

**An Analysis of The School Drop-out in Sitaram Higher Secondary
School, Kaski**

A Thesis

Submitted to the faculty of humanities and Social Sciences
Department of Sociology/Anthropology PrithviNarayan Campus, Pokhara
in Partial fulfillment of Requirement for the Master Degree in Sociology

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March, 2014

LETTER OF RECOMMENDATION

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LETTER OF ACCEPTANCE

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ACKNOWLEDGEMENT

This thesis would not have been completed without the help of many people from their own areas.

First of all, I must thank my supervisor, Mrs. Shanti Bhusal, Head, Department of Sociology and Anthropology for her proper guidance, critical comments, suggestions and encouragement for the successful completion of my thesis.

I would like to express my sincere thanks to my friends LaxmiAdhikari, Deepanjal Shrestha, Gita Paija, Shiva DattaBaral and Rishiram Pandey for their invaluable support and advice during completion of this thesis by providing necessary materials.

Likewise, I am very much thankful to all the respondents of Thumakodanda VDC for their participation and coordination during my field visit.

Similarly, I would like to thank to school headmaster, teachers and staff of Sitaram Higher Secondary school who provided me information regarding the research. I am grateful to all the faculty member and staff of Department of Sociology and Anthropology, Prithwi Narayan Campus for providing me information and materials.

In addition, heartily thanks to my father Narayan Prasad Sapkota, father in law TeknathBaral, husband Dhaka Mohan Baral, son AbbalBaral and Daughter AbhishreeBaral for their constant support and motivation.

SrijanaSapkota

April, 2015

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LIS OF ABBREVIATION

DDC:	District Development Committee
DEO:	District Education Office
DEO:	District Education Officer
EFA:	Education for All
GAD:	Gender and Development
NGO:	Non-Government Organization
SASS:	Sociology/Anthropology Students' Society
SMC:	School Management Committee
UN:	United Nations
UNDP:	United Nations Development Program
VDC:	Village Development Committee
WAD:	Women and Development
WB:	World Bank
WID:	Women in Development

ABSTRACT

This thesis has focused on the determinants of school dropout of Thumakodanda VDC of Kaski. The affecting factors of regularizing the school education and the problems of school dropout have been discussed. The prominent focus of this study is to find out the socio-economic conditions of dropout students at community schools and to explore the causes of such dropout.

This study was carried out based on the field survey and analysis. Census method was used to identify the causes and consequences of school dropout among the students. Primary data was collected based on intensively interview with structured questionnaire developed. Observation, key informants interview and case study methods were also used to explore and triangulate the field information.

The study found that main causes of dropout were poverty, lack of value of education among parents, early marriage in some cases, more children in a family, failing in the examination, caring of their younger brothers and sisters, performing household and income generating activities, and ignorance of parents on the importance of education of their children.

It was found that based on the age wise analysis, 31.37 percent of respondents dropped school at the age between 6 to 10. Similarly, 21.56 percent of them left at the age between 11 to 15 and 47.06 percent of them left at the age between 16 and 20. Out of 51 respondents who were dropped out from the school during the period of 2067 to 2071, 27 were girls and 24 were boys. Analyzing the caste/ethnicity of the respondents it was found that more than two third (66.69%) caste represent from Dalit, including Kami and Damai. Overall, economic, social/family and educational factors were the major contributing factors for students dropout.

CHAPTER I

INTRODUCTION

1.1 Background

Etymologically the word "education" is derived from the Latin word *educare* which means "I educate or I train".(assessed at wikipedia.org). Education began in the earliest prehistory, as adults trained the young in the knowledge and skills deemed necessary in their society. In pre-literate societies this was achieved orally and through imitation. Story-telling passed knowledge, values, and skills from one generation to the next. Formal education occurs in a structured environment whose explicit purpose is teaching students. Usually formal education takes place in a school environment, with classrooms of multiple students learning together with a trained teacher. Most school systems are designed around a set of values or ideals that govern all educational choices in that system. Such choices include curriculum, physical classroom design, student-teacher interactions, and methods of assessment, class size, educational activities, and more. (Assessed at wikipedia.org).

Education provides the basis for human capital and the social foundation for efficient and equitable societies, without which economic development cannot be sustained. Education is an essential for the overall development of a person as well as a country. Education is considered as the main driving force of any country's development. No country has made good Progress in equality and dignified life within society in the absence of quality education and educated people. Consequently it is an integral part of the development for the country. Universally, education is regarded as the fundamental right of people. But many children still never attend primary school or they do dropout early. The reasons for this are many, and they are often related to poverty.

Education in Nepal was long based on home schooling and Gurukul. The first formal school was established in 1853 but was intended to the elites. The birth of the Nepalese democracy in 1951 opened up the classrooms to a more diverse population. The Ministry of Education is the apex body responsible for initiating and managing education activities in the country. The Minister of Education, assisted by the

State/Assistant Minister, provides political leadership to the Ministry. The Ministry, as a part of the government bureaucracy, is headed by the Secretary of Education and consists of the central office, various functional offices, and offices located at the regional and district levels. The central office or the Ministry is mainly responsible for policy development, planning and monitoring, and evaluation regarding different aspects of education. (*Education for all, Mid-Decade Assessment National Report: Ministry of Education*)

After the restoration of democracy in 1990, the Nepali government established at least one primary school in each ward to meet the demands of the UN declaration Education for all. Interim constitution 2063 of Nepal has declared right relating to education and culture as fundamental rights. Every citizen shall have the right to get free education up to the secondary level from the State, as provided in law.

The government of Nepal is committed on major goals set by the Dakar Forum for the year 2015. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children. By 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities have access to free and compulsory primary education of good quality. The Government is achieving gender equality in education by 2015, with a focus on ensuring girl's full and equal access to and achievement in, basic education of good quality. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy. (*Education for all, Mid-Decade Assessment National Report: Ministry of Education*)

In September 2000, the largest gathering of world leaders in history which is called as Millennium Summit adopted the UN Millennium Declaration, committing their nations to a new global partnership to reduce extreme poverty and setting out a series of time-bound targets, with a deadline of 2015, that have become known as the Millennium Development Goals. Education is one of dimensions of its quantified and time bound targets for addressing extreme poverty of planet. Major goal and target related to primary education of this summit are as

Goal: Achieve Universal Primary Education

Target: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.

