint family.

The number of the family does not affect the dropout but it is clear from the table that there were fewer families that had large family size. In terms of family size there was a range of two to thirteen members in the family of the sample dropouts.

Table 4.5 Distribution of Respondent by Family Size

Family Size	Number	Percent
2.00	9	9.0
3.00	10	10.0
4.00	11	11.00
5.00	13	13.00
6.00	11	11.00
7.00	11	11.00
8.00	10	10.00
9.00	10	10.00
10.00	9	9.00
11.00	5	5.00
13.00	1	1.0
Total	100	100.00

Out of total, 9 percent of the dropouts had two members, 10 percent of them had respectively three, eight and nine members, 11 percent of them had respectively four, six and seven members, 13 percent of them had five members and one percent of them had 13 members in the family.

4.3 Distribution of Respondents by their parents and Grandparents

Majority of the dropouts did not have their grandparents but most of them have parent that matches the ageing tendency of Nepalese people.

Table 4.6 Distribution of Respondent by their Parents

Parents	Number	Percent
Yes	79	79.0
No	21	21.0
Total	100	100.0

Source: Field Survey, 2014

As it is shown in Table 4.6, 79 percent of the dropouts have both parents, 19 percent of them have single parent and only two percent of them are orphan. Out of 21 percent, seven of them did not have mother (33.3 percent), 12 of them did not have father (57.1 percent) and two of them (9.5 percent) are orphan. Similarly, 59 percent of the dropouts did not have grandparents.

Table 4.7 Distribution of Respondent by their Grandparents

Grandparents	Number	Percent
Yes	41	41.0
No	59	59.0
Total	100	100.00

Source: Field Survey, 2014

Out of them 27.1 percent did not have grandmother, 39 percent did not have grandfather and 33.9 percent did not have both grandparents.

4.4 Distribution of Respondents by Parents' Works and Dropouts students work

As it is shown in Table 4.8, shown 22 percent of them were involved in household, four percent of them were involved in labor, 27 percent of the parents were involved in agriculture.

Table 4.8 Distribution of Respondent by parent's work

Type of Parent's work	Number	Percent
Household	22	22.0
Labor	4	4.0
Agriculture	27	27.0
Traditional professional like making sickle, spade etc	9	9.0
Other	38	38.0
Total	100	100.00

Source: Field Survey, 2014

Nine percent of them were involved in traditional profession like making sickle, spade or work as a goldsmith and rest 38 percent were involved in other activities like job, shopkeeper etc.

As its is shown in Table 4.9, most of the primary dropout students of the family, either has gone to India/overseas for various private work or they help their parents and/or work as a general labor.

Table 4.9 Distribution of Respondent by Dropout students work

Type of Dropout students work	Number	Percent
Playing with mates and strolling here and there against the parents view	7	7.0
Support in agriculture farming and working as a general labor	33	33.0
Got married and went to her home	13	13.0
Child care at home	7	7.0
Support in household work	7	7.0
Gone to India/Overseas for private work	33	33.0
Total	100	100.0

Source: Field Survey, 2014

Some girls have got married, and help their husband's family in carrying out various domestic as well as farm activities followed by the dropout students are: conduction

various labor related activities for their hand to mouth problem. Most of male students go to India/Overseas immediately after leaving their education.

After analyzing the above data we can sum up that majority of the dropouts engage in income generating activities by under taking various kinds of activities either in Nepal or in India.

4.5 Monthly Income of Family of the Respondents

Like household chores, income of the household or family seems to be another prominent factor for causing the dropouts even in primary level

Table 4.10 Distribution of Monthly income of family of the Respondents.

Family income in Rs	Number	Percent
2500.00	9	9.0
3000.00	10	10.0
3500.00	12	12.0
4000.00	14	14.0
4500.00	13	13.0
5000.00	8	8.0
5500.00	7	7.0
6000.00	7	7.0
7500.00	4	4.0
8000.00	5	5.0
9000.00	6	6.0
10000.00	5	5.0
Total	100	100.0

Source: Field Survey, 2014

The monthly income of the family ranges from 2500 to 1000. Nine percent of the dropouts have 2500 rupees monthly income, ten percent of dropouts have 3000, 12 percent of them have 3500, 14 percent of them 4000, 13 percent of them have 4500, seven percent of the have 5500 and 6000 each, four percent of them have 7500, five percent of them have 8000 and five percent of them earn 1000. In an overall analysis 45 percent of dropouts have less than Rs. 4500.00 monthly income. While analyzing

the occupation of the parents of the dropouts it is concluded that lower the income higher is the tendency of dropping out.

