CHAPTER-I
INTRODUCTION

1.1 Background of the Study

Education is the backbone of development of any society. It is one of the three components of of human development index. Unless the people of a society are educated, they cannot have prosperity in their life. Education may be formal or informal. School level education is the basic and important part of the formal education. In Nepal, school level education is provided in different types of schools such as General school, Sanskrit school, *Gurukul* school, *Vedabidyashram* school, *Matharasa* school and *Gumba/Vihar* school. Legally, there are two types of schools in the country – community (public) and institutional (private). Community schools receive regular government grants whereas institutional schools are funded on private basis.

Quality education for all is the motto of education in the present era (Santwona Memorial Academy, 2012). According to Sharma (2008) quality education is defined by GEC as, "Quality education system is one that succeeds in meeting its own goals; one that is relevant to the needs of children, communities and society; and one that fosters the ability of children to acquire knowledge and critical learning skills".

Management of school is very important for providing quality education. Management includes planning, organizing, directing and controlling. "Without active involvement of the community in school management, quality improvement is not possible" Sharma (2008). Therefore, people's participation in community school management is essential for the overall development of the schools.

People's participation is a new approach of development. It is realized that development is not succeeded unless the local people are involved in the activity of development. It generally refers to people's involvement in

particular projects or programs. However, today participation means an overall development strategy focusing on the central role that people should play in all spheres of life.

There have been practices of management of schools by the government as well as by the community in the history of education of Nepal. Education Act (Seventh Amendment) (2002) has provided a provision of involvement of community in school management. According to this provision, the responsibility of management may be given to the local body – district development committee (DDC), village development committee (VDC), metropolitan city, sub-metropolitan city, municipality or school management committee (SMC). Whether the responsibility of management is given to the local body or not, there is a provision of selection of four of the members of SMC, including the chairperson, by the guardians of the students studying in the school. In addition, the chairperson of concerned ward becomes a member of the committee. In this way, almost all the members in the SMC are from local people. Therefore, it is an important leap for the decentralization of power concerning school management.

In spite of the involvement of the community, the quality of education in community schools has not been improved. Thus, many people are attracted towards private schools in search of quality education. The number of students in community schools is decreasing but it is increasing in private schools in recent years (Flash I Report, 2010, 2011 and 2012). Some of the community schools have been closed due to lack of students. If the situation goes continuously in this way, then it would be difficult for the community schools to survive.

There are four community schools in Lamachour VDC. There is decrease in the number of student as well as quality of education in these schools. They are struggling for their survival. Therefore, it is necessary to improve the condition of the community schools. Unless the reality underlying with the people's

participation in community school management is not studied, the condition of the schools cannot be improved because the progress of community schools is related with the effectiveness of people's participation in the schools.

1.2   Statement of the Problem

One would expect that the status of community schools should have been improved after the devolution of power to local people for community school management, according to the Education Act (Seventh Amendment) (2002). However, in many cases it has not been successful in improving quality of education. The result of the examination of school leaving certificate (SLC) in last three years shows that the quality of education in community schools is decreasing (Status Report, 2012). It means people's participation in community school management has not become effective, for generating quality education.

If the condition of community schools is not improved by increasing effectiveness in people's participation, then they might be collapsed within a decade or more. Then, the investment offered in community schools will be useless. This will create a serious problem that children from poor family will have no access to education at all. Then the goal of Dakar declaration, i.e., 'education for all', will not be achieved. As far as the quality of education is concerned, if it is not improved in case of community schools, then two groups of people   one coming from community schools and other coming from institutional schools   will be produced. This may create conflict between these groups in the future and may push the society even backward. Therefore, it is necessary to study on people's participation in community school management, in the study area.

Thus, the statement of the problem of this study is, "The ineffectiveness of people's participation in community school management has declined the status of community schools in the study area."

Different situations may be encountered concerning ineffectiveness of people's participation. First, there may be low level of people's participation at all. Only a few people may take part in different activities and the rest may be far from such activities. Second, there may be passiveness in participation. The participants may be just showing formality instead of paying effort to obtain certain goals. Third, the position of different groups of people by caste/ethnicity, gender, political status and economic status may not be in appropriate order. Some may be showing intervening actions while others may be playing the role of watchdog in decision-making process. Some may be taking more benefits than the others may. Fourth, there may be various factors, which may foster or hinder activities of participation.

Considering above-mentioned situation, this study is concerned with the following questions:

- In what activity do the people participate?
- In what level do the people participate?
- What is the nature of participation?
- What is the level of satisfaction in participation?
- What is the trend of participation?
- What are the perceptions of the people on decrease in number of students in community school?
- What is the condition of distribution of the participants by caste/ethnicity, gender, political status and economic status?
- What is the position of the participants (superior/inferior/equitable) by caste/ethnicity, gender, political status and economic status?
- In what extent have caste/ethnicity, economic status, population change, political status, government policy, gender, awareness/education, age, geographic condition and conflict affected people's participation?

1.3 Objectives of the Study

The general objective of the study is to examine the overall situation of people's participation in community school management. The specific objectives are as follows:

1. To examine the various aspects of people's participation in community school management in the study area;
2. To investigate the status of participants in community school management in the study area;
3. To explore the extent in which different factors are affecting people's participation in community school management in the study area.

1.4 Definition of Terms

Community School

According to Education Act (Seventh Amendment) (2002), community school means the school permitted or accepted to receive grants in regular manner from the government of Nepal.

Community School Management

It is the transformation of human and non-human resources into utility concerning community schools.

Guardian

According to Education Act (Seventh Amendment) (2002), the person denoted on the record of school as guardian of student who is studying in the school is considered as guardian. According to Education Code of Rules (Seventh Amendment) (2013), student's father, mother, elder brother, younger brother, elder sister, younger sister, grandfather, grandmother, or person who rears (nurses) and manages provision of teaching learning for the student is considered as guardian. However, for the purpose of selection of chairperson

and member of management committee, only father, mother, grandfather or grandmother is considered as guardian.

People

People are those human beings, who live within the catchment area of the school or who or whose children take any service from the school.

People's Participation

People's participation means people's feeling of ownership of the school and involvement in the activities – decision making/planning, implementation, sharing of benefits and evaluation.
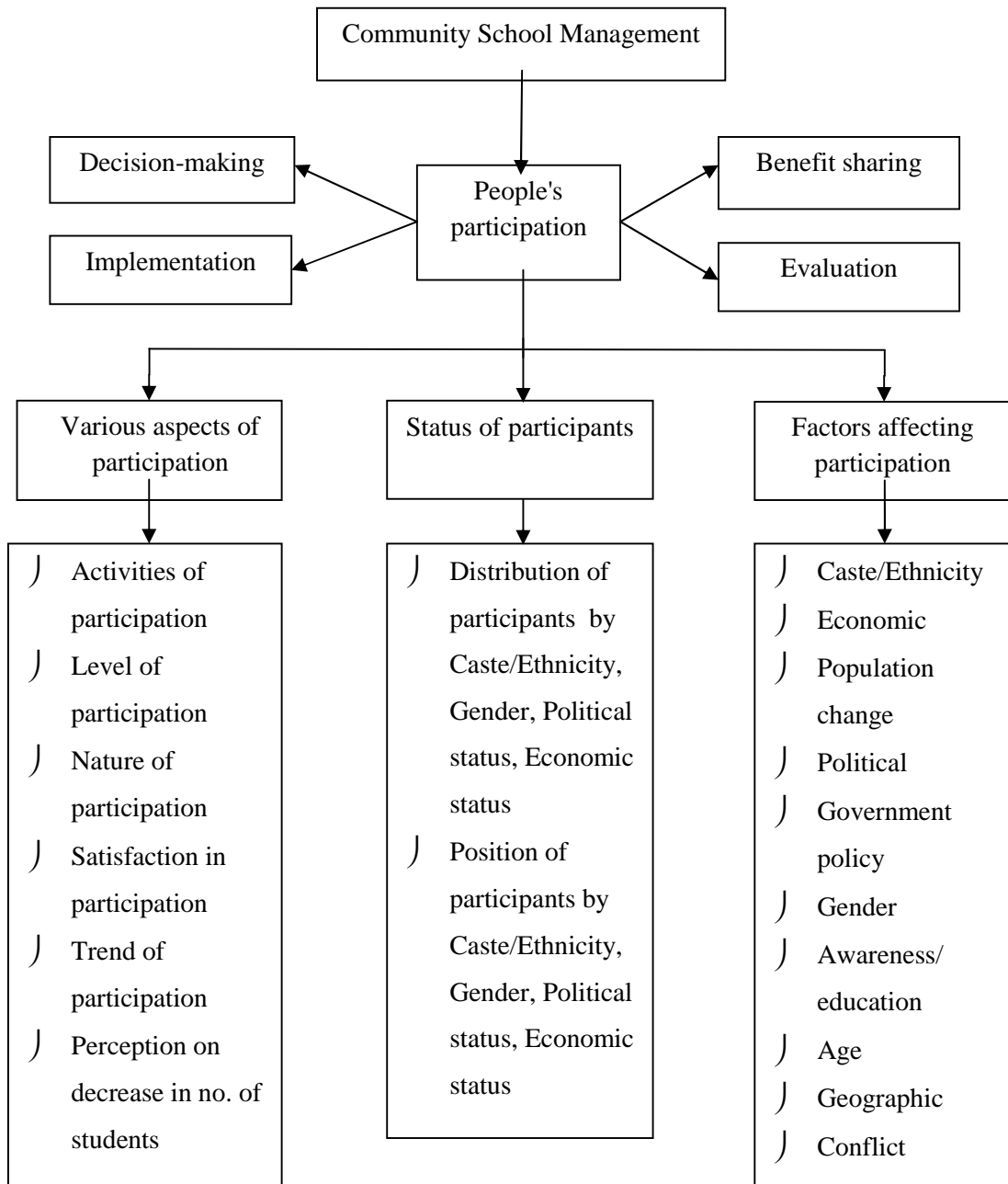
1.5   Conceptual Framework

Conceptual framework of this study has been illustrated in figure 1.1. A community school management may include financial, organizational, technical, conflict management etc. A school is concerned with many people or group of people. The members of SMC, members of parent teacher association (PTA), teachers, officials, students, guardians, politicians, leaders, social workers and people of different sectors are related to the school directly or indirectly.

The people's participation approach of development emphasizes that unless the concerned people are participated in various activities of the institution, it cannot get progression. There are mainly four stages of participation. They are decision-making, implementation, benefit sharing and evaluation.

This study is aimed to examine various aspects of participation, investigate status of participants and explore the extent in which different factors are affecting participation.

Figure 1.1 Conceptual Framework

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                    ┌──────────────────────────────┐
                    │  Community School Management  │
                    └──────────────────────────────┘
                                   │
                                   ▼
┌──────────────────┐       ┌──────────────┐        ┌──────────────────┐
│ Decision-making  │ ◄──── │  People's    │ ────►  │ Benefit sharing  │
└──────────────────┘       │ participation│        └──────────────────┘
┌──────────────────┐       │              │        ┌──────────────────┐
│ Implementation   │ ◄──── │              │ ────►  │   Evaluation     │
└──────────────────┘       └──────────────┘        └──────────────────┘
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Various aspects of participation	Status of participants	Factors affecting participation
) Activities of participation) Level of participation) Nature of participation) Satisfaction in participation) Trend of participation) Perception on decrease in no. of students	) Distribution of participants by Caste/Ethnicity, Gender, Political status, Economic status) Position of participants by Caste/Ethnicity, Gender, Political status, Economic status	) Caste/Ethnicity) Economic) Population change) Political) Government policy) Gender) Awareness/ education) Age) Geographic) Conflict

Source: Field Survey, 2014

Different factors are responsible for people's participation including caste/ ethnicity, economic status, population change, political status, government policy, gender, awareness/education, age, geographical condition and conflict.

The various aspects of participation includes activities of participation such as formation of SMC/PTA, school anniversary, meeting/gathering, admitting

children, etc.; level of participation – degree of participation (high or low) and frequency of participation; nature of participation; satisfaction in participation; trend of participation and perception on decrease in number of students.

The status of participation is concerned with distribution of participants by caste/ethnicity, gender, political status and economic status; and position of participants by caste/ethnicity, gender, political status and economic status.

If there is low level of participation or inequitable status of participants from different groups then the participation becomes ineffective. As a result, there will be disorder, dissension, decrease in quality and finally collapse of the institution. On the other hand, if there is high level of participation and equitable status of participants from different groups then the participation becomes effective. This results orderliness, consensus, increase in quality and finally progression of the institution.

1.6   Significance of the Study

The quality and number of students in community schools in this area is decreasing gradually. Community schools are lying far behind the institutional schools. Two of the community schools in this area have been closed due to lack of students in the last decade. If this condition is not improved, there may not be even a single school left in this area after a few years.

Of the various reasons for declining the status of the community schools in the study area, ineffective participation of people in school management is important one. If the various aspects of participation, status of participants and factors affecting participation in community school management are investigated properly, it can be helpful for solving various problems encountered in the schools. It will be helpful to improve the effectiveness in people's participation in community school management in the study area. Thus, this study is significant to identify the problems related with people's participation in community school management.

This study may be helpful to improve the quality of education and number of students. As a result, it may be helpful to save the schools from being closed. If so, this will be beneficial for the children for whom it is difficult or impossible to go to institutional schools due to economic or physical condition.

This study may be a source of information for researchers, for planners and local concerned people. It may be the source of motivation for the people in this area as well as all over the country and around the world for increasing people's participation in community school management. Seen in this light, the study of people's participation in community school management assumes special importance.

1.7   Limitation of the Study

This study has been carried out in a short time, with small budget and a little work force. It covers only the catchment area of all the four community schools located in Lamachour VDC. Due to this and other reasons, it will have certain limitations in spite of the effort that has been given to make this study more useful and meaningful with practical reality.

Since it covers only small area, it may not be generalized for broad area or some other parts of the country or world. This study has been concerned with various aspects of participation, status of participants and factors affecting participation in community school management. Therefore, it will not focus on other fields of development or management.

The subject of people's participation in community school management is itself vast. Therefore, this study may not be adequate to cover all the aspects of management of community schools, which requires deep and broad study.

1.8   Organization of the Study

This dissertation has been divided into eight chapters. The first chapter is introduction. It includes background of the study, statement of the problem,

objective of the study, definition of terms, conceptual framework, significance of the study, limitation of the study and organization of the study.

The second chapter is literature review. This chapter consists of theoretical overview, review of the previous studies and linking the study with theory. Theoretical overview consists of concept of participation, people's participation and participatory development, participatory development and participation-in-development, decentralization of power, nature of participation, stages of participation, importance of participation, arguments against participation, factors affecting participation, concept of management and overview of school management in Nepal.

The third chapter is research methodology. It includes rationale for the selection of the study area, research design, nature and sources of data, universe and sampling procedure, data collection technique/instrument, reliability and method of data presentation. Universe and sampling procedure consists of universe/sampling frame, sample size determination and sample selection process. Data collection technique/instrument includes observation, questionnaire, focus group discussion (FGD) and key informant interview.

The fourth chapter is setting of the study area/respondent. This chapter includes setting of the study area, setting of the schools in the study area and background of respondents. Setting of the study area consists of geographical and ecological setting, cultural setting, religious and historical spots and demography. Setting of the schools in the study area consists of location and type of schools in Lamachour VDC, distribution of students by school and distribution of teachers by school. Background of respondents includes age group and gender of the respondents, castes/ethnic group of respondents, religions of respondents, education of members of respondent's household, main sources of income of respondent's household and income of respondent's household.

The fifth chapter is various aspects of participation. This chapter includes activities of participation, level of participation, nature of participation, satisfaction in participation, trend of participation and perception on decrease in number of students. Level of participation includes degree of participation and frequency of visit to school by the respondents.

The sixth chapter is status of participants. It includes distribution of participants and position of participants. Distribution of participants consists of distribution of students by caste/ethnicity and gender, distribution of members in SMC by caste/ethnicity and gender, distribution of members in PTA by caste/ethnicity and gender and distribution of teachers by caste/ethnicity and gender. Similarly, it consists of distribution of participants by caste/ethnicity as per respondent's view, distribution of participants by gender as per respondent's view, distribution of participants based on political status and distribution of participants based on economic status. Position of participants includes position of participants based on caste/ethnicity, position of participants based on gender, position of participants based on political status and position of participants based on economic status.

The seventh chapter is factors affecting participation. It consists of caste/ethnicity and participation, economic status and participation, population change and participation, political status and participation, government policy and participation, gender and participation, awareness/education and participation, age and participation, geographic condition and participation and conflict and participation.

The eighth or last chapter is summary, conclusion and recommendation. This chapter includes summary and findings, conclusion and recommendations. The recommendation includes recommendation for increasing participation and its effectiveness and recommendation for further study.