Indicators to see the progress on this goal are:

1. Net enrolment ratio in primary education
2. Proportion of pupils starting grade 1 who reach grade 5
3. Literacy rate of 15-24 year-olds

The government of Nepal and the development partners assisting in Nepal's socio-economic development has put their efforts to accelerate the achievement of MDGs. The government have not only increased the budget for education but also placed importance on its quality. Enrolment at primary level has given due emphasis and targets all children, irrespective their economic and social status, to be enrolled in primary schools compulsorily.

However, dropout both in primary and secondary level has remained still a Problem even today. A dropout is anyone who leaves school, college or university without either completing their course of study or transferring to another educational institution. School dropouts have a serious negative impact on the societies. Early dropout from the education system is leading into low qualification and most often to unemployment. Often this divide further distances various social, cultural or ethnical groups within a society. Chugh opines that those children who enrolled in one school but failed to appear in final exam or next year at the same school are considered dropouts unless they graduated in that year. In Nepal dropout is commonly determined from the school register. Dropouts from school are defined as young children, who enroll in school and for some reason other than death leaves school before completing the grade without transferring to another school (Chugh, 2011). Dropping out of children from school has become a serious problem in many places around the world (Young & Chavez, 2002), especially in low income countries like Nepal. According to Lewin & Sabates (2012), although large number of children has started primary school than ever before, the rate at which children dropout from school had remained high in poorer countries?

School dropout is major problem in social development in Nepal. Only seven out of ten children enrolled in grade 1 in Nepal's schools reach grade 5, and more than half of them quit school before reaching the lower secondary level. This is one of the

sobering results of the recently released Flash Report 2011-12, which was prepared with UNESCO's technical support by the Department of Education. In reports from MoE it shows that 7.1 percent of children who enrolled in class one dropout in same class.

Community school dropout and repetition are so wide spread in South Asia. The cost to produce a primary school graduate is unnecessarily high. By eliminating the number of dropout and repeaters the cost saving to government could be substantial through improved school efficiency by graduating more students at a lower cost. When combined with programmes to enhance school learning, the value added to saving is increased yet again as each students learn more, and when parents are convinced of the value of schooling community responsibility for education increase including payment for school upkeep. As a studied in south Asia, for every 100 children who starts grade one, less than sixty will complete grade five within the prescribed time.(ADB1998). To ensure all children benefit from primary school, innovative programs are needed to attract children whose parents do not value education most often girls and the rural poor to enter and complete primary schooling within a set time

1.2 Statement of the Problem

Research in the developing countries has suggested a wide range of factors that may contribute to primary school dropout such as family, socio-economic status, children characteristics, school distance. There is considerably less research about what students do after dropout and why do they dropout. With the help of new national and international vision, this study examines the actual rate of school dropout in Thumakodanda VDC of Kaski, the research area.

Corresponding to national and international commitments to primary education, this study examines the actual rates of primary school dropout in Thumakodanda VDC of Kaski District of Nepal. The perceived antecedents of primary school dropout and the subsequent activities after dropout and the association between the perceived antecedents and subsequent activities will be examined. This study, therefore, tries to find the answer to the following questions.

- What is the socio-economic condition of school dropout students?

- What are the main causes of dropout students in Sitaram Higher Secondary school?

1.3 Objective of the Study

The general objective of this research is to explore the contributing factors of dropouts in the context of Thumakodanda VDC. The specific objectives are as follows:

- To find out the socio-economic condition of dropout students at community schools
- To explore the causes of dropout at community school students.

1.4 Importance of the Study

Study of school dropout itself is very important subject in social research, therefore its study is needed. With the study of this kind of research, causes of school dropout can be found out. Government organization, NGOs, various community based organization will be beneficial from this research. This research will increase additional support for the research literature. This study helps to find out the causes of community school dropout and the consequences in family and the society.

1.5 Limitation of the Study

The study is an academy research for the partial fulfillment of requirement for the Post graduate degree in sociology. This being a work for a dissertation research, was obviously constrained by time, data availability and resources. However, this study is helpful to all those who are interested in the field of educational development.

This study looks at the dropout of school children in Thumakodanda VDC of Kaski district. Out of eight community schools one school is select for this research. This research is confined It is based on the particular objectives, hence the findings derived from this study cannot, however, be generalized to other VDCs as well as the districts. In terms of children's Dropout of community school, there are limited sources of secondary information. The next problem is that being an objective-oriented study, it may not be able to give detailed description on aspect of education of community school. Similarly, this study will look at the causing factor of dropout in general term. It will, however, not cover the wider socio-economic context to school dropout.

1.6 Definition of the Key Terms

School Dropout

Those children who enrolled in one school but failed to appear in final exam or next year at the same school are considered dropouts unless they graduated in that year. In Nepal dropout is commonly determined from the school register. For this study however dropout students were indentified in a three steps process based on school register, consultation with teacher and class follows.

Dropout Rate

The Dropout Rate is the proportion of dropout population against the total enrollment at the beginning of the school year. In other words, the dropout rate is percentage of pupils who dropout school from a particular grade without completing the grade cycle.

Repetition Rate

Students who are retained in the same grade base on their failing examination score will be treated as repetition. The repetition rate is thus the proportion of failing or repeating students against the total enrolment at the beginning of the school year.

Subsequent Activities of School Dropout

Subsequent activities of school dropout are the activities in which students who have dropped out are currently engaged. The Possible subsequent activities of dropout includes household chore, doing nothing, wage labour and others such as drug abuse, criminal activities etc

Child Labour

Child labour will be defined as substantial work in the family home, on the family farm, or elsewhere for wages that is done by children under 14 years Ols and these conflicts attending school is not considered child labour.

1.6 Organization of the Thesis

This Thesis is organized in six chapters. The first chapter includes introduction, backgrounds, statement of the research problem, objective of the study, important of the study, limitation of the study and ethical consideration. The second chapter deals

with literature review. It consists of the concept and definitions sociology of education, gender differentials of dropout, gender related approach, concept of social exclusion and review of previous study.

The third chapter describes the research methodology used for the study. Under this chapter, research design, rational of the study area, nature and sources of data, universe and sample, Primary data collection are discussed. Similarly, the fourth chapter deals with the study area and Socio-economic characteristics of the respondents.

The fifth chapter describes analysis of the causes of dropout. Finally, the sixth chapter comprises the summary and conclusion of the study.