4.6 Distribution of Respondent by number of Babies in Family

In terms of number of children, ten percent of the mothers gave birth of single child, 30 percent of gave birth of two children, 41 percent of them gave birth of three children, 15 percent of them gave birth of four children, four percent of theme gave birth of five children.

Table 4.11 Distribution of Respondent Number of Babies in Family

No of babies in family	Frequency	Percent
1	10	10.0
2	30	30.0
3	41	41.0
4	15	15.0
5	4	4.0
Total	100	100.0

Source: Field Survey, 2014.

4.7 Distribution by those whose Siblings go to school

Most of the dropouts reported that most of their brothers/sisters did not go to school. As shown in Table 4.

Table 4.12 Distribution by those whose siblings Go to School

Do your Brothers or Sisters Go to School?	Number	Percentage
Yes	47	47.0
No	53	53.0
Total	100	100.0
If yes, Who?	Number	Percentage
None	53	53.0
Those who are able	22	22.0
Boys only	5	5.0
Girls only	15	15.0
Those who cannot work	5	5.0
Total	5	5.0

Source: Field Survey, 2014

53 percent of the dropouts reported that none of them go to school, 22 percent of able dropouts go to school, only five percent boys (brothers of dropouts) go to school, 15 percent of girls (sister of dropouts) and five percent of the children who cannot work go to school.

4.8 Distribution of Respondents by Person who Admitted them in School

As shown in Table 4.13, dropouts were self conscious about their study. Out of the reported, 45 percent of the dropouts admitted the school by themselves.

Table 4.13 Distribution of Respondent by Person who admitted them in School

Person	Number	Percent
Myself	45	45.0
Mother	28	28.0
Father	6	6.0
Mutual understanding	12	12.0
Other family members	9	9.0
Total	100	100

28 percent were admitted by their mother, six percent were admitted by their father, 23 percent were admitted by mutual understanding between mother and father and nine percent of the dropouts were admitted the school by other family members.

4.9 Distribution by their Mother and Father Literacy Status

As shown in Table 4.14, 45 percent of mothers of dropouts are literate, 50 percent of them are illiterate and five percent of dropouts don't have their mother.

Table 4.14 Distribution by their Mother Literacy Status

Mothers	Number	Percent
Literate	45	45.0
Illiterate	50	50.0
Don't have mother	5	5.0
Total	100	100.0

Source: Field Survey, 2014

Among literate mothers, 37 percent have primary education, 2.2 percent have secondary education, 2.2 percent have higher secondary education, 4.3 percent have formal education and 54.3 percent have informal education.

As shown in Table 4.15, 46 percent of father of dropouts are literate, 40 of them are illiterate and 14 percent of dropouts don't have fathers.

Table 4.15 Distribution by their Father Literacy Status

Father	Number	Percent
Literate	46	46.0
Illiterate	40	40.0
Don't have father	14	14.0
Total	100	100.0

55.3 percent of fathers have primary education, 4.3 percent have higher secondary education, 4.3 percent of them have formal education and 36.2 percent of them have informal education.

4.10 Distribution of Respondents by Age

It is referred in Table 4.16 that four percent of dropouts school at the age of ten, six percent of them left at the age of eleven, 45 percent of them left at the age of twelve, 29 percent left at the age of thirteen, thirteen percent of them left at the age of fourteen and three percent of them left at the age of fifteen.

Table 4.16 Distribution of Respondent by Age

Age	Number	Percent
10.0	4	4.0
11.0	6	6.0
12.0	45	45.0
13.0	29	29.0
14.0	13	13.0
15.0	3	3.0
Total	100	100.0

Source: Field Survey, 2014

From the Table 4.16, it is clear that most of the students dropped their school at the age of twelve which is an appropriate age of completing primary school.

4.11 Distribution of Respondents by Grade of Dropping out

Again only eight percent of dropouts left school while they were studying till grade four and 92 percent of them while they were studying above grade five.

Table 4.17 Distribution of Respondent by Grade of Dropping out

Grade of dropping out	Number	Percent
Up to class 4	8	8.0
Above class 5	92	92.0
Total	100	100.0

Source: Field Survey, 2014

It does not necessarily mean that the dropouts passed the grade which they left but most of the dropouts passed grade five even though they became dropout at the same grade. Most of the dropouts left school while reading at grade five.

CHAPTER V

SITUATION AND CAUSES OF DROPOUT

5.1 Distribution of Respondents by Reason for Dropping Out, Work of Dropouts and Dropouts occupation

Most of the students are dropouts due to household chores rather than other causes. In Table 4.18, 22 percent of the dropouts left school because of poor family background, nine percent of them left school because they had to help their parents, 23 percent of them left due to having bad peers, four percent of them left because of failure in their examination, five percent of them left because of early marriage and 37 percent of them left because they liked it or willingly they quit the certain grade.