CHAPTER-II

LITERATURE REVIEW

2.1 Theoretical Overview

2.1.1 Concept of Participation

Participation occupies a central place in development thinking and practice. Participation may be considered as involvement in any activity. However, the meaning of participation varies according to the situation and for different persons.

Participation is not confined in a single realm of life but is concerned to economic, social, cultural and political activities. The following statements put forward the meaning of participation as:

> Participation means that people are closely involved in the economic, social, cultural and political processes that affect their lives. … In economic terms this means being able to engage freely in any economic activity. In social terms it means being able to join fully in all forms of community life without regard to religion, colour or gender or race. In political terms, it means the freedom to choose and change governance at every level from top to bottom.
>
> (Concern Infotech, 2014)

The concept of participation focuses on utilization of people's ability for their own benefit. For equitable participation, simply the involvement in the activity is not sufficient. There must be active involvement of the participants and they must have power for decision-making too. Axinn and Axinn (1997) emphasize that participation is not only the involvement in the activity but there must be access in decision-making process so that they will benefit from the product of their work.

Participation is taken as a mean as well as end of development. It helps to improve skill of local people for the activity of development and it fulfils their necessities. Rasul and Karki state that:

> From a people-centered perspective, participation is both a means and an end. It is a means to meet locally felt needs and to redistribute scarce resources, but it also has in inherent value as a process that empowers the poor by enhancing local management capacity, increasing confidence in indigenous potential, and raising collective consciousness.
>
> <div align="right">(Rasul & Karki, 2007)</div>

From the above considerations, it can be said that participation is central issue for development. As far as community schools are concerned, there must be people's participation in its various activities for its success. Not only they should participate, but they should also have access in decision-making process. There should be equitable access for all groups of people irrespective of gender, caste/ethnicity, regionalism, economic status, political status etc.

2.1.2 People's Participation and Participatory Development

People's participation is a new approach of development. It appeared after the failure of the trickle down approach of development. According to Bongartz and Dahal (1996), "To find the way of development by developing countries, with more decentralization and more equity, a number of new development approaches emerged including people's participation". Axinn and Axinn (1997) state that by the middle of the twentieth century scholars and practitioners identified the necessity of participation in development activities. According to Rahnema (1997), the words 'participation' and 'participatory' appeared for the first time in the development jargon during the late 1950 s. Although there is variation in the concept of participation, it is realized that it helps to local people for development.

In participatory development, the people must have access and control over decision-making and the resources. Bhandari (2012) states that participatory development is defined by ADB as, "a process through which stakeholders can influence and share control over development initiatives, and over the decisions and resources that affect themselves".

There are certain advantages of this approach over the other strategies of development. This approach considers that if people participate in developmental activities, they can utilize their knowledge in the field and take responsibility of the program. Uphoff, Milton, Esman and Krishna express their view about people's participation in development as follows:

> … Better decisions should be possible if local people add their knowledge to that with more formally and technically educated persons can bring to development efforts; local and outside ("expert") knowledge each becomes more effective when they are combined. Also, it is more likely that local people will accept responsibility for carrying out plans and programs if they have been actively involved in shaping these decisions.
>
> (Uphoff, Milton, Esman & Krishna, 1998)

The participatory approach of development is also in practice in Nepal. This approach is applied in conservation and developmental programs with various terms. Chhetri puts as follows:

> People's participation, putting people first, empowering the locals, bottom up approach, community participation etc. have been cited as essential parts of the strategies for conservation and development or in administrating all sorts of programs and projects in Nepal.
>
> (Chhetri, 1999)

Before the introduction of the concept of participatory development, it was considered that development was concerned with technology and economy. However, participatory development approach seeks the value of social,

cultural or political in development. "In recent decades, it has been widely realized that the problem of development is basically social, cultural and human in nature and not merely technological or economic" (Devkota, 2000).

Development must be sustainable so that the fruits of development can be utilized by this and coming generations in the near and far future. In the context of falling down of the status of community schools, it is even more important. Kumar draws a conclusion that people's participation is central to the sustainable development process:

> Governments, funding agencies, donors, and civil society actors including NGOs and multi-lateral agencies like the World Bank and the International Monetary Fund have all arrived at a near consensus that development cannot be sustainable and long lasting unless people's participation is made central to the development process.

> (Kumar, 2002)

It is very important to consider the nature of community as far as people's participation is concerned. Community is often considered as homogenous structure. However, it is heterogeneous in nature. There are various factors, which are in existence in community. Due to such factors, the people in the community differ from one another. The factors may be economy, age, race, gender, regionalism, caste/ethnicity, religion etc. Guijt and Shah put forward their argument as:

> Despite the stated intentions of social inclusion, it has become clear that many participatory development initiatives do not deal well with the complexity of community differences, including age, economic, religious, caste, ethnic and, in particular gender. Looking back, it is apparent that "community' has often been viewed naively, or in practice dealt with, as a harmonious and internally equitable collective. Too often, there has been an inadequate understanding of the internal dynamics and differences that are so crucial to positive outcomes. This mythical notion

of community cohesion continues to permeate much participatory work, hiding a bias that favors the opinions and priorities of those with more power and the ability to voice publicly.

(Guijt & Shah, 1999)

In community school management too, it is necessary to study the composition of the community and the share of various groups in different stages of participation decision-making, implementation, benefit sharing and evaluation.

People's participation and participatory development are interrelated with each other. However, these two terms differ in some respects. People's participation is the involvement of people in any activity whether it may be related to development or other activities such as destructive activity. On the other hand, participatory development is the developmental activity with people's involvement.

2.1.3 Participatory Development and Participation-in-Development

Although participatory development and participation-in-development seem to be similar as far as people's participation is concerned, there are some variations in between these two terms. Kumar (2002) presents the view stated by Oakley *et al*. as participatory development approaches conventional project practice in a more participatory and sensitive manner whereas participation-in-development entails genuine effort to engage in practice that openly and radically encourage people' participation. The former is a top-down form of participation in the sense that the management of the project defines where, when, and how much the people can participate; however, the latter is a bottom-up form of participation in the sense that the local people have full control over the process and the project provides for necessary flexibility (ibid).

2.1.4   Decentralization of Power

There is a relationship between decentralization and participation. Decentralization is a pre-requisite for effective participation. Axinn and Axinn (1997) express their view as, "One strategy, which governments and large organizations can use to achieve participation, is known as decentralization". Bongartz and Dahal (1996) state that decentralization of power, both horizontal and vertical, means the transfer of power, resource and responsibilities from a central authority to the local bodies. Bongartz and Dahal point out that the term refers essentially to create space for popular power whereby people can participate in the planning, administration and control of strategic decisions affecting their lives.

Nepal, including the study area, is a multi-ethnic society. Unless there is decentralization of power, the local people from different groups may not be able to have access to decision-making as well as benefit sharing in participation. Bongartz and Dahal (1996) state that in multi-ethnic countries, "decentralized units allow the only space for the participation of people in social, economic, political and ecological decision-making in areas of their immediate and long-term interests".

According to Bongartz and Dahal (1996), Rondinelli points the fact that "Local governments can be easily captured by elite groups or vested interests that are unwilling to share power or to allow greater participation in decision-making". In community schools too, the local political leaders or elite groups may capture the important posts and benefits.

Since decentralization is necessary for effective participation, the Education Act (Seventh Amendment) (2002) has made a provision of providing power to local people for community school management.

2.1.5 Nature of Participation

Various authors have stated about the nature of participation in different ways. According to Dale (2000), Uphoff *et al.* have pointed out three perspectives of participation as participation in what, who participate and how the participants are involved.

Dale (2000) states that Oakley *et al.* have distinguished between three broad interpretations of participation in the development field as follows:

⎞ **Participation as contribution:** This is contribution to programs and projects that are being or have been planned by others, on terms that those others have determined or at least framed. The contribution may be entirely free, induced or even enforced. It may be in the form of ideas, judgments, money, materials, or unpaid or lowly paid labor.

⎞ **Participation as organizing:** The idea is that people may be involved in development work more effectively if they are organized in some way. The organizations may be externally conceived and introduced, may be formed by people themselves or may be developed through a combination of external and internal initiatives and contributions.

⎞ **Participation as empowering:** Organization may be seen as a means of empowerment and is often crucial for it. However, by implication of notion of empowerment, the organizational activities must then be people-centered processes or empowerment may still be facilitated by or may even require communication with and support from outsiders, and a range of options for such communication and support exists.

Farrington, Turton and James (1999) point out that Pimbert and Pretty have presented different types of participations as follows:

⎞ **Passive participation:** People participate by being told what is going to happen or has already happened.

⟩ **Participation in information giving:** People participate by giving answers to questions posed by extractive researchers and project managers.

⟩ **Participation by consultation:** People participate by being consulted and external agencies listen to their views. External agencies define both problems and solutions.

⟩ **Participation for material resources:** People participate by providing resources, for example, labor in return for cash or food.

⟩ **Functional participation:** People participate by forming groups to meet predetermined objectives relating to the project, which can involve the development or promotion of externally initiated social organization.

⟩ **Interactive participation:** People participate in joint analysis, which leads to joint action-plans and formation of new groups or strengthening of old ones.

⟩ **Self-mobilization:** People participate by taking initiatives independent of external change systems.

Thus, participation in development activities, including community school management, ranges from free to forced, spontaneous to induced, direct to indirect, complete to partial, intensive to extensive, contribution to empowering and passive to self-mobilization.

2.1.6 Stages of Participation

Different authors identify various stages of participation. Kumar (2002) points out that Cohen and Uphoff have stated about the stages of participation, which includes, "people's involvement in decision-making processes, in implementing programs, their sharing in benefits of development program and their involvement in efforts to evaluate such programs".

Therefore, the stages of participation are:

⟩ The participation in decision-making

〕 The participation in implementation

〕 The participation in benefit sharing

〕 The participation in evaluation

2.1.7 Importance of Participation

Participation is now being important approach in the development field. There are many advantages of participation. Sharma (2008) points out the necessity of participation and involvement of the community in school management as follows:

〕 Parents have a right to be involved in managing schools where their children are receiving education.

〕 Schools can learn from parents' intimate knowledge of their children. No one knows the child better than their parents do, and parents and community members are likely to take a child's perspective.

〕 Involvement of the community facilitates the relation between the school and community. It reduces "adversarial relations" and contributes to better decision making.

〕 Community can provide much needed resources and other volunteer support to the school, such as financial, free labor and expertise.

〕 The involvement of community can improve school accountability and make school more responsive to community needs.

〕 Enhancing community and parents' participation in the school may help increase students outcome by positively affecting children's achievements, attitudes, and aspiration.

From the considerations mentioned above, people's participation is essential in community school management.

2.1.8 Arguments against Participation

There are not only advantages of participation but also some disadvantages as some authors point out. Kumar (2002) states the major arguments against people's participation as identified by Oakley *et al.* as follows:

) Participation may lead to a delayed start and slow progress in the initial stages of the fieldwork, thereby delaying the achievement of physical as well as financial targets.

) This may be a more costly method of executing development interventions.

) Since participation is a process, once it is initiated the process has to be allowed to take its own course and hence may not move along the expected lines.

) When people's participation or community participation   in the sense of interactive participation or participation by self-mobilization   is pursued many expectations are generated. Increased expectations due to the involvement of the local people, however, may not always be realized.

2.1.9 Factors Affecting Participation

According to Dale (2000) some of the common factors that may constrain participation are:

) The political environment, at the national level and/or lower levels, in terms of oppression by the political and individual politicians;

) Power structures in local communities (for instance, between people who possess much and little and or between political sections);

) Conservative attitudes (for instance traditional views on participation by women);

) Little awareness among people of rights they may have or opportunities they may exploit.

2.1.10 Concept of Management

Management is the act of conservation and utilization of resources. It is also concerned with directing and controlling. Management is "the process of planning, organizing, coordinating and directing the productive process in an economic enterprise" (Scott, 2005). Management is "the act of running and controlling a business or similar organization" (Hornby, 2010).

Management in business organizations means coordination of the efforts of people to accomplish goals and objectives by using available resources efficiently and effectively. "Management is the transformation of resources into utility" (Malik). Management comprises planning, organizing, staffing, leading or directing and controlling and organization or initiative to accomplish a goal.

Thus, community school management may include planning such as school improvement plan, organizing, staffing, mobilizing local resources as well as government grants, construction of local curriculum, and controlling to achieve quality education.

2.1.11 Overview of School Management in Nepal

Education in Ancient Period

People's participation initiated in education since ancient time. At the beginning, education system of Nepal was a traditional home-based system. Later on, *gurukul* system was developed. In this system, the students had to stay and learn with the teacher (*guru*). The teacher used to teach his students providing them lodging and feeding. After finishing learning, students used to offer money, cereals etc. to the teacher as *gurubheti* before leaving teacher's home. During those days, education was also offered in *matha* of *yogis* and *gumba, vihar* and *shangha* of *bhikshus* (Poudel, 2051 BS).

Education in Mediaeval Period

Traditional system of education was continued in this period too. Poudel (2051 BS) states that education centers were established and supported by lands kept as *guthi* which might have been established either by kings or by the people. Poudel points out that the expenditure on hostel, feeding, teaching, etc. was managed from the income of *guthi*. Poudel points out that teaching learning was more systematic in Kaski as compared to other states and people used to come to Kaski from far distances to learn from intelligent of this state.

According to Poudel (2051 BS), education was not accessible for general people in this period. Thus, most of the general people were away from participation in education or school.

Education in Modern Period

There was no much progress in education until long time after the unification of Nepal. However, there was participation of community in education even before the establishment of formal schools. Community used to keep teachers to teach their children by raising money to pay the teacher's salary with a provision for food and shelter for the teacher (Sharma, 2008).

In Rana period (prior to 1951), there were very limited numbers of schools, which were generally accessible for the children of the ruler class and elite. This period is known as 'dark period' (Khakurel, Adhikari, Neupane and Acharya, 2069 BS). In this period, however, a few attempts were made for the establishment and management of schools. For instant, in 1996 BS, education code of rule was declared which included provisions such as people's participation in education, etc. (Khakurel *et al*., 2069 BS). Several schools started to open after 2004 BS (ibid).

According to Sharma (2060 BS), there were three types of schools before the dawn of democracy:

- **Government-managed schools**, which were run in *shivalaya, sattal, pati, pauwa, dharmashala* etc. ;
- **Public schools** opened by public and managed by management committee and receiving certain grants from the government, and
- **Social** or **private schools**, which were managed from donation, income of *guthi*, religious institution, social institution or individual etc.

There has been important role of community in school education in Nepal. After the dawn of democracy in 1951, communities with their own resources and initiative opened many schools all over the country (Sharma, 2008).

National Education System Plan (2028 BS) tried to bring schools all over the country within single policy. Sharma (2060 BS) points out that the government of Nepal published National Main Policy (2042 BS) in which privatization in education was encouraged and it was focused on management and running of school based on people's participation. Sharma adds that after the permission and acceptance in opening private schools, many private schools were established and run.

Under the policy of decentralization, through Education Act (Seventh Amendment) (2002), the role of community was made powerful. In this background, to make the role of community more important and to increase the quality of education, a policy of giving responsibility of management of public schools to community was forwarded by introducing Community School Work Directive (2059 BS) (Adhikari, 2069/70 BS).

2.2 Review of the Previous Studies

1. Onsomu, E. N., Mungai, J. N., Oulai, D., Sankaley, J. and Mujidi, J. carried out a study entitled "Community Schools in Kenya: Case Study on Community Participation in Funding and Managing Schools" in 2004 under the funding of International Institute for Educational Planning/UNESCO.

Onsomu *et al*. found that within the current education framework in Kenya, it is vital that education management, financing and planning systems are reviewed with a view to linking and supporting community involvement in the management and financing of learning institutions. They found that local communities have an important role in the process of identification and mobilization of available resources within their localities, towards providing education.

Onsomu *et al*. found that management in the community schools raises problems because these schools do not always comply with the rules guiding school management as the Ministry of Education sets them. Since this has negative implication for the teaching learning conditions, they suggested that the government should develop a flexible legal system that accommodates the innovative practices in the schools.

They also found that some community schools show that the implementation of school feeding programs is real incentive to attend schools for children from lower income families in the society.

2. A research was conducted by Tullao and Rivera (2009) in Philippine entitled "Economic, Demographic, and Other Factors Affecting School Participation among Children in Urban and Rural Households: The Case of Pasay and Eastern Samar", using data from the Community-Based Monitoring System, a project funded by Canada's International Development Research Centre.

They found that the magnitude of household income does not significantly affect school participation. As the income of households increases, they will also increase their expenditures on normal goods and services including education. However, they found that, the pervasiveness of hunger in a household has a negative and statistically significant impact on school participation rate.

The researchers found that there is negative impact of population growth on school participation   as the family size increases, school participation

declines. They also found that there is positive impact of the employment status and educational attainment of the household head to school participation.