CHAPTER II

LITERATURE REVIEW

2.1 Concept of Overview

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

Right to get education is fundamental right of the citizen. (Interim constitution, 2063) Dropouts from school can be defined as young children, who enroll in school and for some reason other than death leaves school before completing the grade without transferring to another school. Dropout and repetition of grades are costly and waste of time.

In 1948 United Nation declared in article 26 (1) of Universal Declaration of Human Rights that "everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit."

With a purpose of bringing education administration nearer to the people, the Ministry has established five Regional Directorates and 75 District Education Offices in five development regions and 75 districts respectively. These decentralized offices are responsible for overseeing non-formal and school-level education activities in their respective areas. Regional Directorates are mainly responsible for coordinating, monitoring and evaluation of education activities. District Education Offices are the main implementing agencies.

Legally, there are two types of school in the country: community and institutional. Community schools receive regular government grants whereas institutional schools are funded by school's own or other non-governmental sources. Institutional schools are organized either as a non-profit trust or as a company. However, in practical terms, schools are mainly of two types: public (community) and private (institutional).

A third type of school is the kind run by the local people enthusiastic toward having a school in their locality. They do not receive regular government grants and most of them do not have any other sustainable financial source. Supported and managed by the local people, they can be thus identified as the real community schools.

The education for Nepal was neglected during 1846 (CERID1991). During this period people were isolated from education opportunities. Only after 1950 the democracy was established and then the role of education has been realized as the main vehicle for development and change in the country. Literacy open up communication beyond the primary group and it opens up windows for upper levels education.

Causes of dropout

High dropout and repetitions rates can be attributed to a number of causes. Nepal Human Development Report 1998 states that the following are the most significant causes of dropout:

Household work burden of children;

Irregularity of school operation;

Low perceived relevance of education;

Neglect of mother tongue in school;

Caste and ethnic discrimination;

Under aged – children (NHDR, 1998).

However, Raluca Zaharia, an education officer of UNICEF in Romania argues that major cause of dropout are financial problem of family, education of parents, siblings' society, divorce of parents' and alcoholism, domestic violence, membership of street gangs, making money from unskilled work and lack of trust in Education.(Early school dropout : cause and possible ways to prevent it (Zahria, 20000)

With the advent of democracy the periodic plans mentioned that the objective of primary education is to make students literate with ability to read and write, do basic computation and to develop the habits of healthy living (NPC 1992). High female enrolment was extended in order to attract girls to regular school attendance without dropping out. The support was continued up to the lower secondary level. The thirteen plan of Nepal had given more emphasis on primary education. It is committed to provide primary education for all the students. To encourage the student it has provided the text books free of cost and uniform for girl. Khaja has provided to socially marginalized groups and oil has been distributed in Karnali region.

Factors Influencing Dropout

Research suggests that a range of interrelated demand and supply factors interact to influence how and why children dropout from school.

Household Income and Financial Circumstances

Household income is found to be an important factor in determining access to education as schooling potentially incurs a range of costs, both upfront and hidden. Upfront costs include school fees, while the more hidden costs include uniforms, travel, equipment and the opportunity costs of sending a child to school. Household income is linked to a range of factors: when children start school, how often they attend, whether they have to temporary withdrawn and also when and if they dropout (Croft, 2002:87-88).

Income Shocks

How households deal with income shocks is also an important factor in maintain school access. Research indicates that vulnerable households can withdraw children from school as part of their coping strategy to deal with shocks to income, often in order to work, save on costs or to free other household members up to work (Boyle et al, 2002; de jenvry et al,2006;) At what stages children are withdrawn from school within this coping mechanism might differ. Household are likely to draw on a number of the coping strategies; e.g. using household assets, taking out loans, asking for assistance. Whether households have access to these is likely to influence their decision-making processes. Where these possibilities are not present, it is difficult for the household to protect itself against external shocks, meaning children may be forced to leave school as part of a household coping strategy. (Becker,1978 cited in

Duryea,2003; Hunter &May,2003;) Research by Ersado (2005) on patterns of child labour and schooling decisions, showed that in rural Nepal and Zimbabwe access to a commercial bank had a positive effect on child schooling and a negative impact on child labour.

Child Work

There is a substantial research literature on various aspects of child labour and education access, including the relationship between child labour and poverty; the types of work children are carrying out (Paid, household-unpaid, agricultural); household structure, educational access and work: whether child work hinders or helps access to schooling; the gendered and vocational aspect of work and access, etc. While conclusions made should be embedded within the contexts of the research, a number of studies have produced similar findings which are drawn upon here.

Drawing on some point about child labour in general, some points will be raised. Differences exist in terms of whether work is paid or unpaid; income generating in some way; or part of what might be regarded as household chores or support. It is important to note the difficulties in trying to pinpoint causal determinations around such complex and household-specific decisions and attributes, particularly where factors interact with each other. In this case, research indicates poverty, gender, location, household education levels, household income levels, and season often interact with child labour to influence a child's education. For example, rural children are more likely to work than urban and pre-urban children. (Canagarajah & Coulombe, 1997)

Migration

Child migration can be linked to both increased and decreased educational opportunities (Hashim, 2005). For example, children may move into urban areas to access education, but also may migrate to gain paid employment, which may limit educational chances; children living in slum areas or without permanent residence may move frequently, often leaving school as a result (Chitnis & Suvan, 1984). Migration patterns of communities and labour market expectation may influence demand for schooling and therefore dropping out. For example, Ping and Piek's 2003, Review of rural-urban migration in China suggests that there is little incentive to acquire an education beyond elementary literacy in their case study community,

due to labour market demand. Thus, in villages where there is a lot of rural-urban migration, pupils frequently drop out of school before the completion of compulsory education to migrate to cities.

National Education Policy

The government of Nepal has unveiled the budget for the fiscal year 2071/72. The government has allocated Rs 86.03 billion for the development of entire education sector in the upcoming fiscal year. According budget speech existing education act will be amended, emphasis on promoting technical and vocational education. As stated by the government in its fiscal year as the government polity of merging schools with least number of student and close proximity. The government has the ambition of eradicating the prevailing illiteracy through various illiteracy eradication programs to literate all Nepalese within two years. Education will be made qualitative, skill oriented and vocation oriented. All Nepalese will get opportunity to complete their primary education in their mother tongue and free education will be provided up-to class ten gradually. Likewise the government has made the provision of nutrition day meal programs to stop dropout, expansion of CDC, continuity of open school program and various other program for students of Karnali districts having food shortage, low access to education and low girls students enrollment rate.