Table 4.18 Distribution of Respondent by Reason for Dropping Out and Work of Dropouts

Reason of leaving school	No. of students	Percent
Poor family background	22	22.0
Had bad peers	9	9.0
I have to help my parent	23	23.0
Repeatedly failed in exam	4	4.0
Early marriage	5	5.0
Will	37	37.0
Total	100	100.0
Dropout's occupation		
Work in home or family farm	18	18.0
Wage work	35	35.0
Married and work in new house	5	5.0
Idly pass time	20	20.0
Do nothing	22	22.0
Total	100	100.0

Again, eighteen percent of dropouts work in home or family farm, 35 percent of them work as a wage labor, five percent of them got marriage and work in new house, 20

percent of them idly pass time and rest 22 percent do the work of their interest or desire.

5.2 Distribution of Respondents by their Expenditure

According to Table 4.19, 61 percent of the dropouts earn money whereas 39 percent of them do not.

Table 4.19 Distribution of Respondent by their Expenditure

Area of using money	No. of students	Percent
Help family	9	14.8
Use personally	23	37.7
Save in bank	6	9.8
Give to parents	23	37.7
Total	61	100.0
Do not earn money	39	39.0
Total	100	100.0

Source: Field Survey, 2014

Earn. 9.8 percent save in the bank and 37.7 percent give money to the parents.

5.3 Distribution of Respondents by Nature of Reading after Being Dropout

After being dropout fourteen percent of students read or gain skills but 77 percent of them not like to read or gain skill.

Table 4.20 Distribution of Respondent by Nature of Reading after Being Dropout

Read after being Dropout	Number	Percent
Yes	14	14.0
No	77	77.0
Don't know	9	9.0
Total	100	100.0

Source: Field Survey, 2014

Rest nine percent of the dropouts do not know whether they like to read or not.

5.4 Distribution of Respondent by Liking about school and Will to go back to school

Analyzing the above table we can infer that 58 percent of the dropouts liked their school and they said yes whereas only 42 percent of them said Table-4.21

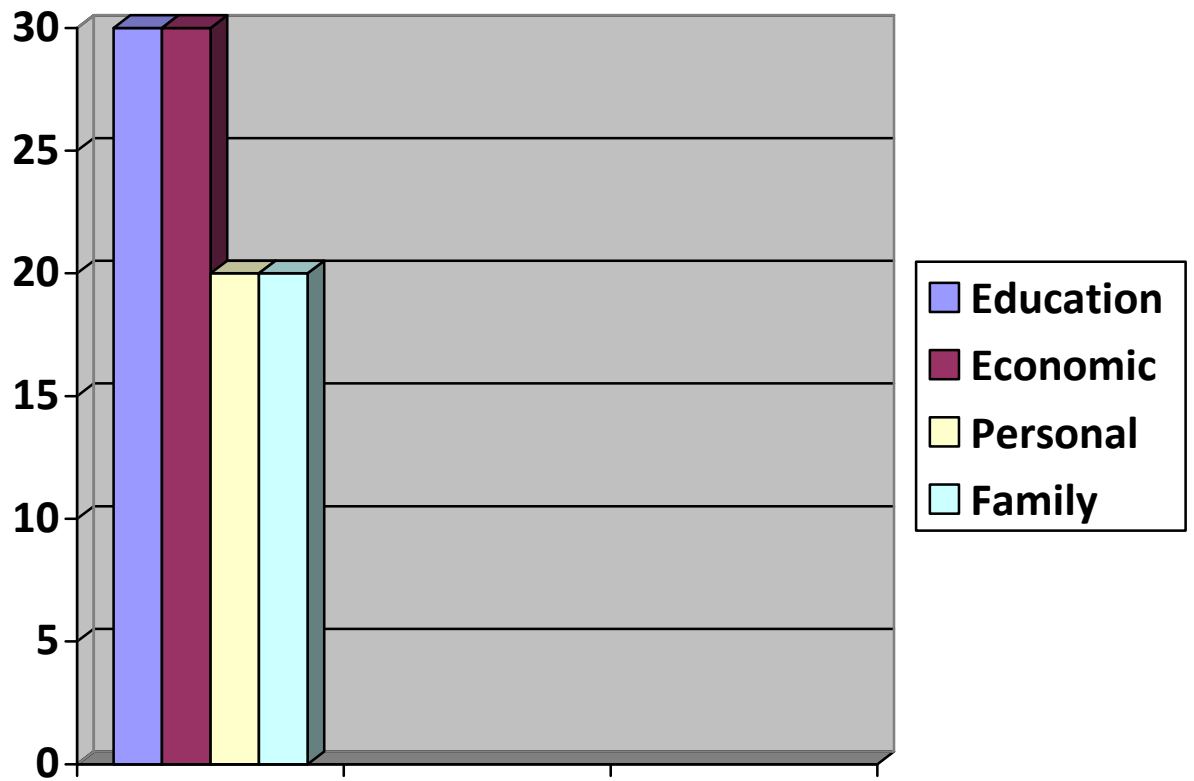
Liking about school	Number	Percent
Yes	58	58.0
No	42	42.0
Total	100	100.0
Will to go back to school		
Yes	24	24.0
No	76	76.0
Total	100	100.0