According to the researcher, socioeconomic development can also influence school participation significantly. Urbanization improves access and proximity to schools by improving transportation and communication infrastructures. As the researcher concluded, aside from school environment, the physical environment at home also affects school attendance and performance.

The research carried out by Onsomu *et al*. was concerned with community participation in funding and managing schools in Kenya. However, this research is mainly concerned with people's participation in community school management in the study area but not related with funding. In addition, this study is only concerned with community schools and not with private schools.

Although Tullao and Rivera found that income of the people does not affect participation, however, the situation in Nepal is different. There are public as well as private schools in Nepal. Income of the people affects participation in community schools because there is free education in public schools but private schools are expensive. Similarly, due to urbanization people migrate to the urban area, which has negative effect in the participation in the schools of remote areas.

Therefore, this study has been carried out in the study area, which has different circumstances than in Kenya and Philippine.

2.3 Linking the Study with Theory

This study is related with people's participation approach of development or community participation approach of development or participatory approach of development. People's participation in developmental activity is the basic concept of this approach. According to this approach, stakeholders have control over development initiatives, decision-making process and resources. The

assumption is that participatory approaches empower local people, improve their circumstances and provide more equitable and sustainable development.

This study is linked with and guided by the people's participation approach of development or community participation approach of development or participatory approach of development for the following reasons:

- People's participation approach of development emphasizes in people's involvement in various activities of development. This study is also concerned with people's involvement in community school management.

- People's participation approach of development involves different stages such as decision-making, implementation, benefit sharing and evaluation. In this study also, people's participation is examined in those activities.

- This study is focused on topics such as various activities of participation which are the subjects concerned with people's participation approach of development.

- People's participation approach of development seeks for sustainability of the development. This study is oriented for the sustainability of the community school.

- The goal of this approach is development that is more equitable. This study aims to investigate the status of participants, whether they have equitable accessibility and equitable benefit sharing or not.

- This study tries to explore the extent in which different factors are affecting people's participation in community school management. This topic is related to people's participation approach of development.

CHAPTER-III

RESEARCH METHODOLOGY

3.1 Rationale for the Selection of the Study Area

Before the unification of Nepal, it was used to say that "*Shastra haraye ki janu Kashi ki janu Kaski*" (Go to either Kashi or Kaski if knowledge is lost) (Poudel, 2051 BS). This statement shows the importance of this region for education in the past. Today also, this district is forward in education as compared with many other districts of the country. However, the condition of community schools in this area is becoming poorer and poorer.

There are only four community schools in Lamachour VDC – Mahendra Secondry School, Bhumeshwor Primary School, Akala Primary School and Gayatri Primary School. The number of students in these schools is decreasing in recent years. The quality of education is also decreasing. Not only in this area but also almost everywhere in Nepal, the condition of community schools has been deteriorating. Two primary schools in this VDC   Saraswati Primary School and Mahendra Primary School   have been closed due to decrease in number of students. Similarly, a primary school named Kuldip Primary School, located in the Armala VDC and within the catchment area of the schools under study, has also been closed. If not well managed, the remaining schools are also likely to be closed within a few years. Therefore, the researcher is interested to study how these situations came in the community schools in this area.

People's participation in community school management seems to be poor in this area. Therefore, this inspired the researcher to study about people's participation in community school management so that it might be helpful for saving such schools from being closed.

There are some private schools in and around this study area. They are expensive for poor people. If the community schools collapse, the poor people

in this area would lose the chance of getting education. In this regard, the researcher realized that it is important to select this area for study.

If the community schools of this area might be closed in the future, the teachers who are working in these schools now may lose their job. Therefore, it is necessary to increase the people's participation and save the schools. In this regard, selection of this study area assumes special importance.

3.2 Research Design

This study is descriptive in nature. It has studied the various aspects of participation, status of participants and factors affecting participation in community school management in the study area.

3.3 Nature and Sources of Data

The data are of both qualitative and quantitative in nature. The sources of data are both primary and secondary. Primary data were collected by field study. Secondary data were collected from census report, VDC profile, school records, records from department of education (DOE), previous research papers, journals, books, articles, newspapers, internet etc.

3.4 Universe and Sampling Procedure

3.4.1 Universe/Sampling Frame

In this study, all the households within the catchment areas of the schools under study were taken as the universe. The catchment areas include Jimire, Falaya Fant and Basnet Thar of ward number one, all the settlements of ward number 5, 6, 7, 8 and 9 of Lamachour VDC and Kurechour of ward number 3 of Armala VDC. The total number of households in the study area is approximately equal to 620 (VDC profile, 2067 BS, Shrestha, 2011 and Population and housing census, 2012). Each household was taken as unit of data collection. The head of household or other member in the household who

was familiar with the people's participation in community school and available during the data collection was taken as the respondent.

3.4.2 Sample Size Determination

For collecting data through questionnaire, the universe was divided (stratified) into 7 groups as shown in the table 3.1. Each group belonged to one or more settlements.

Table 3.1 Sample Size in Each Group

VDC-Ward No.	Settlement	No. of HH	Sample	Percent
Lamachour-1	Jimire, Falaya Fant, Basnet Thar	112	12	10.7
Lamachour-5	Bagaincha, Bahunthar	96	10	10.4
Lamachour-6	Bhunpahare, Bensi Chowk	111	12	10.8
Lamachour-7	Dihi, Maidan	80	8	10.0
Lamachour-8	Gharmi Gaunda, Lapsibot Ramche, Majhthar	118	12	10.2
Lamachour-9	Majhthar, Tallothar	69	7	10.1
Armala-3	Kurechour	34	4	11.8
Total		**620**	**65**	**10.5**

Source: VDC Profile, 2067 BS, Shrestha, 2011, Population and housing census, 2012 and

Field Survey, 2014

Out of total 620 households, only 65 (about 10 percent) were selected as sample. The number of sample households in each group was determined as about 10 percent of the number of households in that group. For FGD, a group of 11 persons from different sectors was selected. For key informant interview, five persons were selected.

3.4.3 Sample Selection Process

The samples from each group were selected using proportionate stratified random sampling method. Households from each of the settlement in the group were selected randomly and proportionately as far as practicable.

For selecting participants of FGD and key informant interview, personal judgment or purposive sampling was used. The researcher himself selected the persons. It was non-probability sampling. For FGD and key informants, locally available persons having long experience in the related fields were selected. They were members of SMC or PTA, political leaders, teachers, government officials, education lovers, social workers etc.

3.5 Data Collection Techniques/Instruments

3.5.1 Observation

The researcher has carried out observations by visiting all the schools in the study area. Observations were concerned with physical condition of the schools, data of students, staff, members of SMC and PTA etc. The places of visit and data to be collected were determined by preparing checklist.

3.5.2 Questionnaire

A questionnaire having a set of questions   closed as well as open-ended   was prepared to collect the essential primary data. The questionnaires were distributed by visiting door to door. They were filled either by the respondent (if they were capable) or by the enumerator. Then the questionnaires were collected by the enumerator.

3.5.3 Focus Group Discussion

For this, the participants were gathered at Mahendra Secondary School, Gharmi. A group discussion concerning with the objectives was held. Main points of the discussion were noted.

3.5.4 Key Informant Interview

A schedule for key informant interview was prepared. The selected interviewees were visited separately by the researcher himself and interviews were held with the help of the schedule. Then the information was collected.

3.6 Reliability

Attention has been given to make the data more reliable. Clear information was given to the respondents before collecting the data. They were convinced for the secrecy of the information given. Confused data were confirmed by re-asking or crosschecking. The collected data were also compared with the secondary data to see the possible deviation of data from actual value.

3.7 Method of Data Presentation

Collected data were edited where necessary. The gathered data were systematized (processed) and then were handled and calculated manually or with the help of computer. Quantitative data have been expressed in various forms   table, pie chart, bar graph, line graph etc. Qualitative data have been presented in descriptive manner. All the data have been analyzed and then explained or discussed.

CHAPTER-IV

SETTING OF THE STUDY AREA / RESPONDENT

4.1 Setting of the Study Area

4.1.1 Geographical and Ecological Setting

Lamachour VDC is situated at the north-west border of Pokhara Sub-metropolitan City of Kaski district. At the east of this VDC lies Pokhara Sub-metropolitan city and Armala VDC, at the west Puranchour VDC and Hemja VDC, at the north Puranchour VDC and Armala VDC and at the south Hemja VDC and Pokhara Sub-metropolitan city. The altitude of this VDC ranges from 927 to 1321 meters from sea level (VDC profile, 2067 BS). It is located between the latitudes from 28.2659^o North to 28.2822^o North and longitude from 83.96426^o East to 83.96703^o East (ibid). It occupies 5.58 square kilometers in area (*Demographic profile*, 2013).

It can be divided into two geographical regions   plain and hilly. Ward numbers from one to five lie at plain region and rest lie at hilly region. The climate is sub-tropical. About one-third area of this VDC is occupied by forest. At the western, northern and eastern border of this VDC flow Seti River, Bhoti Khola and Gharmi Khola respectively.

Kurechour is a small settlement, which lies in ward number 3 of Armala VDC. Kurechour lies at the north-east of Lamachour VDC. It is located in hilly region. It is north-west faced.

The beautiful seen of Annapurna mountain range including Fishtail can be seen from most of the places of the study area. Attractive seen of Pokhara valley can also be seen from many places of Gharmi, especially from Madhi, Lapsibot and Bhume Danda. This study area is not so affected from the pollution of the city.

Various types of flora and fauna are found in this study area. Among the flora are *katus* (*Castanopsis indica*), *chilaune* (*Schima wallichii*), *uttis* (*Alnus*

nepalensis), pine, bamboo (*Dendrocalamus* spp.), *amriso* (*Thysanolaen maxima*), cherry, *khanayo* (*Ficus cunia buch*) and *aiselu* (*Rubus ellipticus*). Similarly, cactus, *simal* (*Bombax ceiba*), *dubo* (dog grass) (*Cynodon dactylon*), *amala* (*Emblica officinalis*), *bar* (banyan) (*Ficus bengalensis*), *peepal* (*Ficus religiosa*), fern (*Dryopteris* spp.), orchid, *banmara* (*Eupatorium adenophora*), *phaledo* (*Erythrina variegate*), moss, algae, fungi, liverworts, etc. are also found. The fauna includes leopard, deer, jackal, monkey, rabbit, snake, porcupine, eagle, vulture, dove, parrot and pigeon. Similarly, lizard, wildcat, fish, frog, toad, butterfly, insect, snail, slug, earthworm, crow, sparrow, owl, bat, rat etc. are also found.

The people of this study area cultivate paddy, maize, wheat, millet, potato, pea, mustard, bean, orange, lemon, guava, vegetables, litchi etc. Similarly, the people rear cow, buffalo, goat, cat, pig, dog, poultry, pigeon etc. Some people have professionally reared cow, buffalo, poultry whereas many of them have reared for household use.

4.1.2 Cultural Setting

People from different castes/ethnicity live in this study area. They are Brahman, Chhetri, Gurung, Magar, Bishwokarma/Sunar, Nepali, Pariyar, Gharti/Bhujel, Newar, Tamang, etc. They follow different religions – Hindu, Bouddha, Christian and Muslim. Most of the people speak Nepali language. Most of them celebrate festivals such as *Dashain, Tihar, Teej, Janai Purnima, Gai Jatra* etc. They also worship their *Kul Devata* (gene god). They wear shirt, pant, *sari, cholo, blause, kurta, salwar,* coat, *daura, suruwal, kachhad, topi,* etc. They wear different kinds of jewelry made up of gold, silver, brass etc. According to their ritual, they perform different types of ceremonies such as *bratabandha,* marriage, *chaurasi puja* etc. They take part in music and dance in many festivals and ceremonies. Main food consists of *bhat* (rice), *dal* (pulse), curry, *roti* (bread) etc.

4.1.3 Religious and Historical Spots

There are some religious and historical spots in this study area. Such places include Akala temple, Bhume Pujne Danda, Shiva temple at Madhi, Ramche pond and Thuli Pokhari. These places are important from the religious, historical and tourism point of view. Thousands of pilgrims come to worship at Akala temple every year. Similarly, many pilgrims visit Mandhi at Gharmi to sow *satabij* and worship at Shiva temple every year. Male people of Gharmi and Kurechour (except Dalit) gather at Bhume Pujne danda twice a year to worship Bhume God. Since only non-Dalit males can participate in this ceremony, there seems to be discrimination between Dalit and non-Dalit as well as between male and female. Different people have their separate temple of *Kul Devata* and worship according to their tradition.

4.1.4 Demography

Table 4.1 shows the settlement, household and the population in Lamachour VDC and Kurechour of Armala VDC in 2011.

According to this table, there are two to four settlements in a ward of Lamachour VDC. There are altogether 22 settlements. The total number of population is 7,027. Out of the population, 3848 are female and 3179 are male. The number of female is greater than the number of male. There are 1745 households in this VDC. The average size of household is 4.0. The settlement in the hilly region is scattered but in plain or town area, it is dense. Among the wards, ward number 2 is most populated and ward number 9 is least populated.

The total number of population of Kurechour is 150, in which males are 71 and females are 79 in number, total number of households is 34, and average size of household is 4.4.

Therefore, the total population in the study area is 7177 in which male are 3250 and female are 3927. The total number of households is 1779.

Table 4.1 Distribution of Settlement, Household and Population in Lamachour VDC and Kurechour of Armala VDC

Ward No.	Name of Settlement	No. of HH	Population		
			Male	Female	Total
Lamachour VDC					
1.	Jimire, Tari, Falaya Fant, Basnet Thar	274	535	629	1164
2.	Bhandari Dahar, Goste, Gahiri Khor	380	662	838	1500
3.	Bhaktipath, Khatri Dahar	422	725	884	1609
4.	Shahar Dahar, Chanoute	195	391	455	846
5.	Bagaincha, Bahunthar	96	170	196	366
6.	Bhunpahare, Besi Chowk	111	180	243	423
7.	Dihi, Maidan	80	149	193	342
8.	Gharmi Gouda, Lapsibot, Ramche, Majhthar	118	204	239	443
9.	Majhthar, Tallothar	69	163	171	334
Total		1745	3179	3848	7027
Armala VDC					
3.	Kurechour	34	71	79	150
Total		34	71	79	150
Grand Total		1779	3250	3927	7177

Source: VDC Profile, 2067 BS, Shrestha, 2011 and Population and housing census, 2012

The inhabitants of this area are mainly Brahman, Chhetri, Bishwakarma/Sunar, Pariyar, Nepali, Gurung, Magar, Newar etc. Most of the Brahman are Poudel

and Acharya. Among the Chhetri are Khatri Chhetri (K. C.). Janajati includes Gharti Chhetri (G. C.)/Bhujel, Gurung, Magar, Newar etc.

4.2 Setting of the Schools in the Study Area

4.2.1 Location and Type of Schools in Lamachour VDC

The location and type of schools in Lamachour VDC has been shown in table 4.2 and on the map in appendix VI. There are altogether seven schools in the study area. Out of them, four are community schools and three are institutional schools.

Table 4.2 Location and Type of Schools in Lamachour VDC

Name of School	Location	Type	Running Classes
Byash Vidyashram English Boarding School	Ward No-1	Institutional	Nursery to 1
Saraswati Adarsha Vidyashram	Ward No-2	Institutional	Nursery to 10
Akala Primary School	Ward No-5	Community	Nursery to 5
L. Angel Boarding School	Ward No-6	Institutional	Nursery to 10
Bhumeshwor Primary School	Ward No-7	Community	Nursery to 5
Mahendra Secondary School	Ward No-8	Community	Nursery to 10
Gayatri Primary School	Ward No-9	Community	Nursery to 3

Source: Field Survey, 2014

Among the community schools, only one is of secondary level and others are of primary level. Among the institutional schools, two are of secondary level and others are of primary level. The schools are distributed in each ward of Lamachour VDC except ward number 3 and 4. Two schools, located one in ward number 1 and the other in ward number 4 have already been closed.

4.2.2 Distribution of Students by School

Table 4.3 shows the number of students school wise in the study area.

Table 4.3 Distribution of Students by School

School	Boys		Girls		Total	
	No.	Percent	No.	Percent	No.	Percent
Mahendra	57	22.9	34	13.7	91	36.6
Bhumeshwor	54	21.7	34	13.7	88	35.4
Akala	27	10.8	29	11.6	56	22.4
Gayatri	5	2.0	9	3.6	14	5.6
Total	**143**	**57.4**	**106**	**42.6**	**249**	**100**

Source: Field Survey, 2014

The data shown in table 4.3 has been presented in a bar graph in figure 4.1.