In addition to public expenditure, households and communities are spending a substantial proportion of their resources on their children's education. Given the proportion of public and private spending, the value of education in terms of quality and relevance is now a matter of general concern.

The government is committed to providing all children with free basic education of high quality and relevance. Completion of basic education by all children will bring long term benefits to the country.

2.2 Theoretical Overview

Sociology of Education

Sociology of education is the one of specialized fields of sociological inquiry. It analyzes the institution and organization of education. It studies the functional relationship between education and the others. Sociology of education studies "education as means transmissions of culture it studies the functional import ants of education. It makes studies of school organizations and relation between school and

social structure. The interaction of these social forces with the internal organization of the school is explored in order to find out the social determinant educability and educational selection. Sociology education stress upon the social importance of education that is widely recognized today, specially modern industrialized societies." (Raw, 2001)

Education as a process and an idea exists within a societal context. Whether formal or informal learning, education is organized in the society by individuals who are members of a particular group, community, states and nation. Sociology of education mainly deal with the relation between sociology and education.

The sociology of education is the study of how social institutions and individual experiences affect education and its outcome. Education is concerned with all forms of education i.e. formal and informal education systems of modern industrial societies. It is relatively a new branch and two great sociologists Emile Durkheim and Max Weber were the father of sociology of education. Emile Durkheim's work on moral education as a basis for social solidarity is considered the beginning of sociology of education.

It gained interest and lot of sociological studies done on the subject. Statistical and field research across numerous societies showed a persistent link between an individual's social class and achievement, and suggested that education could only achieve limited social mobility. Sociological studies showed how schooling patterns reflected, rather than challenged, class stratification and racial and sexual discrimination. Sociology of education is a branch of study and very helpful in finding the relation between sociology and education.

The sociology of education is the study of how social institutions and forces affect educational processes and outcomes, and vice versa. By many, education is understood to be a means of overcoming handicaps, achieving greater equality and acquiring wealth and status for all (Sargent 1994). Learners may be motivated by aspirations for progress and betterment. Education is perceived as a place where children can develop according to their unique needs and potentialities. The purpose of education is to develop every individual to their full potential. Sociology is the systematic study of society. Sociology encompasses all the elements of society i.e. social relation, social stratification, social interaction, culture. Scope of sociology is

wide and it ranges from the analysis of interaction of two anonymous persons to the global social interaction in global institution. Education consists of systematic instruction, teaching and training by professional teachers

The relation between sociology and education has always been a subject of debate. One concept says education is meant to overcome the inequalities of society whereas the other says the prime function of education is to promote the equilibrium status of the society ie it tries to maintain equality/inequality whatever state is prevalent in the society.

Gender Differentials of Dropout

Gender studies are new Concept of Social sciences. Role and responsibilities assigned to men and women by the society are Gender. It studies the socio-cultural role of male and female in society. Oakley and Rogers has further cleared that "Gender is a socially constructed and responsibilities assigned to men and women in a given culture/society and location based upon their societal/cultural structures, gender is learned behavior, not permanent that change, over time. It is a social construct, independent of biology. "(Chaulagain, Pokharel and Sapkota, 2060, page 6). Various studies suggest that the dropout in the community schools vary between girls and boys. The social structure of the country largely determines the dropout ratio of boys and girls. More girls do dropout from schools than boys. This study will, therefore, look at whether this argument is right. The study investigates the gender and caste status of dropout. In a report of Basic Education and Gender Equality of UNICEF we can find "The single greatest factor keeping girls out of school is gender discrimination, compounded by the caste, class, religious and ethnic divisions that pervade the region. Moreover, sanitation facilities in schools are woefully inadequate, affecting girls far more than boys. Lack of appropriately private and sanitary facilities contributes to decisions on whether girls ever attend, and directly influences how long they will stay in school". Gender studies are an interdisciplinary perspective. "Unlike other sociological theories feminist theories/gender studies is the work of interdisciplinary community. That includes not only sociologist but also scholar from other disciplines e.g. anthropology, biology, economics, history, philosophy, law, literature, political science and many more. It includes the best contributors in their field the best literature writers, political activities spoke persons for women of

colour(black, white) and a writers of different fields from Europe, America, Australia and the third world countries mostly the English language contributors.

Chaulagain, Pokharel and Sapkota further argues that due to its interdisciplinary characteristics gender studies has been the most dynamic school of critical theory during the 1990s, having an impact in various disciplines including sociology. This is not only because of the dynamic of expanding the general theory but using the feminist sociology theory in the field of sociological subject e.g. family, work, organization, violence of law, criminology and the theory of global order. Even being dynamic in its character gender studies is still margin alised in its own fields and many of disciplines including sociology are still heisted to uncooperative feminist theory in the main stream party may be due to radical approach for party because many of its creators do not belling to one particular disciplines.

The other aspect might be its origin from the political activism which question its scientific credentials to undertaking the hidden aspect might be that its scholars are musty women and mostly concerned on women's issues rather on both man and women issues. (Chaulagain, Pokharel &Sapkota, 2060)

Caste Differential of Dropout

"People living by honest physical work were treated as Sudra, and industrialists and business men as Vaisya. This led to an inevitable value system that encourages the mushrooming of the neo-Brahmans today. The Neo-Brahmans loathe physical work,in fact, any honest means of becoming rich just as the priestly Brahmins do. Since the value of our modern education system has always been an extension of the old value system it tends to produce only, Neo-Brahmans even out of technical graduates. The importance of education for the common people at present is in its attraction for getting out of physical work. This attraction penetrates all the way down to primary and preprimary level of education and into the remotest part of the country."(Bist Dorbahadur, 2007).

Dropout in the community schools vary based on the caste composition of the society. Dalit and Janajatis are more prone to dropout than Brahmin and Chhetris. The studies suggest that dalit girls among the girls and dalit boys among the boys do dropout from the school. This study will look into this argument critically.