Source: Field Survey, 2014

It means that preferred their school very much. According to Table 4.21, though the dropouts liked their school very much only 24 percent student desired to go back their school and most of them (mean 76 percent of them) do not like to go back to their school. So, desirously dropouts do not like to go back to their school even if it is provided of offered free.

Here, it is identified the main causes of dropout student in the study area. To find out the causes of dropouts in primary education set of structured questionnaire was used to interview with the parents of dropout students. The interview was taken with 100 percent. Each of them had responded well. The major cause are categorized in to four groups, namely: educational causes, economic causes, personal causes and family related causes. In each cause, there are three scales namely: Yes, No and Don't know.

Figure 4.2 Percentage of the respondent on the basis of causes of school dropout



CHAPTER VI

SOCIO-ECONOMIC CAUSES OF DROPOUT

6.1 Educational Causes

To take about the educational causes for leaving for out schooling most of the respondents (54 percent) accepted that their children left schooling due to their failing in the exam. They don't know about the reason for failing due to the teachers assignment. Many parents were found unwary that the teacher punishment had made their children leave school.

Table4.22 Distribution of the respondents by educational causes of dropout

Causes	Yes	Percent	No	Percent	Don't Know	Percent
Failing in the examination	54	54.0	13	13.0	33	33.0
Difficulty doing homework	20	20.0	40	40.0	40	40.0
Punishment by the teacher	8	8.0	56	56.0	36	36.0
Unable to answer the questions asked by the teacher	17	17.0	70	70.0	13	13.0
Missing the examination	26	26.0	17	17.0	57	57.0

Source: Field Survey, 2014

After analyzing the above data, it can be said that failing the examination is one of the most important educational of dropout in primary education, which is more clear from the table.

6.2 Economic Causes

While taking about economic causes of students were not found to have left their schooling because they were unable to purchase their educational materials. 60 percent of their parents don't know with this statement. But most of sustaining

activities were the most important economic causes to give up the primary education. 70 percent of the respondents have accepted this reason. Similarly, as more children go to school from the same family is equally important cause of dropout, which is accepted by 73 percent of the respondents. If they get scholarship or any other financial help they can continue schooling. 80 percent of the respondents accepted with the statement that the existing school fee is not so expensive which can alter their decision on the economic causes. All the respondents accepted that their school fee is cheap. The other fee is extra and due to this, they sometime discourage children from going to school. Many children from same family are another fundamental cause to give up the student for schooling at the primary level.

Table 4.23 Distribution of the respondents by economic causes of dropout

Causes	Yes	Percent	No	Percent	Don't Know	Percent
More children go to school at the same family	73	73	17	17	10	10
Unable to buy Educational materials	40	40	-	-	60	60
Unable to make school dress	57	57	-	-	43	43
Unable to pay readmission	40	40	-	-	60	60
Not getting scholarship	80	80	-	-	20	20
Unable to pay additional fee beyond admission fee	44	44	13	13	43	43
Compulsion To involve in life sustaining activities	70	70	-	-	30	30

Source: Field Survey, 2014

The above analysis shows that compulsion to involve life-sustaining activities is the main cause of dropout under economic causes. At the same time more children go to school from the same family is equally important cause of dropout.

6.3 Personal Causes

Personal causes as identified by the guardians are 75 percent dropped out because of shame at being over-aged, 40 percent dropped out as they got into the company of bad friends, rest others. Some time illness can affect students' from dropping off schooling. According to the respondents, biased behavior of the teachers, conflicts with the teachers are not the causes of dropout students in primary education.