Figure 4.1 Distribution of Students by School
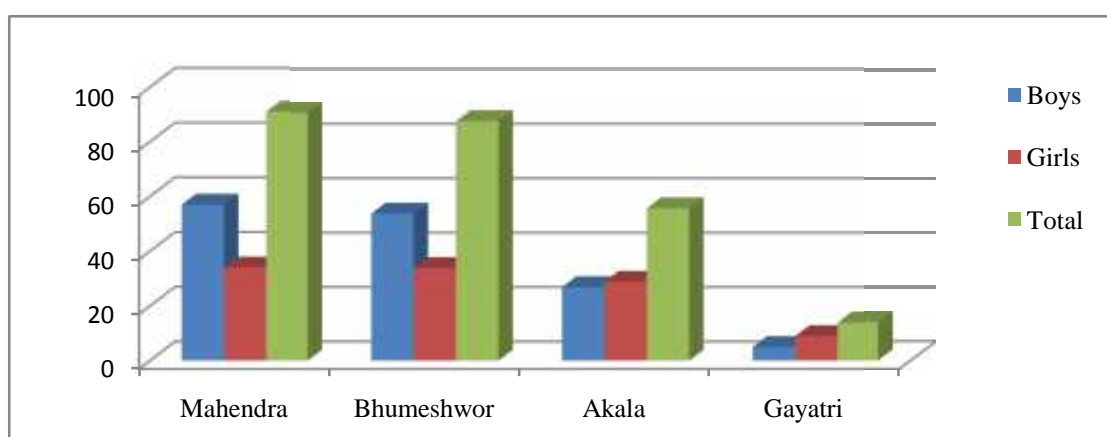
Source: Field Survey, 2014

The total number of students in all the four community schools is 249. Among the schools, there is maximum number of students per class in Bhumeshwor Primary School and minimum in Gayatri Primary School. The average number

of students in a class is approximately seven, whereas, the number of students in each class in hilly region recognized by the government is 45.

Therefore, the number of students in the community schools in this area is very low. The expenditure offered for per head student is very high but the achievement is low. A lot of budget allocated for these schools is not generating the expected result. It shows that the schools in the study area are struggling for their survival.

4.2.3 Distribution of Teachers by School

Table 4.4 shows the number of teachers in each school under study. There are altogether 36 teachers in which 20 (55.5%) are female and 16 (44.5%) are male. It shows that the number of female teacher is good.

There are different types of teachers such as permanent, temporary, *rahat*, private, etc. They further differ in level and class. Among the teachers, some have been appointed based on free competition organized by Teacher Service Commission and others have been appointed by the DEO or by the SMC.
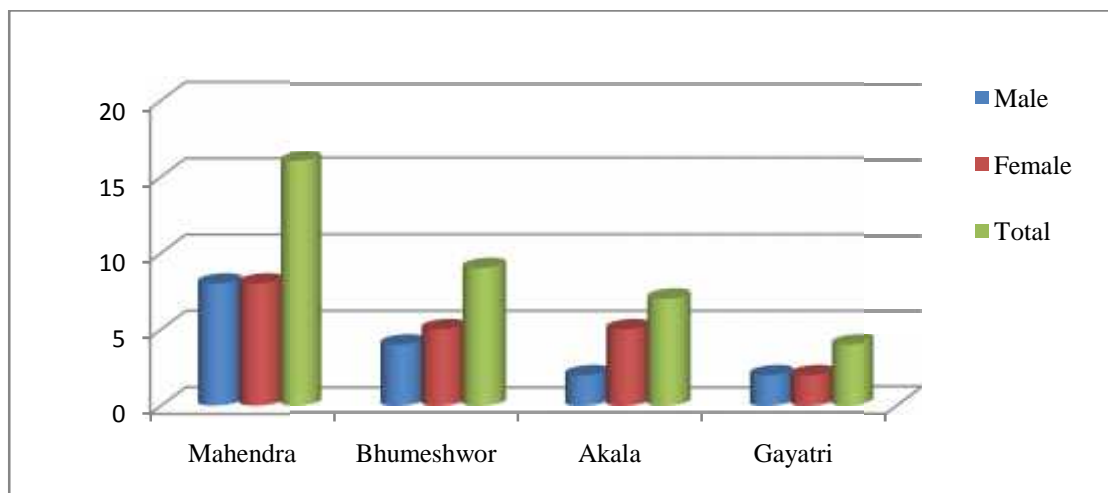
Table 4.4 Distribution of Teachers by School

School	Male		Female		Total	
	No.	Percent	No.	Percent	No.	Percent
Mahendra	8	22.2	8	22.2	16	44.4
Bhumeshwor	4	11.1	5	13.9	9	25.0
Akala	2	5.6	5	13.9	7	19.5
Gayatri	2	5.6	2	5.5	4	11.1
Total	**16**	**44.5**	**20**	**55.5**	**36**	**100**

Source: Field Survey, 2014

The data given in table 4.4 has been shown in figure 4.2.

Figure 4.2 Distribution of Teachers by School

Source: Field Survey, 2014

According to the government policy, teacher's posts for primary level are allocated based on number of students. Since the number of students in the schools under study is low, they have obtained less number of primary teachers than the number of classes they have. The government has not offered teacher for pre-primary level except early childhood development (ECD). Therefore, the schools are forced to appoint private teachers in spite of limited source of income.

4.3   Background of Respondents

4.3.1   Age Group and Gender of the Respondents

Table 4.5 shows the age group and gender of the respondents. During collection of data, the respondents were randomly visited at their home or outside their home. Head of the household was selected for respondent as far as possible. In absence of the head of the household, other member of the household was also taken as respondent. Then the data were collected from the person.

Table 4.5 Age Group and Gender of the Respondents

Age Group (Years)	Male	Female	Total
Below 30	4	4	8
30 - 40	3	4	7
40 - 50	9	8	17
50 - 60	13	5	18
60 and above	11	4	15
Total	**40**	**25**	**65**

Source: Field Survey, 2014

According to the table, among the respondents, 61.5 percent were male and 38.5 percent were female. Among the male respondents, maximum number was in the age group 50 – 60 whereas among the female respondents, maximum number was in the age group 40 – 50.

4.3.2   Caste/Ethnic Group of Respondents

The caste/ethnic group of responents has been shown in table 4.6 below.

Table 4.6 Caste/Ethnic Group of Respondents

Caste/Ethnic group	Frequency	Percent
Brahman/Chhetri	32	49.2
Janajati	14	21.6
Dalit	19	29.2
Total	**65**	**100**

Source: Field Survey, 2014

As per the data collected, out of 65 respondents, 49.2 percent are Brahman/Chhetri, 29.2 percent are Dalit and 21.6 percent are Janajati.

According to the table, most of the respondents are Brahman/Chhetri and the least are Janajati. Dalit occupies the second position.

4.3.3 Religion of Respondents

The distribution of respondents based on religion has been shown in the table 4.7. According to the table, the percent of Hindu is 90.8 and that of Bouddha and Christian are 4.6 each.

Table 4.7 Religion of Respondents

Religion	Frequency	Percent
Hindu	59	90.8
Bouddha	3	4.6
Christian	3	4.6
Total	**65**	**100**

Source: Field Survey, 2014

This indicates that the study area is almost inhabited by Hindus because majority of the population in this area is Brahman/Chhetri and Dalit and they generally practice Hindu religion.

4.3.4 Education of Members of Respondent's Household

An attempt has been made to examine the education of the members of respondent's household. The result has been presented in table 4.8. According to the table, there are still 11.9 percent illiterate people. Among the illiterate people, the number of female is higher (9.2%) than the number of male (2.7%). On the other hand, the number of female is less than that of male in case of literate as well as higher education. It indicates that females are backward than males in concerning education.

Table 4.8 Education of Members of Respondent's Household

Education	Male		Female		Total	
	No.	Percent	No.	Percent	No.	Percent
Illiterate	9	2.7	31	9.2	40	11.9
Simple literate	51	15.1	38	11.3	89	26.4
Basic level (Grade 8)	53	15.7	48	14.3	101	29.9
Higher secondary	43	12.8	30	8.9	73	21.7
Bachelor or above	26	7.7	8	2.4	34	10.1
Total	**182**	**54.0**	**155**	**46.0**	**337**	**100**

Source: Field Survey, 2014

The information given in the table 4.8 has been illustrated in figure 4.3 below.

Figure 4.3 Education of Members of Respondent's Household
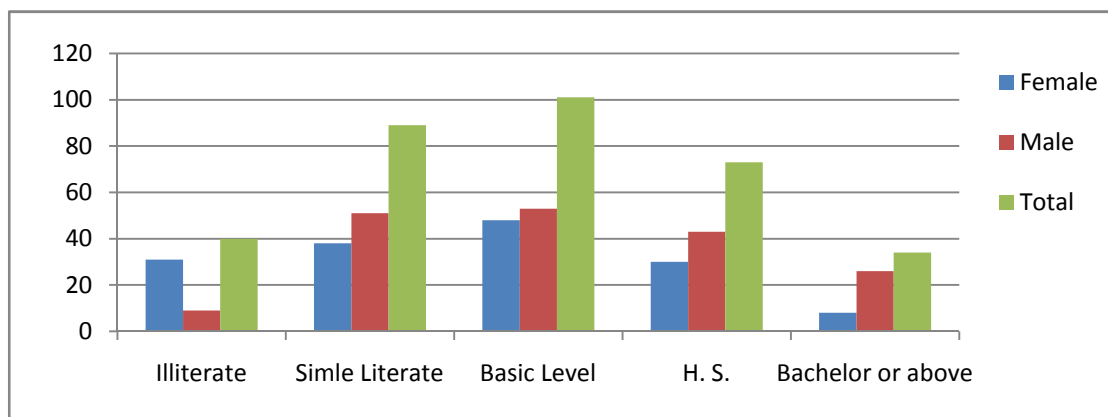
Source: Field Survey, 2014

People who have passed basic level (class 8) are maximum (29.9%) in number. This shows that the trend of education among young people is gradually improving.

4.3.5 Main Sources of Income of Respondent's Household

The sources of income of the respondent's household have been shown in table 4.9. The respondents are engaged in various economic activities. They are agriculture, business, industry, job, foreign job, daily wages, etc.
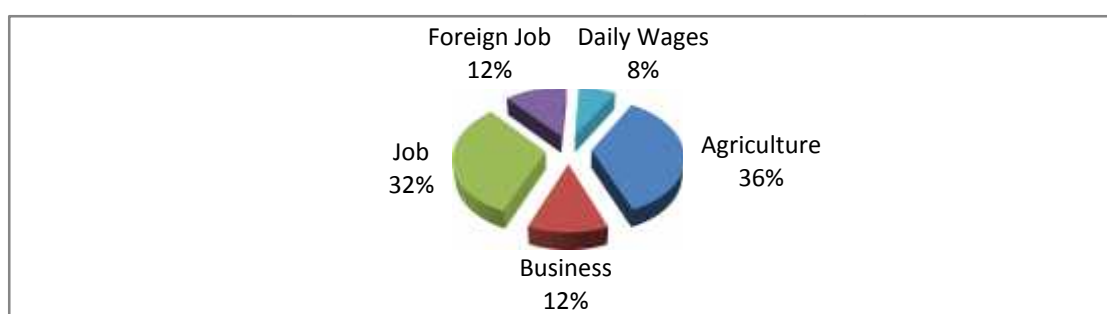
Table 4.9 Main Sources of Income of Respondent's Household

Sources of Income	Frequency	Percent
Agriculture	43	35.5
Business/Industry	15	12.4
Job	39	32.2
Foreign job	15	12.4
Daily wages	9	7.5
Total	**121**	**100**

Source: Field Survey, 2014

The data presented in the table 4.9 has been illustrated in figure 4.4.

Figure 4.4 Main Sources of Income of Respondent's Household

Source: Field Survey, 2014

The percent of people involved in agriculture and job are 35.5 and 32.2 respectively. The percent of people who are engaged in business/industry and foreign job are 12.4 each. A few people (7.5%) are engaged in daily wage

based works. Thus, the main sources of income of the respondents are agriculture and job.

4.3.6 Income of Respondent's Household

The result of an attempt on investigation of income of respondent's household has been shown in table 4.10. This table shows the approximate income of the respondent's households. The income ranges from below rupees one hundred thousand to above six hundred thousand a year. The income of most of the respondent's household is from 200,001 to 400,000 rupees per year. The households with annual income from one to 200,000 rupees lie in the second position and those with annual income from 400,001 to 600,000 rupees are in the third position.

Table 4.10 Annual Income of Respondent's Household

Income (Rs)	Frequency	Percent
1 200,000	21	32.3
200,001 400,000	26	40.0
400,001 600,000	12	18.5
600,001 and above	6	9.2
Total	**65**	**100**

Source: Field Survey, 2014

From the table, number of households with annual income less than Rs 200,000 is 32.3 percent. It is very difficult to run the expenditure by this income for those households. This data shows that, there is decrease in the dependency on agriculture due to opportunity in foreign job etc.

CHAPTER-V

VARIOUS ASPECTS OF PARTICIPATION

5.1 Activities of Participation

From the field study, it is found that people participate in different activities. Table 5.1 shows the activities in which the people participate. Among the respondents, 28.8 percent participate for attending meeting/gathering, which is organized by the schools. Many of them, 22.2 percent, participate in school anniversary. Formation of SMC, getting result of children, visiting teacher and admitting children in school are also the purposes of participation.

Table 5. 1 Activities of Participation

Activity	Frequency	Percent
Attending meeting/gathering	57	28.8
Attending school anniversary	44	22.2
Admitting children	17	8.6
Visiting teacher	18	9.1
Paying fee	9	4.6
Getting result of children	21	10.6
Formation of SMC	25	12.6
For labour donation	4	2.0
Others	3	1.5
Total	**198**	**100**

Source: Field Survey, 2014

Since the frequency of visiting school for getting result of children is only 10.6 percent, it seems that the guardians are giving less importance to their children's progress in learning. They just think that their duty will be over when they send their children to the school. Likewise, the number of people visiting schools for paying fee, labor donation and other purposes is negligible.

5.2　Level of Participation

5.2.1 Degree of Participation

Table 5.2 shows the responses of the respondents to the question relating degree of participation. Among the respondents, 55.4 percent told that it is average, 26.2 percent told it is low and 9.2 percent told it is very low. Number of respondents saying very high or high is 4.6 percent each.

Table 5.2 Degree of Participation

Degree	Frequency	Percent
Very high	3	4.6
High	3	4.6
Average	36	55.4
Low	17	26.2
Very low	6	9.2
Total	**65**	**100**

Source: Field Survey, 2014

From the table, it is evident that in majority of the respondent's view the degree of participation is average. The people are not very much likely to participate. There may be various causes for average level of participation. It may be political, economic, social, geographical, lack of awareness etc. In brief, it can be said that the people either do not realize the need of their participation or

feel that their participation is meaningless because they think that the authorities do not hear their voice.

M. Poudel (personal interview, March 6, 2014) argues that guardians are paying less attention towards community schools and are giving more importance for institutional schools. B. Poudel states:

> School cannot run without people's participation. Hence, responsibility of running schools has been given to the community. However, there is less participation of public due to certain reasons. If good result of students (such as SLC) could be shown annually, then it can have good impact. People's participation will increase if the quality of the education increases.
>
> <div align="right">(B. Poudel, personal interview, March 9, 2014)</div>

Hence, it shows that the degree of participation is not satisfactory. It must be improved to increase the status of community schools in the study area.

5.2.2 Frequency of Visit to School by the Respondents

Frequency of participation by the respondents has been measured in terms of frequency of visit to school. Table 5.3 shows that about half of the respondents, i.e., 52.3 percent visited school more than 5 times within last twelve months.

Table 5.3 Frequency of Visit to School by the Respondents

Number of Visits in the Year	Frequency	Percent
More than 5 times	34	52.3
1 – 5 times	22	33.8
Non	9	13.9
Total	**65**	**100**

Source: Field Survey, 2014

Among the respondents, 33.8 percent visited school up to 5 times a year whereas 13.9 percent did not visit at all.

There are various reasons such as attraction of private schools, conflict, unawareness, economic condition, etc. for low frequency of visiting school. Although it is not satisfactory as per the frequency of visit, it is hopeful for improving the condition of participation.

5.3 Nature of Participation

An attempt was made to find out the nature of participation. Table 5.4 presents the feeling of respondents about the nature of participation.

Table 5.4 Nature of Participation

Nature	Frequency	Percent
Active	26	40.0
Passive	30	46.2
No answer	9	13.8
Total	**65**	**100**

Source: Field Survey, 2014

The information given in table 5.4 has been illustrated in figure 5.1.