Concept of Social exclusion

Social exclusion is the process in which individuals or entire communities of people are systematically blocked from (or denied full access to) various rights, opportunities and resources that are normally available to members of a different group, and which are fundamental to social integration within that particular group (e.g., housing, employment, healthcare, civic engagement, democratic participation, and due process). The outcome of social exclusion is that affected individuals or communities are prevented from participating fully in the economic, social, and political life of the society in which they live. Socio- Political exclusion in Nepal is based on caste, gender, ethnicity, and even geographically. Nepal retains its centuries-old caste system. Dalits, the discriminated people under this system, suffer from restriction on the use public amenities, deprivation of economic opportunities, and general neglect by the state and society. Almost half of Nepal's Dalits live below the poverty line. They are landless and much poorer than the dominant caste population. Their life expectancy is lower than the national average, and so is their literacy rate.

School Quality Differential of Dropout

Retention of student on school is effected by the quality of school and its environment. Mostly student do not dropout from the school with qualitative physical infrastructure and sound environment. School quality and grade completion by students are shown to be directly linked, leading to very different perspectives on educational policy in developing countries. Students perceive differences in school quality, measured as expected achievement improvements in a given school, and act on it. In a research Eric, Victor and Kohotaar said, "But, holding constant the individual's own ability and achievement, a student attending a higher quality school will tend to stay in school. A student attending a lower quality school is more likely to dropout and completes fewer grades. Students recognize quality differences and act on them. Bringing all schools up to the best quality school would reduce the dropout rate estimated in the sampled Egyptian schools by two-thirds or more." (Eric A Hanushek, Victor Lavy and Kohtaro Hitomi: 2006). Quality of teacher and well management play significant role in school. In the research Eric, Victor and Kohtaro further said, "Overall school quality could include some combination of teacher and administrator quality; school-specific factors including textbooks, conditions of the plant, and so forth; or school peers."

2.3 Review of previous Studies

B.K., Tilak Bahadur(2012) has written a thesis entitled *Determinants of primary School Drop Out (A Case Study of Vyas Municipality)*. According to the B.K. there was not one single cause of dropout. Dropout is often a process rather than the result of one single event, and therefore had more than a proximate cause.

He concluded that the government had committed to provide primary education for all by 2015; strategic measures to prevent the children to dropout from school once they are enrolled there and to retain them throughout the cycle of primary education are almost importance demanding immediate concern from both the stakeholders and service provider. The Education for All (EFA) core document and National Plan of Action for EFA have expressively made policy commitment to launch a new program for the school dropout children, for without addressing this dropout problem, the goal of EFA program will remain a cherished dream only. To address this educational wastages and strategies are to be worked out and implemented in order to bring these children back to the school or to retain them in the school.

A Thesis entitled, *Factors Affecting Primary School Dropout in Dalit community of Ruru Kshetra* has stated that the primary education system costs as much over five year because of the loss of all those who drop out of school without mastering certain grade. A large portion of Nepal's government budget is invested each year in education, but a substantial portion is washing away as sure as the snow melt in Nepal's mountains during sunny summer days. The conclusion of the study does not depart noticeably from those of the prior researches on primary dalit school dropout in the countries like Nepal, but they do offer a new perspective. The literature has suggested that dropout is primarily due to poorfamilies' need to put all hands to work as soon as they can be productive. He further suggested that to have strong evidence about the cause of dropout, it is important to study both children who have dropped out and those who have not, to distinguish between the two.

Dropout of Children from schools in Nepal, a thesis penned by the Wagle in 2012 AD also states about the school drop-out in community school of Nepal.

Wagle has concluded that Children mainly dropped out of school due to economic and social reasons. Children who were dropped out were engaged in various types of work and labour in their daily lives. Girls were responsible to perform every

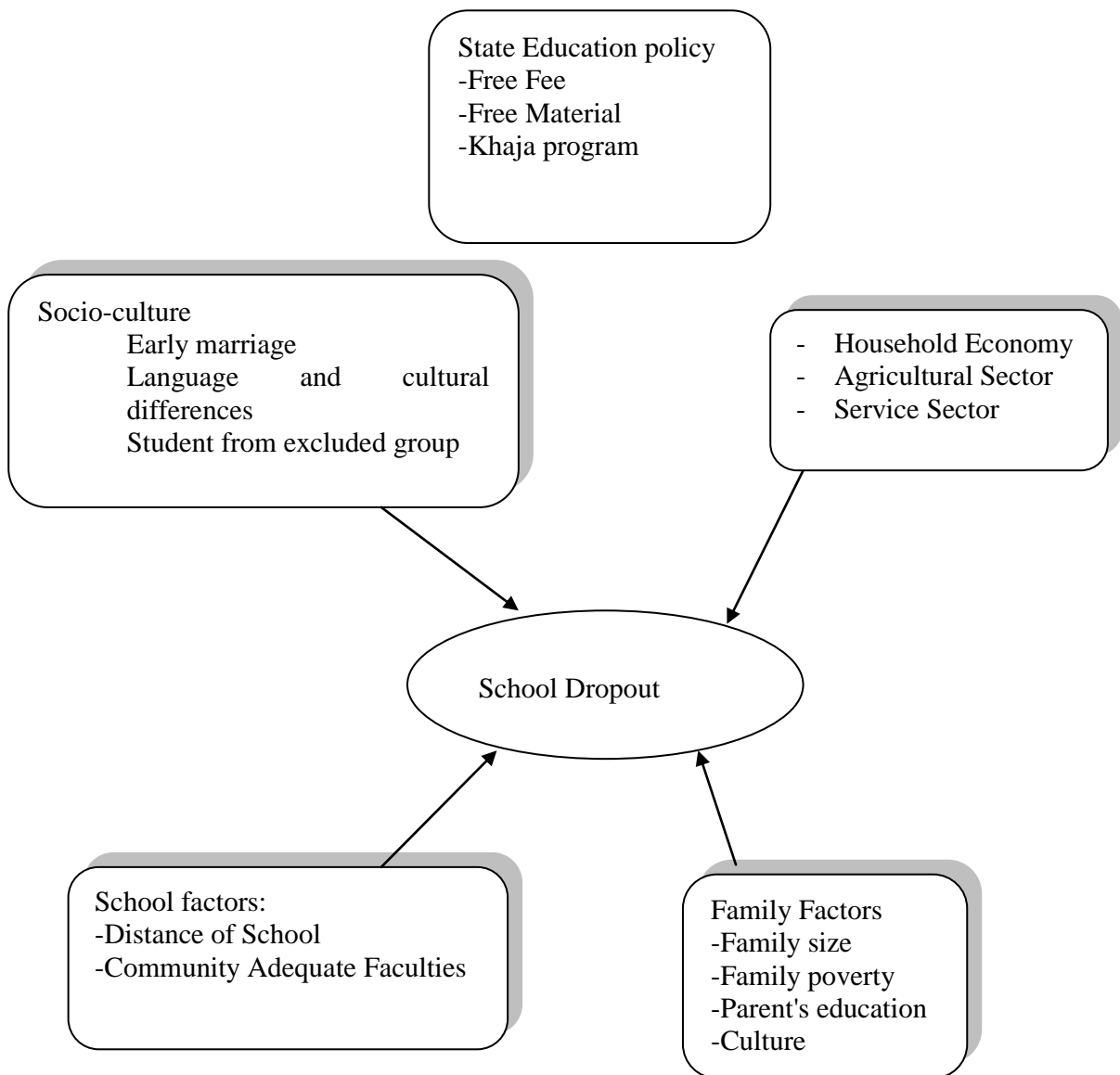
household duty such as cooking, cleaning utensils, taking care of their houses and younger siblings. In addition, they were responsible to plant and harvest crops and take care of the livestock during agricultural seasons. Boy's every day activities were to engage themselves in agricultural works like plugging fields, planting and harvesting crops and taking care of cattle during farming season. Apart from farming season, boys were engaged in hazardous work and labour such as construction of houses and transportation. Every child who was dropped out was contributing to their family needs and demands.