Table 4. 24 Distribution of the respondents by personal causes of dropout

Causes	Yes	Percent	No	Percent	Don't Know	Percent
Sick or accident	35	35	25	25	40	40
Over aged (shame)	75	75	15	15	10	10
Biased behavior of the teacher	-	-	35	35	65	65
Accompanying with the bad friend	40	40	40	40	20	20
Dispute with the teacher	-	-	65	65	35	35
Dispute with the friends/students	10	10	60	60	30	30

Source: Field Survey, 2012

6.4 Family related causes

Some family related questions were asked to identify how strong these causes lead students to dropout of lower secondary education. Guardians also mentioned some of the causes of dropout, which are directly related with their own family. They are: need to help the parents in household activities, compulsion to involve in the income generating activities like need to involve in agricultural activities, need to care children at home, and sudden death of the family member. Most of the parents (70 percent) supports that they need help for different agricultural activities, which has directly or indirectly enforced the children to leave their schooling. Although, they do not agree with the statement of taking care of siblings some of girl has left due to this reason. In addition to these, 50 percent of respondents also added the poor condition

for the family is one of the important family related causes of dropout student in primary education.

Table 4.25 Distribution of the respondents by family related cause of dropout

Causes	Yes	Percent	No	Percent	Don't Know	Percent
Need to involve in agricultural activities	70	70	20	20	10	10
Need to care children	25	25	-	-	75	75
Need to help to the parents in household activities	45	45	25	25	30	30
Compulsion to involve in the household activities	70	70	20	20	10	10

Source: Field Survey, 2014

Case1 Milan Pun

Milan Pun, son of Prem Bahadur Pun, from Sarankkot VDC ward no. 5 had left his schooling from class five, two years ago. Now he has become 15 years old. On asking the reason why he left school while studying in class five, he says “I failed two times at class four and five, and I felt ashamed to study in the same classes.” He adds his father also was not willing to support his education repeatedly in the same level.

Immediately after leaving school he went India, Puna and worked at a hotel for few months. He did not enjoy working at that hotel and came back home. After coming back he began helping his parents on different household as well as field activities. Mostly he goes to rear the cattle and fetch fodder.

Nowadays he is not happy with his decision at leaving study in grade five. He is again thinking of going to India but he is sure he would not get any better job there. He also said that if he had completed SLC there was a greater chance for him in getting himself recruited in the Indian Army.

Case2 Namrata Hitan

Namrata is the daughter of Rum Bahadur. She had left her schooling four year ago when she was studying at class five. She failed in that class while all of her friends had passed the exam and joined class six. So, she lost her interest in rejoining class six. Her parents also did not insist her to go to school after that.

After leaving school she helped her parents in their domestic as well as field activities. She fell in love with Harka Bahadru Thapa and married him last year. Even now, her husband suggest her to join the school but she feels shy to go to school at this age. She says if she had completed SLC she would not feel shy to go to College. Now she only promise to send her children to school.

Case3 Ramesh Poudel

Ramesh Poudel, son of Bholanath Poudel, and aged 16 years had left school at class six three years ago. He dropped out as he was disinterested in his study. Immediately after leaving school he went to India and worked at a 'Kothi' as a cook for six month. After six months he worked in a factory as a labor to cut clothes. He came back home last Dashain to work as a plough-man (Hali) for six months. Again he got tired on doing the work and looked for jobs in different places. He again is going to India to search job. He, however, does not regret leaving school at six.

Case4 Sakuntala Gurung

Sakuntala Gurung is from ward no 5 parshyang. She had left school passing class five from Bahari higher secondary school, Malepatan. She had got admission for class six at Baharai secondary school, and went for few months but she could not continue due to the long time. She also had to help her mother at various domestic activities.

She left school in 2009 and got marriage next year with the consent of her parents. Now she has about a year-old baby. Nowadays she is too busy in her domestic as well as field activities. She is very much interested to continue her schooling even after marriage and having a baby, but she does not get support from her family. On asking reasons for happing dropped out of school she says it was due to poverty and the distance of the school.

6.6 Teacher's View of Causes of Dropout

Some major causes as identified by the teachers of respective schools through discussions were found to be the following. They say that the main causes of drop out students at primary level are:

-) Poverty
-) Lack of value of education in the parents
-) Failing in the examination
-) Early marriage in some of the cases
-) More children in a family
-) Need to care for brothers/sisters at home
-) Need to perform household activities/income generating activities
-) Guardians are not so interested towards the education of their children in general and daughters' education in particular
-) The causes listed above were identified basically for the purpose of verification and triangulation of the data obtained through structured questionnaire.

6.7 Measures Taken to Reduce Dropout Problem

The suggested measures to reduce dropout problem expressed by the dropout students, teacher, parents and general observation during the data collection as follow:

-) The foremost reason is the financial problem of their livelihood, which has forced them to go for various labor works. Employment opportunities of the parents may help to reduce it.
-) From the above case study we can see that the dropout students of both sexes was due to over age for the level that is 15 years at grade five.
-) To eradicate this problem parents should be encouraged them to send their children to the school at the age of six.
-) Awareness programs for the students and parents about the value of education can help for better participation.