Figure 5.1 Nature of Participation
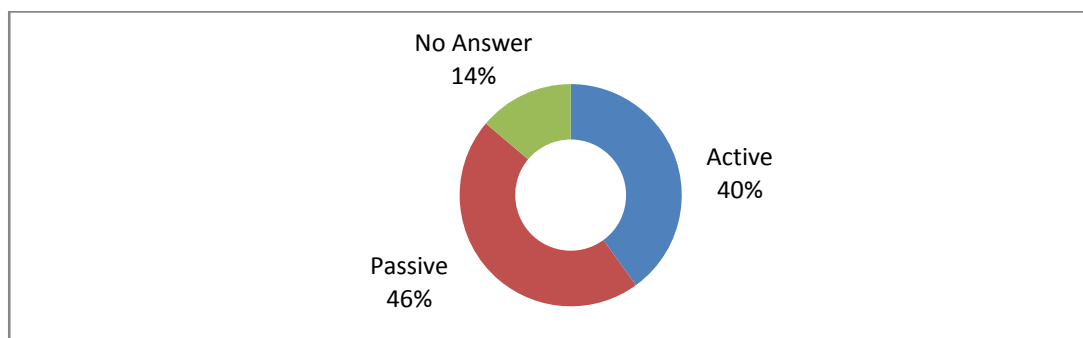
Source: Field Survey, 2014

Among the respondents, 46.2 percent told that the nature of participation is passive, 40.0 percent told it is active and 13.8 percent did not give any answer.

The nature of participation is more or less passive in nature. Although many people take part in various activities such as meeting or gathering, they generally do, what others do or what others tell. Often they remain silent or voiceless. The passiveness of such people may provide ground for other people to take more advantage. It may result in unequal sharing of benefit or evaluation. This is not an equitable participation.

5.4 Satisfaction in Participation

The data given in table 5.5 is the result of the attempt to investigate the level of satisfaction in participation in respondent's view. As per the survey, it is found that the people are not much satisfied in their participation. Majority (61.5%) of the respondents told that the level of satisfaction in participation is average.

Table 5.5 Level of Satisfaction of the Respondents in Participation

Level	Frequency	Percent
Very high	3	4.6
High	9	13.9
Average	40	61.5
Low	5	7.7
Very low	3	4.6
No answer	5	7.7
Total	**65**	**100**

Source: Field Survey, 2014

Only a few people (13.9%) thought that the level of satisfaction is high. The number of people who told the level of satisfaction as very high, low or very low is negligible.

From the data, it can be concluded that the participants are not satisfied. There may be various causes for non-satisfaction of the participants. The main reason is that the people do not get result what they have expected. It may be due to high expectation of the people or due to the ruin of their desire by the dominant group.

5.5 Trend of Participation

The trend of participation has been observed in terms of respondent's view and number of students in the schools. Table 5.6 shows the respondent's view on trend of participation. According to this table, 60.0 percent of the respondents realize that people's participation is decreasing within five years. Less than one-third, 27.7 percent, of the respondents thought that it is increasing. Few people, 12.3 percent, felt that it is constant. Hence, it can be said that participation is decreasing in community schools.

Table 5.6 Trend of Participation

Trend	Frequency	Percent
Increasing	18	27.7
Constant	8	12.3
Decreasing	39	60.0
Total	**65**	**100**

Source: Field Survey, 2014

Before the expansion of institutional schools, the level of participation of people in community school management was better than this. But it is decreasing from a decade or so. Recently, however, it is little bit improving in

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some schools due to application of English medium and providing certain incentives such as books, dress etc.

Table 5.7 shows the number of students in the community schools under study from the year 2009/10 to 2013/14.

Table 5.7 Number of Students by Community School from 2009/10–13/14

School	Number of Students in the Year				
	2009/10	**2010/11**	**2011/12**	**2012/13**	**2013/14**
Mahendra	134	115	108	77	91
Bhumeshwor	73	70	80	82	88
Akala	43	31	30	27	56
Gayatri	31	32	21	12	14
Total	**281**	**248**	**239**	**198**	**249**

Source: Field Survey, 2014

It is evident from the table that the number of students in the first four years has been decreasing continuously but it has been a little bit improving in the last year. Here the number of students is supposed to reflect the trend of participation.

Table 5.8 shows the number of students in the institutional schools in the study area from the year 2009/10 to 2013/14.

It is evident from the table that the total number of students in institttional schools in the study area has been increased within five years. Hence, there is attraction of people towards institutional schools.
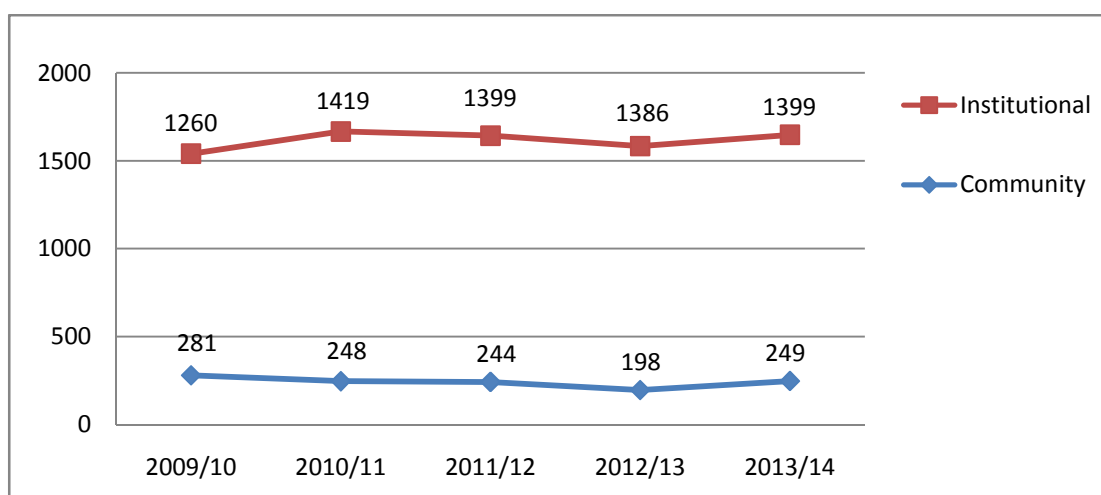
Table 5.8 Number of Students by Institutional Schools from 2009/10–13/14

School	Number of Students in the Year				
	2009/10	2010/11	2011/12	2012/13	2013/14
Saraswati Adarsha Vidyashram	836	977	963	961	976
L. Angel	395	393	390	380	382
Byas Vidyashram	29	49	46	45	41
Total	**1260**	**1419**	**1399**	**1386**	**1399**

Source: Field Survey, 2014

Figure 5.2 illustrates the total number of students in the year 2009/10   2013/14 as shown in the table 5.7 and table 5.8.

Figure 5.2 Number of Students by Types of School from 2009/10 – 13/14

Source: Field Survey, 2014

It can be observed that there is vast difference in total number of students in community schools and institutional schools. The total number of students in four community schools is about 250 whereas it is about 1400 in three institutional schools. The total number of students in community schools has decreased but it has increased in institutional schools in the study area within the five years (2009/10   2013/14).

Table 5.9 shows the trend of number of students in basic level (1   8) and secondary level (9   10) in community and institutional schools in Nepal from 2067 BS (2010   11) to 2069 BS (2012   13).

Table 5.9 Share of Enrolment by Types of School

Type	Level	2010 – 011	2011 – 012	2012 – 013
Community schools	Basic (1 8)	87.7	85.8	84.7
	Secondary (9 10)	83.7	83.5	82.2
Institutional schools	Basic (1 8)	12.3	14.2	15.3
	Secondary (9 10)	16.3	16.5	17.8

Source: Flash I Report 2067 (2010   011)   2069 (2012   013)

In those three years, the number of students in community schools has been gradually decreased whereas it has been increased in institutional schools.

The data obtained in the field survey in the study area (table 5.7 and table 5.8) resemble the data obtained from Flash I report (table 5.9). Therefore, the situation of the schools under study is similar to that of national situation.

5.6 Perception on Decrease in Number of Students

An attempt has been made to investigate the respondent's perception on decrease in number of students in community schools under study. The result has been shown in table 5.10. In the survey, 38.9 percent of the respondents told that it is due to low quality, 27.7 percent replied that it is due to carelessness and 8.9 percent told it is due to decrease in population.

In respondent's view, the main causes of decreasing number of students in community schools under study are low quality and carelessness. Decrease in population is one of the causes of decrease in number of students in community schools in the hilly area but it is not so in the plain area in which

the population is gradually increasing. In fact, some of the people are migrating from village to town for search of quality education for their children.
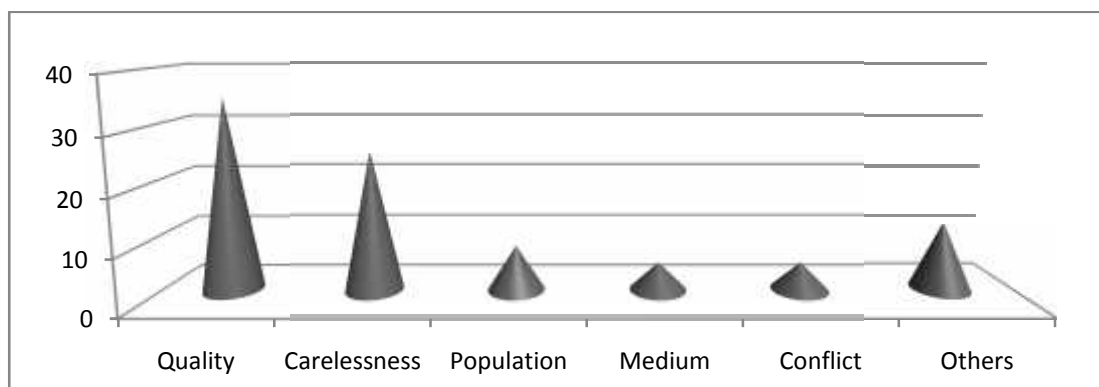
Table 5.10 Perception on Decrease in Number of Students

Type	Frequency	Percent
Low quality	35	38.9
Carelessness	25	27.7
Decrease in population	8	8.9
Medium	5	5.6
Conflict	5	5.6
Others	12	13.3
Total	**90**	**100.0**

Source: Field Survey, 2014

The information shown in table 5.10 has been illustrated in figure 5.3.

Figure 5.3 Perceptions on Decrease in Number of Students

Source: Field Survey, 2014

The participants of FGD (March 1, 2014) have expressed their view on the causes of decreasing number of students. Some of the cauuses as pointed by the participants are as follows:

- Low quality
- Political influence
- Carelessness
- School not managing/launching program according to need of time
- Some teachers spend time in household works and have a rest in school
- No good relationship between school administration and community
- Weak management/no proper use of resources
- Number of school is more but population is less
- Guardians are less responsible to their children
- Administrative weakness

In aggregate, it can be said that there is combined effect of various causes for decrease in the number of students. However, most important of them are low quality and carelessness. S. B. Nepali (personal interview, March 7, 2014) feels that although people think that they should join their children to community school, but due to lack of quality education, they join their children to private school.

S. M. Poudel (personal interview, March 5, 2014), states that there is more attraction of people towards institutional schools because there is excessive advertisement in institutional schools and elite group realize the importance of English medium applied in such schools. However, Poudel believes that since there are trained teachers in community schools, if managed well, it can compete with institutional schools.

J. Acharya (personal interview, March 3, 2014) says that to increase participation, facility/scholarship should be increased and English medium should be applied. Acharya believes that people will return to community school in the future.

CHAPTER-VI

STATUS OF PARTICIPANTS

6.1 Distribution of Participants

Since any community is not homogenous in itself, it is important to study the distribution of different groups of participants in community school management. Hence, to find out the distribution of participants involving in community school management in the study area, they have been categorized based on caste/ethnicity, gender, political status and economic status. They have been studied in terms of distribution of students, members in SMC, members in PTA, teachers and views of respondents.

6.1.1 Distribution of Students by Caste/Ethnicity and Gender

Students from different caste/ethnic background study in the schools. The distribution of students according to caste/ethnicity and gender has been shown in Table 6.1.

According to this data, the number of Brahman/Chhetri is 119 (47.8 %) which is highest among the three caste/ethnic groups. The number of Dalit is 91 (36.5%) and lies in the second position. The number of Janajati is 9 (15.7%). The number of boys is little bit greater, 144 (57.8%), than the number of girls, 105 (42.2%).

From the data, it can be said that distribution of students varies according to caste/ethnicity. It is evident that the percent of Brahman/Chhetri students is less than the percent of population of this caste group. It means children of this caste have more access to institutional schools than other caste/ethnic groups. On the other hand, Janajati and Dalit generally have no access to institutional schools and they are restricted in community schools whether they like those schools or not.

Table 6.1 Distribution of Students by Caste/Ethnicity and Gender

Caste/Ethnicity	Boys		Girls		Total	
	No.	Percent	No.	Percent	No.	Percent
Brahman/Chhetri	62	24.9	57	22.9	119	47.8
Janajati	20	8.0	19	7.7	39	15.7
Dalit	62	24.9	29	11.6	91	36.5
Total	**144**	**57.8**	**105**	**42.2**	**249**	**100**

Source: Field Survey, 2014

The information given in the table 6.1 has been illustrated in figure 6.1.

Figure 6.1 Distribution of Students by Caste/Ethnicity and Gender
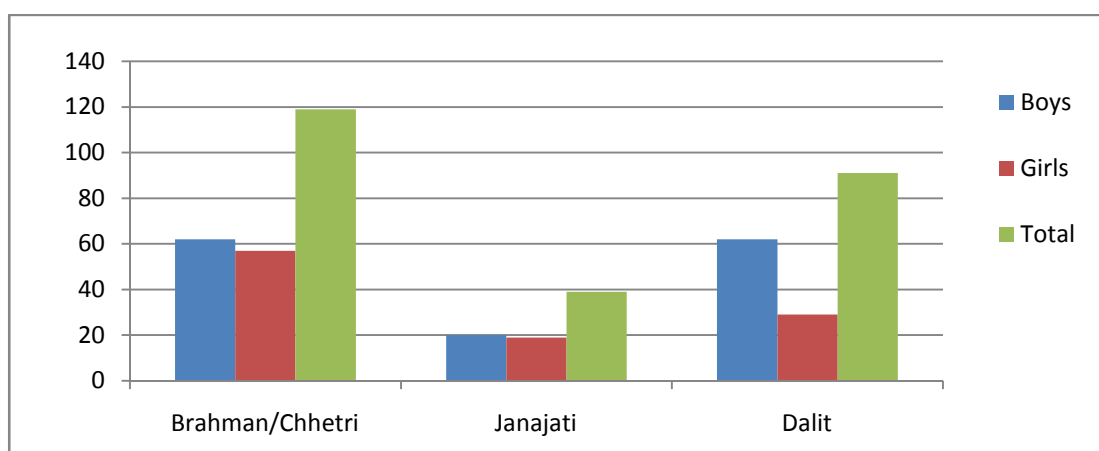
Source: Field Survey, 2014

By gender, there is no discrimination between boys and girls in case of Brahman/Chhetri and Janajati. However, the number of girls is less than the number of boys in Dalit. It may be due to not joining some Dalit girls to any schools at all or they drop out in any class before completing high school education. For example, some girls get married in the early age during school life and they leave school.

6.1.2 Distribution of Members in SMC by Caste/Ethnicity and Gender

According to Dhakal (2010), representation pattern of different groups in the executive body of agencies that manage for the formation and implementation of plans is regarded as the criterion to measure the participatory status of those social units. Taking this statement in consideration, the distribution of members in SMC from different caste/ethnicity and gender are included in this study.
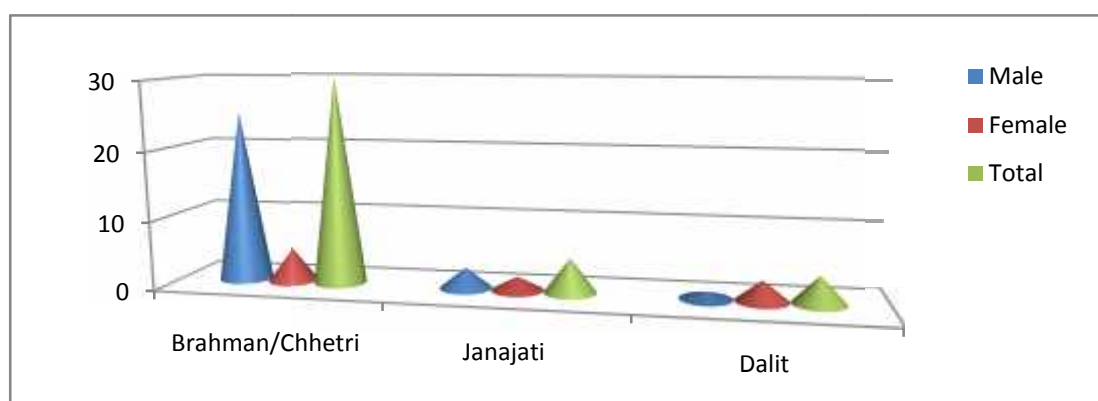
Table 6.2 Distribution of Members in SMC by Caste/Ethnicity and Gender

Caste/Ethnicity	Male		Female		Total	
	No.	Percent	No.	Percent	No.	Percent
Brahman/Chhetri	25	69.4	5	13.8	30	83.2
Janajati	2	5.6	1	2.8	3	8.4
Dalit	1	2.8	2	5.6	3	8.4
Total	**28**	**77.8**	**8**	**22.2**	**36**	**100**

Source: Field Survey, 2014

The informations obtained from table 6.2 have been illustrated in figure 6.2.