Similarly in a Thesis Aryal said that aside from encouraging parents to value education and making schools more interesting for children, an urgent need exists to better understand the dynamics among the family, teacher and school administrator.

2.4 Conceptual Framework

The research topic covers the wide range of concepts such as concept of formal education, concept of dropout, gender and dropout, caste and dropout, social exclusion and dropout, government and international communities' commitment to primary school and the initiatives taken to control dropout is taken as reference for the study. The literature on developing countries has revealed several commonly observed antecedents of dropout such as family income and poverty (Carlow and Pastor, 2000, Halpern & Myres, 1985) Parents education , family size , land holding , early marriage and School physical condition quality of educational services and student poor performance delinquent behavior and affiliation with anti-social peers have also been identified as antecedent of dropout.

This dissertation examines previously identified antecedent and outcomes of dropout that appear most applicable in the Nepalese context more specifically in the present setting i.e. in the setting of Thumakodanda VDC of Kaski District. The study also uses a methodology allowing sufficient room for uncovering other perceived antecedents and subsequent activities that may be important in Nepal. The overall conceptual model guiding the study is shown in following figure.



Conceptual Framework

Figure 2.1

Source: B. K., Tilak Bahadur 2012

Socio-economic variables influence the dropout of student directly by influencing the pupil's decision to drop-out from school, or that of the parent to withdraw the pupils from schooling. The variable also indirectly influences the dropout of pupils' be negatively affecting their education achievement in school (attendance, learning and performance in examination), this in turn influence dropout of pupils.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Rationale of the of Study Area

This study specially focuses on the causes of school dropout in Tumakodanda VDC of kaski district. There are various caste groups around the VDC and there are specific socio cultural beliefs for the survival.

Thumakodanda VDC covers 41.26 square kilometers area of Kaski district and situated at north-east part of the district. According to village profile which is prepared by the VDC itself in the year 2067, the total population is 4256 of which 2160 are male and 2096 are female. Basically, majority of residents are the Brahmins and Chhetris followed by Gurungs and Dalits. Majority of the people depend on agriculture and some others depend on foreign employment. The VDC is diverse in terms of cultural and religious aspects. Kaski District is also affected by primary school dropout problem and most of them are from Village area. Thumakodanda VDC is one of them. Thus the selection of this study area is very suitable for the purpose of this study.

3.2 Research Design

The present research has been based on descriptive and exploratory research design. The data Qualitative as well as quantitative are used simultaneously for the data collection. It is descriptive because it has study background of dropout students, physical condition of community school, ethnic and cultural value. In other hand the study use Quantitative data to explore situation and ratio of dropout. The study aims to explore the responsible causes for the school dropout in community school.

3.3 Nature and Sources of Data

Both the primary data and information is extensively utilized as the main source of this research work. The primary data is both quantitative as well as qualitative. Equal important had been given to both quantitative and qualitative data. Quantitative data was collected mainly from interview schedules and qualitative data from group discussion. Some dropout students were interviewed for the verification and triangulation of data as case study. Some school teachers and parents of dropout

students also interviewed. Secondary data and information were different published and unpublished sources such as web site, journals, books, census records, reports of DEO Kaski, reports of MoE, Village profile, reports of Unicef, Word Bank and others sources.

3.4 Universe and Sample

There are eight community schools in Thumakodanda VDC. Out of them two are higher secondary schools and six are primary schools. Among them Sitaram Higher secondary school has been selected for the study purpose because this school is older than others and it has more students. Total Number of dropout in this school from academic year 2067 to 2071, sample is 51. Among that available sample was purposively selected. In this study the students who were transferred to another school was not be and do repeated in the same class also be included in the population but to bring the information from parents of the dropout students, 51 dropout student's or his/her parents were selected from parents were selected from the total dropout students.

3.5 Tools and Techniques of Data Collection

Different techniques are applied to collect the data during this study which are as below.

3.5.1 Interview schedule

Semi Structured Interview was developed to collect information from dropout students, Parents of dropout students regarding the cause of dropout, activities followed after leaving school was gathered using open form structured questionnaire and discussion. School teachers were interviewed to collect information to identify reasons behind leaving schooling in community school. Primary data was collected by applying semi-structured interview. Interview questionnaire and the schedule were prepared prior to conducting field visit.

3.5.2 Key informants' interview

Key informants interview was carried out with randomly selected members of SAC, teachers, Headmasters, women's group (Aama sauha), People from excluded communities and parents as well. This methodology applied to collect opinions of the masse about school dropout.

3.5.3 Observation

The samples selected for the study was observed physically to see the infrastructure of the school, facilities both for boys and girls and other physical conditions. All schools (two higher secondary schools and six primary schools) were observed physically. Participant's observation has been entertained for gathering data.

3.5.4 Case Study

Case study methodology was applied to trace out the social causes of dropout in community schools. The case study was representative case of the total study area and look into the depth and severity of the problem.