-) Free distribution of uniforms, and educational materials should be provided to the students from financially weak family.
-) Early marriage, which is legally prohibited, should be discouraged for practice by different social awareness programs.
-) Some special classes should be arranged for those students who have to involve for income generating activities to support their parents.
-) The teachers should give more attention to the economically weak students. If a student fails in particular grade she/he should be encouraged and counseled to identify the reason behind it.

CHAPTER VII

SUMMERY, CONCLUSION AND RECOMMENDATION

This chapter reports conclusion from the study and offers tentative recommendation for policy in Nepal and recommendation for future research on dropout in Nepal.

7.1 Summery

The school education system costs twice as much over five years because of the loss on all those who dropout of school without mastering certain grade. A large portion of Nepal's manager government budget is invested each year in education, but a substantial portion is washing away as sure as the snow melt in Nepal's mountains during sunny summer days. The country's future will partly depend on finds ways to stem this tide. The pace of development of nation may speed up in an appropriate manner if only this flow of dropout can be prevented from dropping out without mastering certain grade, if not level. Expanding facilities without concurrent actions to make schools more efficient, effective learning environments that are attractive to both parents and students will not help communities reach the goal of universal education or schooling.

Aside from encouraging parents to value education and making schools more interesting for children, an urgent need exists to better understand the dynamics among the family, teacher and school administrator. Moreover income level of the family, post student learning readiness, student overage, low literacy of parents, low teacher motivation, poor community attitudes, low socio-economic level, etc are determinants of dropouts in Kaski.

The findings of the dissertation does not depart negatively from the objectives and hypothesis set. The prominent focus of the research seems to be in household chores. It suggest especially to the parents not to involve the students into household activities. Many of the girl dropouts are compelled not to continue their study due to the household work. Moreover, the boys either idly pass their time to involve in industrial work or field work.

In the setting of Kaski, more boys dropout than that of girls but the variation was normal. The age of dropouts ranges from twelve to seventeen and it is shown that higher the age higher is the possibility of dropping out certain grade. Four to seven year old children were the beginners of school. 87 percent of the dropouts started their school at the age of five and six and only 13 percent started at the age of four to seven.

Most of the dropouts were believers of Hinduism. Only six percent of them were Buddhist and Christians. 55 percent of dropouts were from nuclear family. The nuclear of family ranged from two to thirteen and there was no family of twelve family members. There was single family who had thirteen members. In the total of research sample, 79 percent of the dropouts have both parents, 19 percent of them have single parent and only two percent of them are orphan. 59 percent of the dropouts didn't have grand parents. Out of them 27.1 percent didn't have grandmother, 39 percent didn't have grandfather and 33.9 percent didn't have both grandparents. Most of the respondents and their family members were involved in household chores. 58 percent dropouts' monthly income of their family was 2500 to 4500. Many dropout students have changed two schools. Some of them changed four schools but there was no one who changed three schools that might be taken as a co-incident.

In terms of number of children in the family, many mothers gave birth to more number of children. It matches the structure of fertility level on Nepalese mothers. 47 percent of the dropouts reported that their brothers/sisters go to school whereas 53 percent of them did not go to school. The number of non school goers' family was higher than that of school goers' family. Among school goers with respect to gender the number of girl was higher than that of boys. Most of the dropouts admitted the school by themselves. Mother's role for admission in the school was pivotal. The literacy level of fathers was comparatively higher than that of mothers. In their past life or during their school time 60 percent of dropouts liked to go to school and 40 percent did not like to go to school. Out of sixty who liked to go to school, 40.3 percent liked their teacher, 31.7 percent of them liked their peers, five percent of them liked school building and 20 percent of them liked school environment.

Majority of the dropouts started school at the age of six which is an appropriate age of starting schooling. Dropout age ranges from ten to fifteen. Most of the students dropped their school at the age of twelve and thirteen which is an appropriate age of completing primary school. Many of the dropouts left school at grade five only few left in grade four and there was no one to leave school at grade three. Most of the dropouts passed grade five through they left school in the same grade only the minority dropouts left in grade four and three. Respectively 22 and 23 percent of the dropouts left school due to poor family background and having bad peers. 37 percent of them left because they like it or willingly they quit the certain grade. And other, nine percent of them left school because they had to help their parents, four percent of them left because of their failure in examination and five percent of them left because of early marriage. 66 percent of dropouts were involved in work (household chores or wage labor) whereas 34 percent of them, due to their will or desire of not being in work.