Figure 6.2 Distribution of Members in SMC by Caste/Ethnicity and Gender
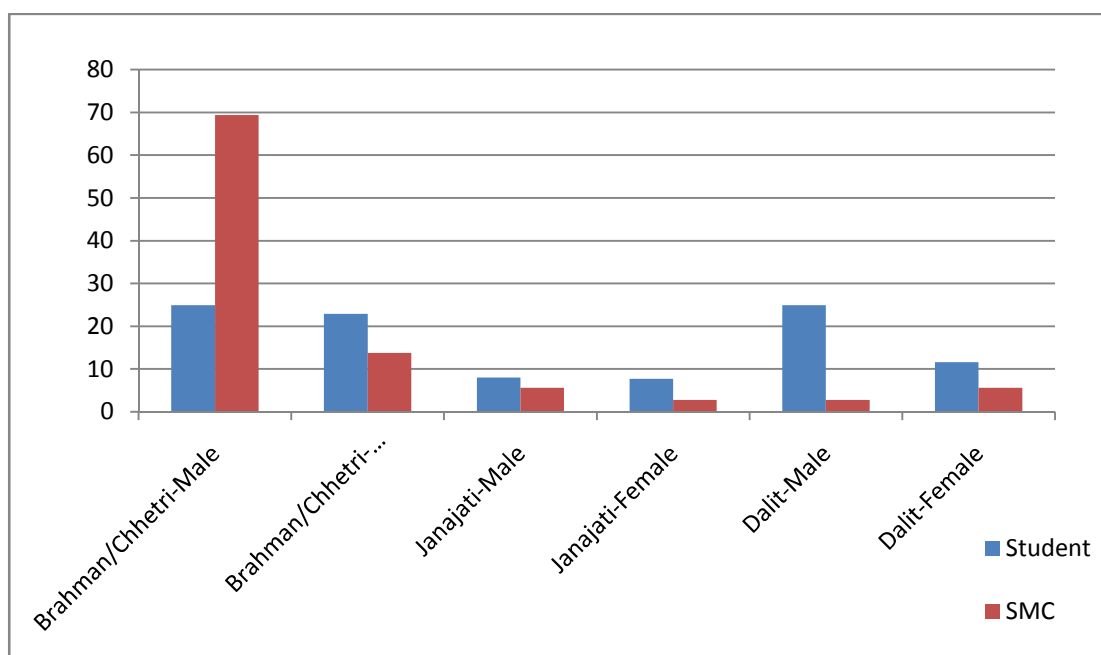

Source: Field Survey, 2014

Table 6.2 shows the distribution of members of SMC by caste/ethnic group and gender. From the table, it is evident that there is majority of males, 28 (77.8%),

over females, 8 (22.2%). By caste/ethnicity, the number of of Brahman/Chhetri is very high, 30 (83.2%), as compared to the number of Janajati or Dalit, each being equal to 3 (8.4%).

Though the population of Brahman/Chhetri is higher than the population of Janajati and Dalit, the number of Brahman/Chhetri in the SMC is too high than their percent of population. Within Janajati and Dalit, the numbers of male and female are equal whereas within Brahman/Chhetri, males are too many than females. This indicates that females in Brahman/Chhetri are backward than males or there is male dominance.

A comparative illustration of percent of students and percent of members in SMC by caste/ethnicity and gender has been demonstrated in figure 6.3.

Figure 6.3 Percent of Students and Members of SMC by Caste/Ethnicity and Gender

Source: Field Survey, 2014

From the figure, it is evident that the percent of the number of Brahman/Chhetri-male members in SMC is too high (69.4%) than Brahman/Chhetri-male students (24.9%).

It shows that Brahman/Chhetri-male tend to handle the SMC but join their male children to private schools. In case of all of Brahman/Chhetri-female, Janajati-male, Janajati-female, Dalit-male and Dalit-female, the percent of members in SMC is less than the percent of their children in the schools. It means except Brahman/Chhetri-male, all the others have less access in SMC as well as in private schools.

6.1.3   Distribution of Members in PTA by Caste/Ethnicity and Gender

The distribution of members of PTA by caste/ethnicity and gender has been presented in table 6.3. According to this table, number of Brahman/Chhetri is 29 (76.3%), Janajati is 5 (13.2%) and Dalit is 4 (10.5%). As far as gender is concerned, number of male is 21 (55.2%) and that of female is 17 (44.8%).

Table 6.3 Distribution of Members in PTA by Caste/Ethnicity and Gender

School	Male		Female		Total	
	No.	Percent	No.	Percent	No.	Percent
Brahman/Chhetri	17	44.7	12	31.6	29	76.3
Janajati	3	7.9	2	5.3	5	13.2
Dalit	1	2.6	3	7.9	4	10.5
Total	**21**	**55.2**	**17**	**44.8**	**38**	**100**

Source: Field Survey, 2014

From the table it is evident that there is majority of Brahman/Chhetri as compared to Janajati and Dalit. In case of Brahman/Chhetri and Janajati, the number of male in more but in case of Dalit, the number of female is more. It can be concluded that Janajati and Dalit have less access in PTA as compared to Brahman/Chhetri.

6.1.4 Distribution of Teachers by Caste/Ethnicity and Gender

The distribution of teachers according to gender and caste/ethnicity has been given in table 6.4. Although the number of male and female are approximately equal, the number of Janajati and Dalit teachers is too low, 2 (5.6%), in comparison to Brahman/Chhetri teachers, 32 (88.8%).

Table 6.4 Distributions of Teachers by Caste/Ethnicity and Gender

Caste/Ethnicity	Male		Female		Total	
	No.	Percent	No.	Percent	No.	Percent
Brahman/Chhetri	17	47.2	15	41.6	32	88.8
Janajati	1	2.8	1	2.8	2	5.6
Dalit	1	2.8	1	2.8	2	5.6
Total	**19**	**52.8**	**17**	**47.2**	**36**	**100**

Source: Field Survey, 2014

The data shown in table 6.4 has been illustrated in figure 6.4 with bar diagram.

Figure 6.4 Distributions of Teachers by Caste/Ethnicity and Gender
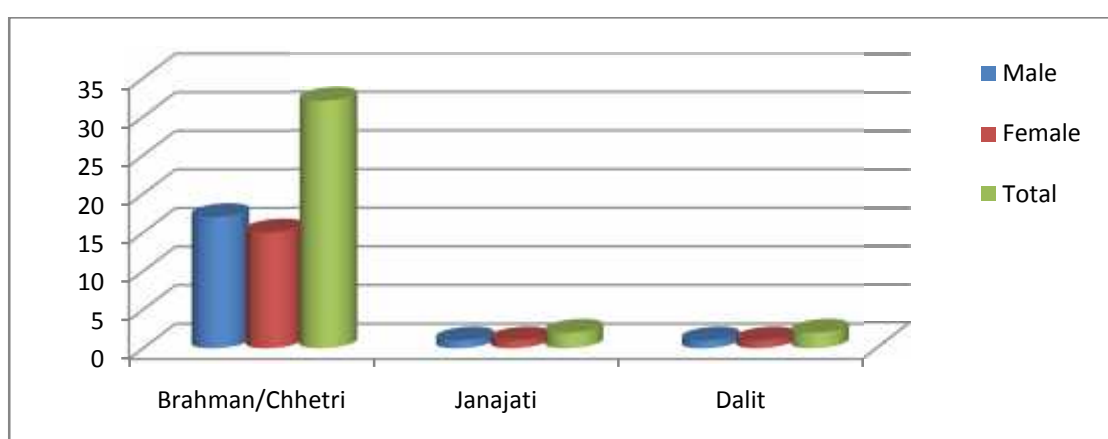
Source: Field Survey, 2014

The reasons behind this fact may be that Brahman/Chhetri people are more educated than Janajati or Dalit and they are likely to be selected as teacher. On

the other hand, there is majority of Brahman/Chhetri in SMC so that it is likely to some teachers being selected in favor of them.

6.1.5 Distribution of Participants by Caste/Ethnicity as per Respondent's View

An attempt has been made to find out the distribution of participants by caste/ethnicity as per respondent's view. Table 6.5 shows the responses given by the respondents under this question. Among the respondents, 47.7 percent told that Brahman/Chhetri participate more, 21.5 percent told that Dalit participate more and 12.3 percent told that all participate equally.

Table 6.5 Distribution of Participants by Caste/Ethnicity as per Respondent's View

Type	Frequency	Percent
Brahman/Chhetri	31	47.7
Janajati	3	4.6
Dalit	14	21.5
Equal	8	12.3
No answer	9	13.9
Total	**65**	**100**

Source: Field Survey, 2014

There are majority of Brahman/Chhetri in the study area. Dalit occupies the second position. Janajati is least in number. So, one would expect that the inhabitants of the study area participate proportionately. It seems more or less proportionately.

6.1.6 Distribution of Participants by Gender as per Respondent's View

Table 6.6 presents the view of the respondents about gender as a factor affecting participation. Among the respondents, 33.8 percent replied that female participate more than by male, 27.7 percent told that male and female participate equally but 26.2 percent told that male participate more.

Table 6.6 Distribution of Participants by Gender as per Respondent's View

Type	Frequency	Percent
Male	17	26.2
Female	22	33.8
Equal	18	27.7
No answer	8	12.3
Total	**65**	**100**

Source: Field Survey, 2014

Most of the societies are gender bias. Therefore, gender plays important role for participation. Since the concerned communities are male dominated, males are generally engaged in outer sphere. They manage themselves to participate in various outer sphere works such as participation in school management. On the other hand, females are usually engaged in inner sphere, that is, household works. However, due to departure of a great number of males to foreign countries for job, females are also engaged in outer sphere and there is gradual change in view of looking at females. This data indicates this fact.

6.1.7 Distribution of Participants based on Political Status

According to the views offered by the respondents of questionnaire, interviewee and participants of FGD, the distribution of participants in community school management is highly influenced by their political status.

Although politically active as well as politically inactive people are the participants in community school management, there is inappropriateness in their participation.

In almost all the schools, the important as well as powerful posts are occupied by the political leaders/cadres/strong supporters of political parties or by elite group. Such posts are chairperson or member of SMC or PTA, head teacher, etc. As a result, many teachers are appointed based on the support to the above-mentioned post holders.

According to the participants of FGD (March 1, 2014), there is lack of proper guardian in SMC. The participants of FGD told that more fame is required than service for those people who want to be the member of SMC. On the other hand, these people's children are often not joined to the community schools in which they are involved.

As far as the guardians of community schools are concerned, most of them are neither political leaders nor active members/cadres/strong supporters of any political parties. They usually have no access to any important post of the school.

6.1.8 Distribution of Participants based on Economic Status

Table 6.7 shows information about the distribution of participants based on economic status. Among the respondents, 38.5 percent told that people with both upper and lower economic status participate equally, 33.8 percent told that people with lower economic status participate more and 12.3 percent told that people with upper economic status participate more.

It is reasonable that there is greater number of people with lower economic status than the number of people with upper economic status in most of the societies. So, people with lower economic status naturally become greater in number among the participants in community school management.

Table 6.7 Distribution of Participants based on Economic Status

Type	Frequency	Percent
People with Lower economic status	22	33.8
People with Upper economic status	8	12.3
Equal	25	38.5
No answer	10	15.4
Total	**65**	**100**

Source: Field Survey, 2014

In addition, people with lower economic status cannot afford for private schools. Hence, they are compelled to join their children to community schools whether they like or not. Furthermore, very poor people within lower economic status neither can join their children to any school nor can participate themselves.

6.2 Position of Participants

The position of participants in community school management is not equitable. According to S. M. Poudel (personal interview, March 5, 2014), although community is heterogeneous we can minimize inequality but cannot eradicate. The views of participants of FGD clarify this reality as follows:

> There is not equitable situation among the participants in community schools. Awareness level in the guardians is unequal. Social status of the guardians is also not equal. There are different groups of people in the community. There is no value for those groups, which are in minority. There is also discrimination between guardians and non-guardians. Some of the guardians dishonor others on the basis of caste/ethnicity, etc.

<div align="right">(Participants of FGD, March 1, 2014)</div>

6.2.1 Position of Participants based on Caste/Ethnicity

The responses given by the respondents have been presented in table 6.8. Among the respondents, 46.2 percent told that community school management is dominated by Brahman/Chhetri, 7.6 percent told that it is dominated by Dalit whereas 46.2 percent told no reply to the question.

Table 6.8 Position of Participants based on Caste/Ethnicity

Type	Frequency	Percent
Dominance by Brahman/Chhetri	30	46.2
Dominance by Janajati	0	0
Dominance by Dalit	5	7.6
No answer	30	46.2
Total	**65**	**100**

Source: Field Survey, 2014

Those respondents who did not reply might have felt that there is no domination by any caste/ethnic group. In this regard, the numbers of respondents who feel that there is dominance by Brahman/Chhetri and who feel there is no dominance at all are equal.

S. B. Sai (Focus group discussion, March 1, 2014) feels that there is discrimination based on caste/ethnicity. Although some of Janajati and Dalit persons are appointed in the posts of SMC/PTA, they have not been able to acquire power as Brahman/Chhetri has. According to S. B. Nepali:

> There is a policy of government to include Janajati and Dalit. However, especially, Dalit have not occupied the post above a member in SMC/PTA although Dalit and Janajati students occupy second and third position by number respectively in the community schools.

> (S. B. Nepali, personal interview, March 7, 2014)

Generally, there is more probability of dominance by those groups, which are in majority in the community. However, it is not so in case of caste/ethnicity. Janajati and Dalit are being inferior from ancient time. This has been reflected in community school management too.

6.2.2 Position of Participants based on Gender

The respondent's views on position of participants based on gender were collected and have been presented in the table 6.9. From this table, it is obvious that there is dominance by male over female as 47.7 percent of the respondents replied as male dominant and only 13.8 percent told as female dominant. However, 38.5 percent of the respondents gave no answer. It might be the case that they feel there is no domination based on gender.

Table 6.9 Position of Participants based on Gender

Type	Frequency	Percent
Dominance by Male	31	47.7
Dominance by Female	9	13.8
No answer	25	38.5
Total	**65**	**100**

Source: Field Survey, 2014

Most of the families in the study area are patriarchal in nature. Females are backward in education. Often decision-making power is restricted to males. So, its effect has also been seen in community school management.

6.2.3 Position of Participants based on Political Status

The result of an attempt to find out the position of participants based on political status has been shown in table 6.10. According to the table, among the respondents, 61.5 percent replied that management is dominated by elite

group/local political leaders, 27.7 percent told that there is no domination of those group and 10.8 percent did not like to give any answer.
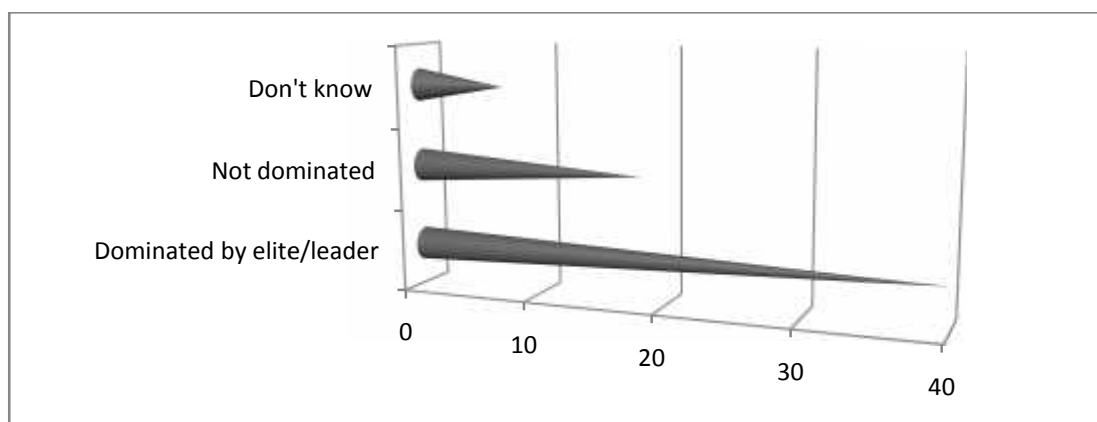
Table 6.10 Position of Participants based on Political Status

Type	Frequency	Percent
Dominated by elite group/political leaders	40	61.5
Not dominated by elite group/political leaders	18	27.7
No answer	7	10.8
Total	**65**	**100**

Source: Field Survey, 2014

The information given in table 6.10 has been illustrated in figure 6.5.