3.6 Data Analysis Presentation

Collected data have been analyzed both qualitatively as well as quantitatively. Quantifiable raw data have been analyzed statistically. While presenting the data, simple statistical tools like frequency and percentage have been used. Likewise tabulations and graphical representation have also been made.

The non-quantifiable qualitative data have been managed manually and analyzed descriptively. In order to present some quantitative data figure, charts diagrams are used.

CHAPTER IV

ANALYSIS OF SOCIO-ECONOMIC

CHARACTERISTICS OF THE RESPONDENTS

4.1 Study Area

4.1.1 Geographical condition

Kaski district a part of Gandaki Zone, is one of the seventy-five districts of Nepal. The research area (Thumakodanda VDC) lies in the north-east part of Kaski, some 14 kilometers from district head quarter, Pokhara. Thumakodanda VDC is surrounded by Namarjung VDC in south, Saimarang VDC in east, Sildujure VDC in west and Kalika and Majhathana VDC in south. Total area of this VDC is approximately 41.62 squarekilometers. The VDC is rich in natural resources such as, forest and water. There are so many water resources such as Damai Khola, Ghamlung Khola, Majhakokhola, Idee khola, Deuli Khola and Madi, which is used for drinking water and irrigation. An agricultural gravel road links from prokhara to majors parts of the VDC. But Transportation facilities cannot be provided in rainy. However a bridge is constructing on the way which will link the VDC for all year.

4.1.2 Demography

Thumakodanda VDC has 734 households with 2765 population. The VDC is diverse in terms of caste and ethnicity. Majority of the population of this VDC is Brahmin followed by Kami. The following table shows the details.

Table no.4.1Demographic Composition of VDC

Caste	Population	Population percentage
Brahmin	1006	36.38
Kami	547	19.78
Gurung	485	17.54
Chhetree	433	15.66
Damai	200	7.23
Gharti /Bhujel	32	1.15
Hyolmo	14	0.51
Tamang	13	0.47
Badi	12	0.43
Others	23	0.83
Total	2765	100

Source:National Population and Housing Census 2011

The table 4.1 shows that out of total Population, 1229 are male and 1536 are female. Average household size of this VDC is 3.77. According to Population and Housing Census 2001, 64.77 percent of the population is literate in this VDC. Although the researcher could not trace out the population of Badi community in the VDC, however, the National Population and Housing Census has identified this community as 0.43 percent.

The following Figure 4.1 also illustrates the demographic composition of the study area.

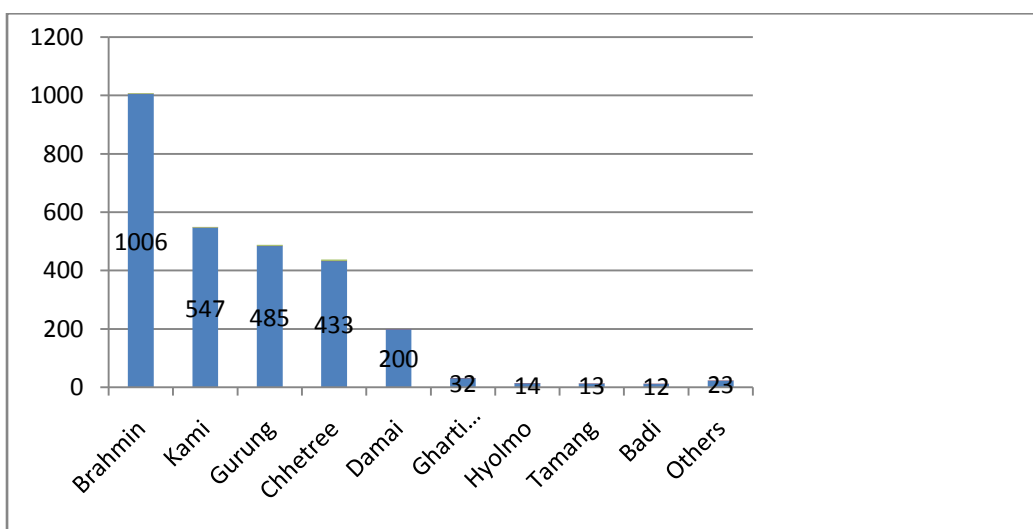
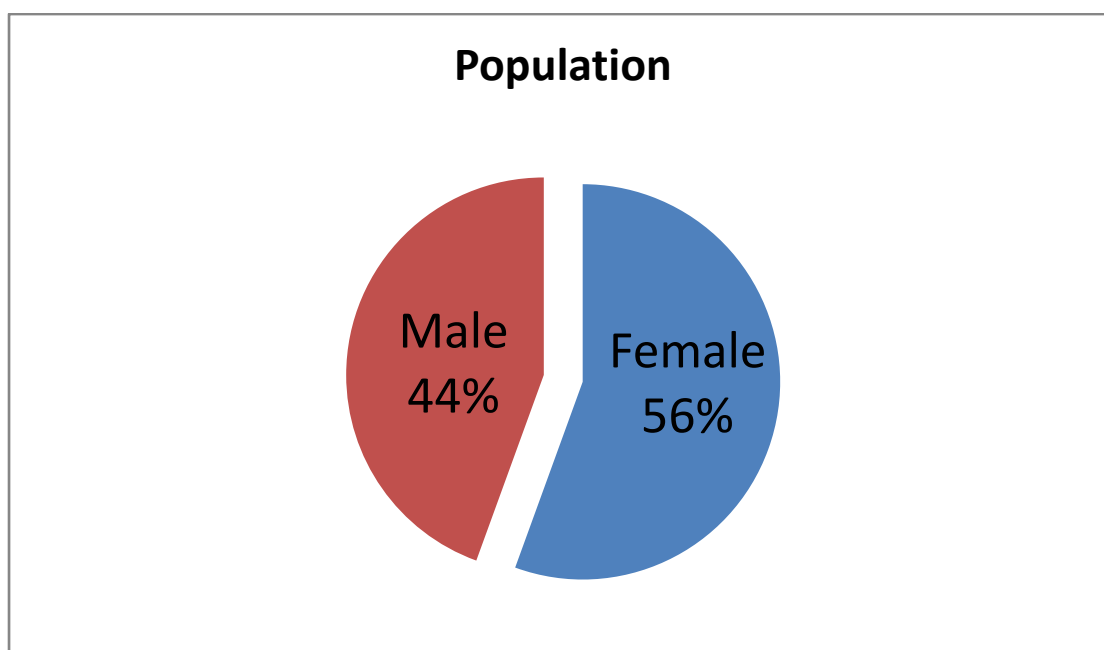


Figure 4.1: Demographic Composition

The Figures shows that Brahmin, Kami, Gurung and chhetree are the major castes of this VDC which share 36.38%, 19.78%, 17.54% and 15.66% respectively. Female population is significantly higher than the male population. Male–Female composition is shown in the table 4.2. The following pie chart shows the Gender composition of the VDC.