In terms of income generation, 61 percent of the dropouts involved in income generation but 39 percent of them did not do that. Out of 61 percent, 14.8 percent helped their family, 37.3 percent used their earning personally, 9.8 percent saved in bank and 37.7 percent gave money to their parents. Most of the dropouts reported they can read and write but only least of them reported they can read only and do arithmetic, 66 percent of the dropout students used their learnt skill in their current work. Good students were compelled to leave school due to household chores or poverty but not due to will or desire. 58 percent of the dropout students had liked their school but 42 percent had not liked it. The dropouts willingly did not like to continue their school further even though they were offered. It was because of hesitation of overage. The major causes are categorized into four groups, namely: educational cause is 30 percent, economic cause is 30 percent, personal cause is 20 percent and family cause is 20 percent were dropouts. Only educational cause for leaving out schooling, 54 percent accepted that their children left schooling due to their failing in the exam. In economic causes for leaving out schooling, 70 percent of the respondents have accepted economic causes. In personal causes, 75 percent dropped out of shame at being over aged, 40 percent dropped out as they got into the bad friends. Guardians also mentioned some of the causes of dropout, which are directly related with their own family, they are: need to help the parents in household activities, compulsion to

involve in the income generating activities like need to involve in a agricultural activities, need to care children at home, and sudden death of the family member. Most of the parents (70 percent) supports that they need help for different agricultural activities, which has directly or indirectly enforced the children to leave their schooling.

7.2 Conclusion

The conclusion of this study does not depart noticeably from those of the prior researches on school dropout in the countries like Nepal, but they do offer a new perspective. The literature has suggested that dropout is primarily due to poor families' need to pull all hands to work as soon as they can be productive. Nepal is one of the developing countries in the world, and the study area is only slightly better off than most of the countries in the world. It is clear that a good portion of the dropout is due to economic pressures, but it is also clear that a good portion of recent dropouts suggest that many students leave school because of anxiety over examinations, poverty of house, their compulsion to put their hands on household activities, the humiliation of academic failure and boredom, etc.

Forty-seven percent of the studies are primarily doing little or nothing in the beginning after being dropout, an outcome that is unlikely because the main cause of dropout is economic necessity. In addition, some of the 53 percent that were primarily engaged in household chores appear to have been so engaged more because of personal desire. That is hugely unnecessary waste in Nepal's struggle to develop its human resources and its economy-a waste that could be reduced with policy responses.

Household chores, doing nothing, and wage labor constitute to be the main subsequent activities of dropout. Nearly 58 percent of the dropouts were found to be engaged in some or of activity, such as household work and wage labor. Another substantial percentage of dropouts reported doing nothing as their primary activity.

7.3 Recommendation

This was only an exploratory study conducted on a small of dropouts from some school of Kaski. A definite study of the causes and outcomes of dropout would require a larges longitudinal study. Nepal, however, can not and should not wait for years to address the serious problem of school dropout, which has been documented by several studies over the past two decades. School dropout has almost been ignored in the policy debate in Nepal. Virtually no policy gives particular attention to dropouts. As result, very few specific programs have been developed either to prevent dropout or to deal with children who have dropped out.

This dissertation research includes the following recommendations:

-) It is necessary to aware the parents and students about the importance of education.
-) Students those who fail in a particular grade, should be counseled and encouraged for further study.
-) Some incentives like scholarships, educational materials, school uniform should be offered for the students for the economically poor family. For the practice of these activities school teachers, school governing body and local governing representative body should exit.
-) Some special tutorial classes should be run for those students who have to participate in various income generating activities particularly in agricultural season.
-) Some special counseling should be made for boys who want to go to India at the age of 12-15, similarly girls should be counseled to minimize their shame, that is, they are not over aged to study in the requisite class. These counseling should be equally made to the parents of the students.
-) This way or that way, poverty should not affect the poor students. For this only the parents can struggle not to involve the students in household chores.
-) Provide non formal programs for second chance opportunities to dropouts in Kaski.
-) Students need to be motivated on learning rather than letting them pass time idle.

-) Target special areas of high poverty incidence and child labor the possible dropouts may continue their study.
-) Providing basic infrastructures including water, toilet, classrooms, furniture and books or as a whole improve school factors to motivate the students.
-) Using learning abilities that combine teaching with learning materials through games, stories, visits, competition, audio-visual aids and local celebrations. The quality of education and teaching methods would definitely attract the dropouts back to school.

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Head Teacher’s Interview Form

Name of the School:

District:

VDC and Ward No:

Date:

Time:

Place:

Name of Interviewer:

1. What do you think is the perception of the community towards school education?

.....
.....

2. What are the causes of students dropouts?

.....
.....
.....

3. What are the most influential factors (reasons) for dropout among above-mentioned factors? Rank the reasons for dropout.

.....
.....
.....