Figure 6.5 Position of Participants based on Political Status

Source: Field Survey, 2014

It can be concluded that community school management is highly dominated by elite group/local political leaders. In some cases, the SMC and PTA are formed on the basis of allocation of posts according to status of political parties.

6.2.4 Position of Participants based on Economic Status

An attempt has been made to find out whether there is domination on the basis of economic status or not. The responses given by the respondents has been presented in table 6.11.

Table 6.11 Position of Participants based on Economic Status

Type	Frequency	Percent
Dominated by people with upper economic status	27	41.5
Dominated by people with lower economic status	12	18.5
No domination based on economic status	8	12.3
No answer	18	27.7
Total	**65**	**100**

Source: Field Survey, 2014

According to the table, 41.5 percent of the respondents said that people with upper economic status dominate it, 18.5 percent by people with lower economic status, 12.3 percent said that there is no domination based on economic status and 27.7 percent did not reply.

Although the share of enrolment of people with lower economic status in the schools under study is high, as compared to people with upper economic status, the later is found dominating over the former. Thus, important posts and decisions concerning school management are in favor of people with upper economic status. There is dominance by people with upper economic status over people with lower economic status, in community school management in the study area.

CHAPTER-VII

FACTORS AFFECTING PARTICIPATION

7.1 Caste/Ethnicity and Participation

It is evident from the data presented in chapter six that the total number of Janajati and Dalit students is more than the number of Brahman/Chhetri students in community schools in the study area. On the other hand, majority of the members of SMC/PTA are from Brahman/Chhetri. Therefore, it can be said that caste/ethnicity has affected people's participation in community school management in this area.

As in the whole country, different caste/ethnic groups inhabit this study area. There have been certain discriminations among the people from different caste/ethnicity. According to some religious/social/cultural traditions, the people from Dalit group could not read and write until half a century ago. Their occupations also did not encourage them for education. This made them backward in the society. On the other hand, people from Brahman/Chhetri were educated from the ancient time and their occupation (priest) encouraged them for education. It helped them to be forward in the society.

7.2 Economic Status and Participation

Economic status has affected participation in the study area. Most of the guardians in community schools are people with lower economic status who cannot afford for institutional schools. However, the participants in SMC or PTA are from the people with upper economic status. Those people, who are very poor, neither regulate their children in the school nor can participate in any activity in the school. They are entrapped in their own poverty cycle.

In recent years, many young people have gone to foreign countries for working. This has increased the income of the households of those people. As

a result, it has made some of them accessible to private schools. Due to this reason, the participation in community schools has been decreased. Thus, increase in income has negative effect in participation in community schools. S. B. Nepali (personal interview, March 7, 2014) argues that the guardians of community school are unable to pay attention for the school because of free education and poverty.

7.3 Population Change and Participation

There is a trend of people migrating from village/hilly region to town/plain region. Therefore the population of village/hilly region is decresing while that of town/plain region is increasing in the study area. The population of village/hilly region such as ward number 6, 7, 8 and 9 has been decreasing in recent years. This has negative effect on participation in the schools located in these wards, namely, Mahendra Secondary School, Bhumeshwor Primary School and Gayatri Primary School. However, the population in the town/plain region such as ward number 1, 2, 3 and 4 has increased. Although the population in this area has increased, it has no positive effect in the community school located in this area, namely Akala Primary School.

7.4 Political Status and Participation

The information obtained from the respondents has been shown in the table 7.1. To answer whether political status has affected participation or not, 38.5 percent replied yes, 13.8 percent told no and 47.7 percent gave no answer. Nearly half of the respondents did not reply. The reason may be that they did not want to comment on political parties/leaders due to personal reasons. However, number of respondents saying yes is more than that of saying no.

Political status affects almost all realms of human society. Hence, community school management is also affected by political status. It affects from the center to the local level.
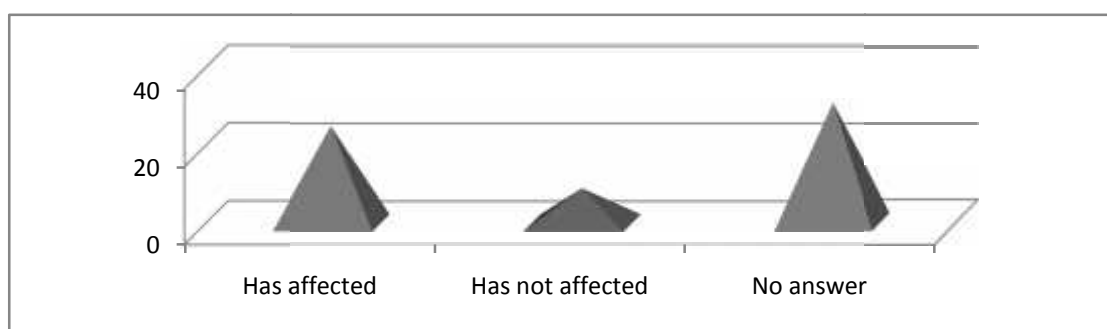
Table 7.1 Political Status and Participation

Type	Frequency	Percent
Political status has affected participation	25	38.5
Political status has not affected participation	9	13.8
No answer	31	47.7
Total	**65**	**100**

Source: Field Survey, 2014

The information presented in table 7.1 has been illustrated in figure 7.1.

Figure 7.1 Political Status and Participation

Source: Field Survey, 2014

After the devolution of power to the local community for the management of community schools, the management of such schools has been highly affected by local political environment. Local political leaders/cadres are usually capturing the important posts such as chairperson or member of SMC/PTA etc. Appointments of head teacher, teacher, official, transfer of teacher etc. have been highly affected by the political status.

According to S. M. Poudel (personal interview, March 5, 2014), there is political influence in the formation of SMC. The participants of FGD (March 1, 2014) feel that head teacher/SMC/teacher are appointed/transferred/promoted according to sharing among political parties. They argue that teachers are involved in political activities and it has negatively affected on teaching.

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B. Poudel (personal interview, March 9, 2014) argues that those who are involved in politics, are coming up and those who are not involved in politics are lying back. Anyway, community school management has been affected by political status.

7.5   Government Policy and Participation

Almost all the schools except some religious schools have been established under government policy. Introduction of institutional schools and transfer of responsibility of community schools to community is also carried out according to government policy. Thus, government policy is a one of the factors affecting participation.

Table 7.2 presents some facts about government policy as a factor affecting participation in respondent's view. For the answer to the question – how much government policy has affected participation, 32.3 percent told that it is high, 18.5 percent told that it is low and 49.2 percent told nothing.

Table 7.2 Government Policy and Participation

Type	Frequency	Percent
High	21	32.3
Low	12	18.5
No answer	32	49.2
Toal	**65**	**100**

Source: Field Survey, 2014

From this data, one can say that half of the respondents are either not familiar about government policy or did not want to reply. Many of them actually do not understand what present policies of government are and how it affects participation.

According to S. M. Poudel (personal interview, March 5, 2014), there is weakness in government policy and supervision. Poudel suggests:

- ⟩ Government policy/budget should be appropriate and sufficient;
- ⟩ Teachers salary should be sufficient so that they can spend their full time for teaching activities/produce materials such as books/articles etc.;
- ⟩ Those schools, which are situated in scarcely populated cathment area, should be merged;
- ⟩ Education should be according to student's desire.

The participants of FGD argue that although many of the government policies, including education act and education code of conduct, are good, they have not been implemented in the local level. Therefore, some of the government policies have been used as 'showing teeth of elephant'.

7.6   Gender and Participation

Gender is one of the factors, which affects in participation. The communities in the study area are usually patriarchic in nature. Often males are dominant over females. The extent of dominance by males over females in Brahman/Chhetri is seen more than in Janajati or Dalit. This has affected in the participation in community school management. Due to gender biasness, the percent of males in SMC and PTA is greater than that of females although they should be equal (chapter six).

7.7 Awareness/Education and Participation

Awareness or education can be taken as one of the factors, which affects participation. Table 7.3 shows the respondent's perception to the question whether education has affected participation or not. Among the respondents, 46.1 percent answered that educated people participate more, 38.5 percent told that educated and uneducated people participate equally while 7.7 percent of them told uneducated people participate more.

It is clear that educated people participate more in community school management than uneducated people. Because, educated people are familier with the school and they have interest in education of their children. They know the importance of education.
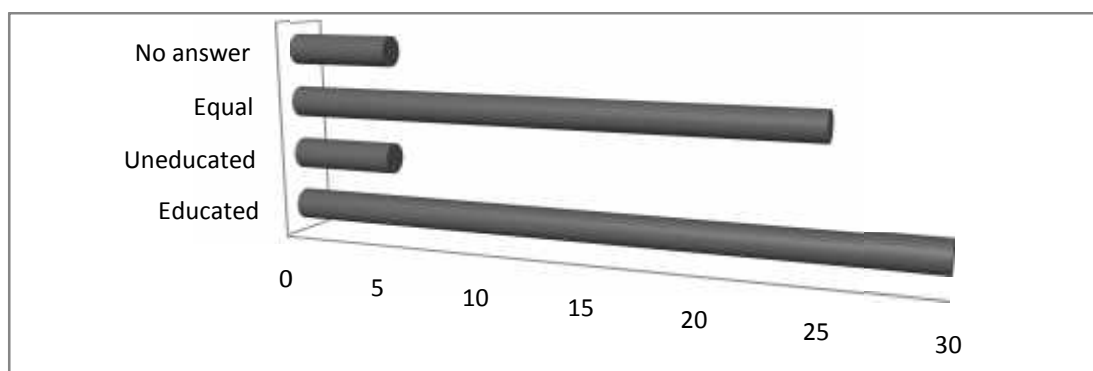
Table 7.3 Education and Participation

Type	Frequency	Percent
Uneducated	5	7.7
Educated	30	46.1
Equal	25	38.5
No answer	5	7.7
Total	**65**	**100**

Source: Field Survey, 2014

The information presented in the table 7.3, has been illustrated in figure 7.2 below.

Figure 7.2 Education and Participation

Source: Field Survey, 2014

According to S. M. Poudel (personal interview, March 5, 2014), there should be awareness in people and they should understand the importance of the institution as mentioned in this statement – if someone is thirsty, he/she can

understand the importance of water. Hence, it can be concluded that education has affected participation in community school management.

7.8   Age and Participation

Table 7.4 shows about age as a factor affecting participation. According to the responses given by the respondents, it is evident that majority, 64.6 percent, of the participants are adults (age 40 – 60 years).

Table 7.4 Age and Participation

Type	Frequency	Percent
Young	5	7.7
Adult	42	64.6
Old	5	7.7
Equal	4	6.2
No answer	9	13.8
Total	**65**	**100**

Source: Field Survey, 2014

This is because most of the head of households are adult and they themselves take part in outer sphere. They are more experienced and have own idea in such works. Therefore, adults are dominant in participation in community school management.

7.9   Geographic Condition and Participation

Distance is a geographical factor, which affects participation. The information concerning about the extent to which distance affects participation has been collected through questionnaire and has been shown in table 7.5. Among the respondents, 64.6 percent told that people from short distance participate more,

18.5 percent replied that people both from long and short distance participate equally.
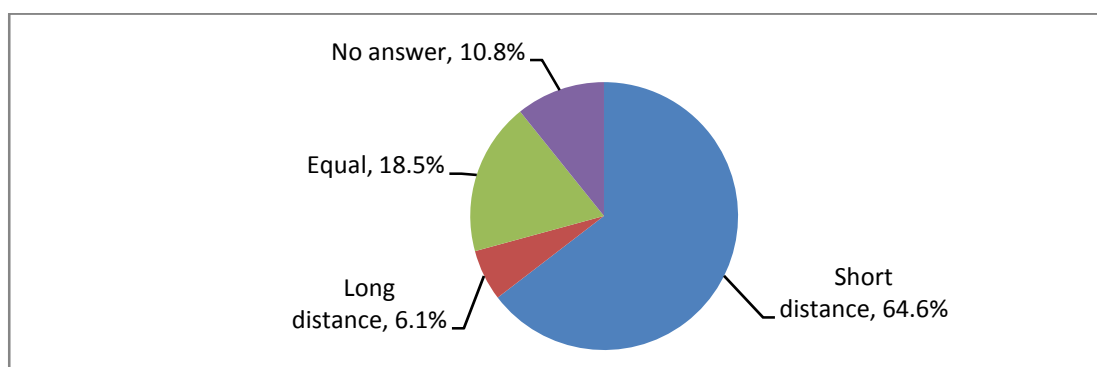
Table 7.5 Distance and Participation

Type	Frequency	Percent
Long distance	4	6.1
Short distance	42	64.6
Equal	12	18.5
No answer	7	10.8
Total	**65**	**100**

Source: Field Survey, 2014

The data given in table 7.5 has been presented in figure 7.3.

Figure 7.3 Distance and Participation

Source: Field Survey, 2014

Naturally, one can expect that it is easy to attend nearby places than farther places due to time factor etc. So, the data agree with the expectation.

7.10   Conflict and Participation

Conflict is direct and conscious struggle between individuals or groups for the same goal (Scott, 2005). Conflict may arise due to various causes such as based

on authority, regionalism, caste/ethnicity, gender, political ideology, class etc. Ritzer (n. d.) states Dahrendorf's view that two conflict groups can be formed within any association – those in position of authority and those in position of subordination – and they hold certain interests that are 'contradiction in substance and direction'.

Table 7.6 is the presentation of the result of an attempt to investigate the effect of conflict on participation. According to the table, concerning whether conflict has affected participation or not, 53.8 percent of the respondents told yes, 18.5 percent said no and 27.7 percent did not give answer.

Table 7.6 Conflict and Participation

Type	Frequency	Percent
Conflict has affected participation	35	53.8
Conflict has not affected participation	12	18.5
No answer	18	27.7
Total	**65**	**100**

Source: Field Survey, 2014

In community school management, conflict usually takes place between SMC/administration and parent/teacher/candidates. The subjects of conflict are formation of SMC/PTA, appointment of head teacher/teacher etc.

According to N. Poudel (Focus group discussion, March 1, 2014) there is mental conflict between the students reading in community school and private school. The participants of FGD agree that there is also conflict between teachers of community school.

CHAPTER-VIII

SUMMARY, CONCLUSION AND RECOMMENDATION

8.1 Summary and Findings

This study is designated to examine the various aspects of people's participation, to investigate the status of participants and to explore the extent in which different factors are affecting people's participation in community school management in Lamachour VDC. This study is based on people's participation approach of development. This study is descriptive in nature. The data are of both qualitative and quantitative. The sources of data are primary as well as secondary.

A field survey was carried out in the study area. It covered the catchment area of all the four community schools in the VDC. Out of about 620 households, 65 households were taken as sample during the survey. Direct observations of all the schools were done to collect information. Similarly, interviews were taken from the respondents with the help of the questionnaire. In addition, a focus group discussion and key informant interviews were also held to collect more information. Secondary sources of data such as research papers, population and housing census report, VDC profile etc. have been used. After processing the information, they have been analyzed, presented and discussed.

The main findings of this study are as follows:

) There are altogether 7 schools in the study area. Out of them 4 are community schools and 3 are institutional schools. There is a school in every ward of Lamachour VDC except ward number 3 and 4.

) The total number of students in all the four community schools of Lamachour VDC is 249. The average number of students in a class is approximately 7, whereas, the number of students in each class in hilly region recognized by the government is 45.

⟩ As per the survey, females are backward in education than the males. Among the population, 11.9 percent are still illiterate in which female are 9.3 percent and males are 2.7 percent.

⟩ The main sources of income of the respondents are agriculture and job. The frequency of people involved in agriculture and job are 35.5 percent and 32.2 percent respectively. The frequency of people who are engaged in business/industry and foreign job are 12.4 percent each. A few people, 7.5 percent, are engaged in daily wage based works.

⟩ From the field study, it is found that most of the respondents, 28.8 percent, participate for attending meeting/gathering which is organized by the schools and 22.2 percent participate in school anniversary. Formation of SMC, getting result of children, visiting teacher and admitting children in school are also the purposes of participation in which notable number of people take part.

⟩ Among the respondents, about 46.2 percent said that they just hear and sign up in other's opinions, 40.0 percent said that they say their opinion actively and react with other's opinion and 13.8 percent did not give any answer.

⟩ Majority (61.5%) of the respondents told that the level of satisfaction in participation is average. Only a few people (13.9%) thought that the level of satisfaction is high. The number of people who told the level of satisfaction as very high, low or very low is negligible.

⟩ People's participation is decreasing within five years in majority (60.0%) of the respondents view. Less than one-third of the respondents (27.7%) thought that it is increasing. Few people (12.2%) felt that it is constant.

⟩ In the study area, the number of students in community schools has decreased from 2009/10 to 2013/14. However, in institutional schools, the number of students in the same interval has increased.

⟩ In Nepal, the number of students in community schools is gradually decreasing whereas in institutional schools it is gradually increasing from 2010/11 to 2012/13.

⟩ As far as decrease in number of students in community schools under study is concerned, 38.9 percent of the respondents told that it is due to low quality, 27.7 percent replied that it is due to carelessness and 8.9 percent told it is due to decrease in population.

⟩ Considering the distribution of students according to caste/ethnicity and gender, the number of Brahman/Chhetri is highest (47.8 %). The number of Dalit occupy second position (36.5%) and that of Janajati in this area is minimum (15.7%). The number of boys is little bit greater (57.8%) than the number of girls (42.2%).

⟩ As far as distribution of members in SMC is concerned, there is a majority of males (77.8%) over females (22.2%). In PTA, males are 55.2 percent and females are 44.8 percent. As per the study, by caste/ethnicity, the access of Brahman/Chhetri in SMC and PTA is very high (83.2% in SMC and 76.3% in PTA) as compared to the number of Brahman/Chhetri students (47.8%). On the other hand, the access of Janajati and Dalit altogether is too low (16.8%) as compared to the total number of Janajati and Dalit students (52.2%).

⟩ It is evident that the percent of the number of Brahman/Chhetri-male members in SMC is too high (69.4%) than the Brahman/Chhetri-male students (24.9%).

⟩ In case of all of Brahman/Chhetri-female, Janajati-male, Janajati-female, Dalit-male and Dalit-female, the percent of members in SMC is less than the percent of their children in the schools.

⟩ Although the numbers of male and female teachers are approximately equal, the number of Janajati and Dalit teachers is too low, 5.6 percent, in comparison to Brahman/Chhetri teachers, 88.8 percent.

⟩ Most of the guardians in community schools are people with lower economic status or grassroots who cannot afford for institutional schools. However, the participants in SMC or PTA are from upper economic status or elite group/local political leaders.

⟩ Among the respondents, 46.2 percent told that community school management is dominated by Brahman/Chhetri, 7.6 percent told that it is dominated by Dalit whereas 46.2 percent told no reply to the question.

⟩ According to the data, 47.7 percent of the respondents replied that male dominate over female and only 13.8 percent of them told that female dominate over male.

⟩ Among the respondents, 61.5 percent replied that management is dominated by elite group/local political leaders, 27.7 percent told no and 10.8 percent gave no answer.

⟩ As far as position of participants based on economic status is concerned, 41.5 percent of the respondents felt that it is dominated by people with upper economic status, 18.5 percent by people with lower economic status, 12.3 percent said that there is no domination on the basis of economic status and 27.7 percent did not reply.

⟩ Among the community schools under study, those, which are located in hilly region, have been negatively affected by decrease in population. However, there is no positive effect of increase in population in the school located in plain area.

⟩ To answer whether political status has affected participation or not, 38.5 percent replied yes, 13.8 percent told no and nearly half of the respondents (47.7%) gave no answer.

⟩ For the answer to the question – how much government policy has affected participation – 32.3 percent told that it is high, 18.5 percent told that it is low and 49.2 percent told nothing.

⟩ Considering awareness or education as one of the factors, which affects participation, 46.1 percent of the respondents answered that educated

people participate more, 38.5 percent told that educated and uneducated people participate equally while 7.7 percent of them told uneducated people participate more.

〕 According to the responses given by the respondents, it is evident that majority, 64.6 percent, of the participants are adults (age 40 - 60 years).

〕 Among the respondents, 64.6 percent told that people from short distance participate more, 18.5 percent replied that people both from long and short distance participate equally.

〕 Majority of the people (52.3%) believed that the laws and code of conduct are partially followed while forming SMC/PTA, appointing head teacher and teacher.

〕 Considering conflict as a factor of participation, 53.2 percent of the respondents told that conflict has affected participation, 18.5 percent said not and 27.7 percent did not give answer. The subjects of conflict are formation of SMC/PTA, appointment of head teacher/teacher etc.

8.2 Conclusion

The policy of management of community schools is more or less guided by people's participation approach of development. In this regard, responsibility of management of community schools in the study area is given to SMC. However, community schools are backward than institutional schools. In fact, many community schools are falling towards crisis. It is because people's participation has not been effective in community school management at least in the study area.

There are various causes for ineffectiveness of people's participation and hence falling down the status of community schools. Low level of awareness of the people, prevalence of uneducated people in which the position of females is inferior to that of males, poverty, dominance by elite group and local political leaders in the community schools, carelessness of teachers who run behind

political parties, conflict, non-transparency, non-accountability etc. are responsible for the degradation of the schools. Out of these, dominance by political parties or their leaders/cadres seems to be most prominent.

Any community is not homogenous in itself. Thus, in the community under study, the people may be categorized into two groups – the first or the superior group and the second or the inferior group. The first group may include elite group (males from Brahman/Chhetri family, bureaucrats who are in power and people with upper economic status) and politically active persons (local political leaders/cadres/strong supporters of political parties). The second or the inferior group may include females, people with lower economic status, Janajati, Dalit and those people who are not actively involved in political parties.

In people's participation in community school management, there is non-proportionate in the distribution of power and benefit sharing with respect to the contribution for the development of school. From the opinions expressed by the respondents it seems that, the first or superior group has been taking more power and benefits than by the second or the inferior group. In some cases, a few people or a small group (the superior group) of people has exploited the resources of the school for their own benefit. Many of the people (inferior group) are far from the benefits, which could be obtained from the schools.

It should be considered that although Brahman/Chhetri, male, people with upper economic status, political leaders/cadres and bureaucrats lie within the superior group, which is supposed to dominate in the community school management, all of them are not involved in the exploitation. The dominating people lie in a small group within the superior group. On the other hand, some of the persons ('elites') within the inferior group may have been exploiting in the name of inferior group (Dalit or so on).

The status of the participants must be made equitable to increase the effectiveness of people's participation in community school management and

hence quality of education can be maintained. As a result, community schools may flourish or at least they may be saved from being collapsed.

8.3 Recommendation

8.3.1 Recommendation for Increasing Participation and its Effectiveness

) All the stakeholders should be aware of their right and duty. For this, people's awareness programs should be launched.

) The stakeholders (proper guardians) should be organized or at least there should be co-operation among them.

) The oppressed people should be empowered.

) Domination of elite group/local political leaders in community school management should be minimized.

) Teachers should be dutiful and careful in their job. There should be regular supervision and follow up by the guardians.

) Special scholarship should be provided for very poor children.

8.3.2 Recommendation for Further Study

) A comparative study on people's participation in school management would be carried out between two groups of community schools in which number of students is increasing in one group and it is decreasing in other group.

) A study would be carried out to investigate the gap between the government policy including education act and education code of conduct declared by the government and the state of implementation of them in the local (school) level.

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APPENDICES

APPENDIX-I

Glossary

Baisi	- Twenty-two in number
Barnashram	- A system based on Hindu religion in which whole life of a person is divided into four parts according to age and duty
Bastusthiti	- Situation
Bhikshus	- Buddhist monk
Brahmacharya	- Celibacy, chastity, a mode of life marked with devoted studies of the Vedas and other scriptures and books of knowledge with complete abstinence from sexual and secular pleasures
Choubisi	- Twenty-four in number
Dalit	- Somebody being crushed, trodden, trampled, oppressed and ruined by others (such as Kami, Damai, Sarki etc.)
Dharmashala	- A house or cottage made near street or religious place for travelers or poor persons to live
Gaun Vikas Samiti	- Village Development Committee
Gumba	- Temple of Buddhist
Gurubheti	- Gift for teacher
Guthi	- A social or governmental institution or property established for religious/educational/welfare purpose
Itihas	- History
Janajati	- Backwarded tribe in minority (such as Gurung, Magar, Bhujel, Newar etc.)
Khola	- Stream
Lama	- Buddhist priest or teacher

Ma	- In
Matha	- Hindu religious institution
Pati	- A house or cottage made travelers to stay
Pauwa	- A house or cottage with garden, guard etc., made to stay for pilgrims
Ropani	- A unit of measuring area equal to 5625 square feet
Satabij	- Mixed grains or seeds
Sattal	- A kind of house or cottage made travelers to stay
Shaiva	- Those who worship Hindu God Shiva
Shangha	- Institution of Buddhist bhikshus
Shastra	- Education/knowledge
Shiksha	- Education
Tole	- Small area of settlement
Vaishnav	- Those who worship Hindu God Vishnu
Vihar	- A house to live for Buddhist monk
Vivaran	- Particulars
Yogies	- Persons who abandon their family and practice religious activity according to Hindu religion

APPENDIX-II

Questionnaire

Serial No ___ VDC _____Ward No ___ Tole _____Phone _____

Name of respondent_____ Designation _____

I. Family Information

1. Head of household: -   a. Male   b. Female;   Total number of members _____

   Male _____   Female _____   Religion _____   Caste/ethnic group _____

2. Does this family, have own land?

   a. Yes   b. No   4

3. If yes, mention the area (in ropani):

   Residential land _____ Cultivable field _____ Others _____ Total _____

4. What is the type of ownership of house used by this family?

   a. Private   b. Rent   c. Institutional   d. Others

5. How long has been living this family in this area?

   a. Less than 5 years   b. 5   10 years   c. 10 years or more

6. What are the main sources of income?

   a. Agriculture   b. Business   c. Job   d. Foreign job   e. Others

7. Average annual income:

   Agriculture Rs_____ Business Rs _____ Job Rs_____

   Foreign job Rs _____ Others Rs _____Total Rs _____

8. Is the income sufficient for basic needs (feeding, clothing, renting and educating)?

   a. Not at all   b. Managing any how   c. Sufficient

II. Individual Information

9. Please, fill up the following table:

Individual Information

S. N.	Male/ Female	Age	Reading School	Education	Occupation	Marital Status	HH Worker (if any)
1.							
2.							
3.							
4.							
5.							
6.							
7.							

III. Various Aspects of Participation

10. How many times did you participate in activities of school in last 12 months?

   a. Five times or more   b. Less than five times   c. Non   13

11. In   what   activity   have   you   participated?

   a. Attending meeting/gathering   b. Admitting children   c. Visiting teacher

   d. Paying fee   e. Attending school anniversary   f. Getting result of children

   g. Formation of SMC/PTA   h. Labor donation   i. Others

12. Do you think your participation in the activities satisfactory?

   a. Very low   b. Low   c. Average   d. High   e. Very high

13. If your children read in community school, then what is the level of satisfaction?

   a. Very high   b. High   c. Average   d. Low   e. Very low

14. What is the level of people's participation in the school management?

   a. Very high   b. High   c. Average   d. Low   e. Very low

15. Do you think the participation of people in community school management is increasing / decreasing within last five years?

    a. Increasing   b. Constant   c. Decreasing

16. What may be the reason of decreasing number of students in community school?

    a. Conflict   b. Quality   c. Carelessness   d. Medium

    e. Decrease in population   f. Others

17. Do you think it is possible to improve the condition of community schools equivalent to or better than that of private schools?

    a. Yes   b. No

18. What type of facilities has the school provided?

    a. Drinking water   b. Toilet   c. Book   d. Bag   e. Library

    f. Science lab   g. Computer   h. Tiffin   i. Dress   j. Sports

19. If your children read in community school, then do you pay fee?

    a. Yes   b. No   21

20. If yes, in which topic?

    a. Regular tuition fee   b. Extra tuition fee   c. Exam fee   d. Others

IV. Status of Participants

21. Do the school administration/School Management Committee/Parent Teacher Association hear and accept your opinion?

    a. Always   b. Usually   c. Occasionally   d. Rarely   e. Never

22. Do you know any cases in which the school administration/School Management Committee/Parent Teacher Association accepted or rejected your opinion?

    Accepted _____ Rejected _____

23. If you have attended gathering/meeting, then how is your performance/involvement?

    a. Just follow other's opinion   b. Say own opinion /react actively

24. How much transparency is there in the activities of the school?

    a. Very high   b. High   c. Average   d. Low   e. Very low

25. How much accountability is there in the activities of the school?

    a. Very high   b. High   c. Average   d. Low   e. Very low

26. Do you think there is dominance of elite group/local political leaders in community school management?

   a. Yes   b. No   28

27. If yes, who belong to dominant group?
   a. By caste _____   b. By gender: i. Male   ii. Female
   c. By political party_____ d. By class: i. Upper   ii. Lower

V. Factors Affecting Participation

28. If your children read in private school, then what is the reason of not joining them in community school? Please write the reason.

   _____

29. If you think your participation is poor, then what may be the reasons?
   a. Biasness   b. Not informed in time   c. Economic condition   d. Gender
   e. Distance   f. Age   g. Considering not necessary   h. Family size
   i. Conflict   j. Government policy   k. Caste/ethnicity   l. Political

30. Is the Government laws/rules are followed in the formation of School Management Committee/Parent Teacher Association or appointment of head teacher/teacher?
   a. Completely followed   b. Partially followed   c. Usually not followed

31. How much the government policies including act and code of rules have affected participation?
   a. High   b. Low

32. What provisions in the government policy should be made for increasing participation?
   i) _____   ii) _____

33. People of which category are likely to participate more.
   a. Uneducated   b. Educated   c. Equally

34. People of which economic status are likely to participate more.
   a. Lower economic status   b. Upper economic status   c. Equally

35. People of which category are likely to participate more.
   a. Engaged in economic activity   b. Jobless   c. Equally

36. Who is likely to participate more?

a. Male   b. Female   c. Equally

37. People from which caste/ethnicity are likely to participate more.

a. Brahman/Chhetri   b. Janajati   c. Dalit   d. Equally

38. People from which geographic condition/distance are likely to participate more.

a. Long distance   b. Short distance   c. Equally

39. People from which age are likely to participate more.

a. Young   b. Adult   c. Old   d. Equally

40. Do you think that political status has affected participation?

a. Yes   b. No

41. Had there been any conflict in the school?

a. Yes   b. No   45

42. If yes, between which groups?

a. _____   b. _____

43. What were the causes of conflict?

a. _____   b. _____

44. Do you think that conflict has affected participation?

a. Yes   b. No

45. What were the causes of closing two schools in this area?

i) _____   ii) _____

46. What are the good points of participation in the school management?

i)_____   ii) _____

47. What are the weak points of participation in the school management?

i) _____   ii) _____

48. Do you have any more to say about people's participation in community school management?

_____

_____

Date: - _____

Thank you!

APPENDIX-III

Checklist

A. Schedule for Interview (Key Informant)

1. What is the level of people's participation in community school management in Lamachour VDC?

2. Do the participants have equal/equitable status in participation?

3. In what extent are different factors affecting participation?

4. What may be the reasons of ineffectiveness in participation?

5. Do you have any more to say about people's participation in community school management?

B. Checklist for Focus Group Discussion

1. People's participation in community school management in Lamachour VDC

2. Status of Participants

3. Factors Affecting Participation

C. Checklist for Observation

1. Distribution of students, members of SMC, members of PTA and teacher staff based on caste/ethnicity and sex

2. Total number of students, in each year from 2066 to 2070 BS (for community as well as institutional schools)

3. Photos of school building, students, meeting/gathering of people etc

APPENDIX-IV

Name List of Participants

A. Name List of Key Informants

1. Shovamohan Poudel, chairperson, SMC, Mahendra Secondary School

2. Maheshwor Poudel, chairperson, PTA, Mahendra Secondary School

3. Baburam Poudel, coordinator, Ward Civil Forum, Lamachour-9, Gharmi

4. Janhavi Acharya, head teacher, Akala Primary School

5. Surya Bahadur Nepali, technical assistant, Lamachour VDC

B. Name List of Participants of Focus Group Discussion

1 Himlal Poudel, chairperson, SMC, Gayatri Primary School

2. Naranath Poudel, ex. teacher, Mahendra Secondary School

3. Som Bahadur Sai, ex. teacher, Mahendra Secondary School

4. Druba Poudel, member, PTA, Mahendra Secondary School

5. Dhan Bahadur B. K., member, PTA, Mahendra Secondary School

6. Kopila Sunar, teacher/member, PTA, Mahendra Secondary School

7. Sita Sunar, guardian, Mahendra Secondary School

8. Nanda Raj Dahal, teacher, Mahendra Secondary School

9. Basudev Acharya, teacher, Jhuprangkot Primary School, Armala

10. Madhav Acharya, teacher, Bhumeshwor Primary School

11. Rajendra Poudel, non-teaching staff, Mahendra Secondary School

APPENDIX-VI

Maps Showing Locations
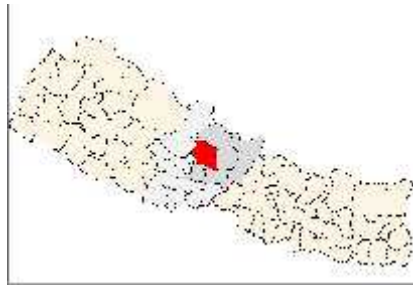
Nepal

Kaski district

Lamachour VDC, showing location of schools

Index

Community School

Institutional School