4. What strategies were adopted by the following agencies to retain them in the school?

⊗School.....
..

.....
⊗SMC.....
.....

.....
⊗PTA.....
.....

.....
⊗Community.....
.....

⊗DEO.....
.....
.....

⊗NGO/INGO.....
.....
.....

5. What should be your role to retain them in the school?
.....
.....
.....
.....

6. What should be the role of teacher to retain them in the school?
.....
.....

7. What measures should be taken to bring the dropout children back to schools?

⊗School.....
.....
.....

⊗SMC.....
.....
.....

⊗PTA.....
.....
.....

⊗Community.....
.....
.....

⊗DEO.....
.....
.....

8. What should be your role to bring the dropout children back to schools?
.....
.....

.....
.....
.....
.....

10. What should be the role of teacher to bring the dropout children back to schools?

.....
.....
.....
.....

11. What measure should be taken to retain the role above?

.....
.....
.....
.....

Dropout Children Survey
Interview Schedule for Parents of Dropout Children

School:

District:

VDC and Ward No:

Date: **Time:**

Place:

Name of Interviewers:

1. General Background:

1.1 Name of

School:.....

1.2 Name of

Village:.....

1.3 Respondent's

Name.....:

1.4 Dropout Children's Profile:

S.N. Name Gender(Male/Female) Age

1.5 Family Size: TotalMale..... Female.....

1.6 Education:.....

1.7 Caste/Ethnic group:.....

1.8 Occupation:.....

1.9 No. of 6-8 year- old Children at home:.....

2. Current Situation of the school:

2.1 Do you think that education for your children is very important?

a) For boys:.....

b) For girls:.....

2.2 How do you assess the physical facilities (School buildings, furniture, play ground, etc) of the school?

.....

.....

.....

.....

2.3 How sincerely did the teachers teach your children?

.....

.....

2.4 How did they treat your children?

.....

.....

2.5 What are the supports and incentives provided by the school to your children?

a) For

boys:.....

b) For girls:.....

2.6 Are the supports and incentives available on time and in adequate quantity?

SN Supports/ Incentives Availability (time) Adequacy (quantity)

1. Text books
2. School Uniform for Girls
3. Scholarship
- 4 Food for education

2.7 How far is the school from your house? How many minutes does it take?

.....
.....

2.8 How do you see this distance for your child? Too far, near or what?

.....
.....

2.9 What do you think is the most appropriate distance for your child?

.....
.....

2.9 How supportive has been the role of the following institutions to motivate the enrollment of your children in the school?

⊗School.....
.....

.....
.....

⊗SMC.....
.....

.....
.....

⊗PTA.....
.....

.....
.....

⊗Community.....
.....

.....
.....

⊗DEO.....
.....

.....
.....

⊗NGO/INGO.....
.....

3. Causes of school dropout:

3.1 Why did your children stop going to school? What were the reasons for the dropout?

a) Reasons for boys:.....
.....

b) Reasons for girls:.....
.....

3.2. Do you know that about 50% children dropout from schools within 3 years of their first school life? What needs to be done to reduce this?
.....

3.3. Do you think that you can send your children back to the school again?

a) About boys:.....
.....

b) About girls:.....
.....

3.4 What should be done to send your children back to the school?

a) For boys:.....
.....

b) For girls:.....
.....

3.5 How should the community, mother school and other agencies support your children to go back to the school again?

a) For boys:.....
.....

b) For girls:.....
.....

Appendix

Dropout Children Survey

Interview Schedule for the Drop out Children:

1. Personal Profile:

- a) Name of the child:
- b) Name of the parent:
- c) Gender:
- d) Caste:
- e) Language:
- f) Age:
- g) School:
- h) Disability status:

2. When did you go to school? How long ago? At what age?
.....
.....

3. At what grade did you join school?
.....
.....

4. Why did you go to school?
.....
.....

5. What was the distance of school from your home?
.....
.....

6. How did you feel about the distance of the school?
.....
.....

7. Did you like your school? If yes, why? If no, why? How were you treated in your school?
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8. Did you like your teachers? If yes, why and what aspects did you like? If no, why and what aspects didn't you like?
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9. What subjects do you like most? And what subjects were most difficult for you (concrete topics in each subject if possible)?

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10. When did you leave school? (At what grade?, At what age?)

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11. Why did you leave school? What were the causes/reasons?

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12. What were the most influencing factors to leave school? (Rank the reasons in priority order).

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13. Who compelled you to leave the school? (Yourself? Parents? Teachers? Others?)

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14. What are you doing now?

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15. Do you want to go back to school now? If yes, what needs to be done? If no, why?

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17. What should the mother school and your family do to send you back to the school again?

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