Source: National Population and Housing Census 2011

The pie chart shows that out of 2765 people 1536 (55.55%) were female and 1229 (44.45 %) were male.

4.1.3 Religion and Culture

Most of people in this VDC are Hindus and Buddhist. People celebrate various festivals here which are related to Hinduism and Buddhism. Dashain, Tihar, Loshar, Haritalika, Rishipanchami, Shivratri and Tonte are popular festivals of this VDC. Rodhi culture also can be found in Gurung community.

4.1.4 Livelihoods

Most of the people of this VDC are farmer. People are depending on agriculture however remittance has become a major source of cash for the majority of the households. Off farm activities are limited as the agriculture has not been commercialized. Seasonal and off-seasonal vegetable and fruits cultivation is also limited to household needs though some farmers are trying to develop in commercial scale. There are a lot of sources of water but most of the land is dry (Pakhobari) therefore agriculture is basically rain fed.

Livestock is closely associated with agriculture. Fertilizer can be supplied from livestock. Though using chemical fertilizers has become common most of people use fertilizer from livestock.

4.1.5 Physical Infrastructure

There are eight community schools in study area and two of them are higher secondary school. One health post and one sub health post are there. A gravel road links the VDC with Pokhara. There are four suspension bridges and four Culvert Bridge. Among 734 household 703 household use the modern toilet. Most of people in the VDC use radio, television or any other electronic devices for communication. All households have access to drinking water.

4.1.6 Literacy Status of the Study Area

The literacy rate of the VDC is 38.27 percent according to the village profile. Male literacy is higher than the female literacy. The following table shows literacy status of the study area.

Table 4.2Situation of literacy

Population aged 5 or above	Male	Female	Total
Can read and write	813	807	1620
Can read only	14	49	63
Can't read	270	547	817
Total	1097	1404	2501

Source: National Population and Housing Census 2011

Table 4.4 shows that out of 817 population aged 5 who cannot read 547 are female and out of 63 population who can read only 49 are female. There is significant number of people who cannot read and write and most of them are female in the VDC. There are 2501 people aged 5 or above. Out of them 1620 can read and write both, 817 can't read and 63 can read only.

4.2 Socio- Economic Characteristics of Respondents

4.2.1 Distribution of Respondents by Age

While analyzing the age factor of drop out students, it is found that majority of the students left school during the age of 16 to 20. However, it is only an average age. The age of the respondents are grouped in 3 categories i.e. age between 6 to 10, 11 to 15 and 16 to 20. The following table shows the detail of the dropout by age.

Table 4.3 Distribution of Respondents by Age

Age (In year)	Frequency	Percent
6 - 10	16	31.37
11-15	11	21.56
16 - 20	24	47.06
Total	51	100

Source: Field Survey, 2015

Table 4.5 depicts that 31.37 percent of respondents dropped school at the age between 6 to 10. Similarly, 21.56 percent of them left at the age between 11 to 15 and 47.06percent of them left at the age between 16 to 20.

4.2.2 Distribution of the RespondentsbyGender

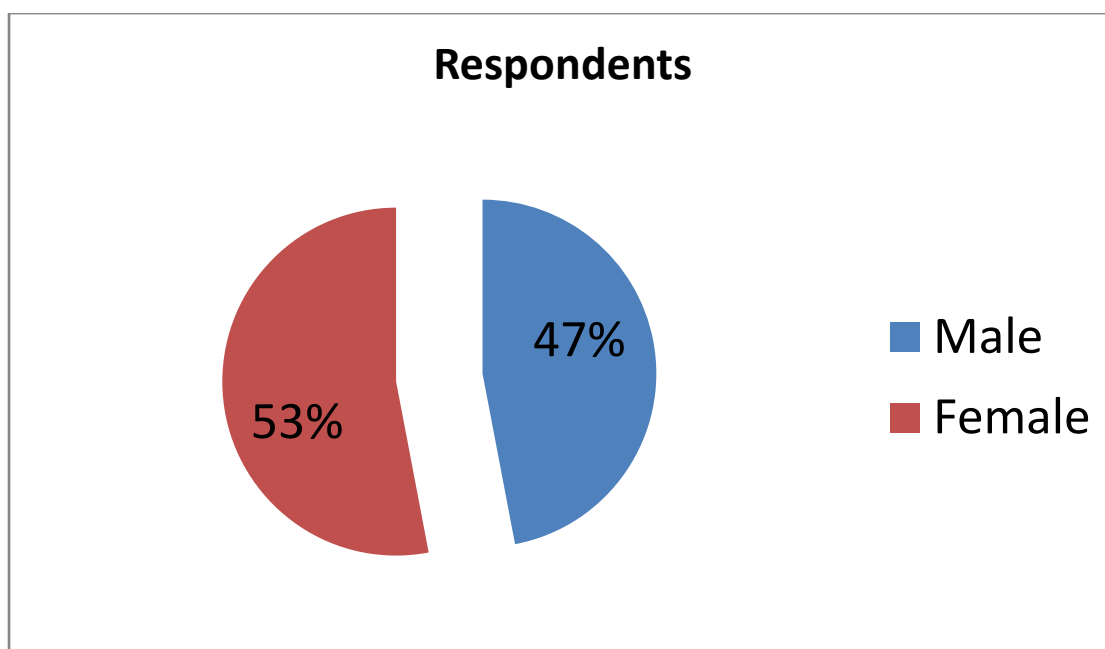
Dropout of female students seems higher than the male. Out of 51 respondents who were dropped out from the school during the period of 2067 to 2071, 27 were girls and 24 were boys. The following table shows the detail.

Table 4.4Distribution of the Respondents by sex

Sex	Frequency	Percent
Male	24	47.06
Female	27	52.94
Total	51	100

Source: Field Survey, 2015

Table 4.6 shows that more than half (52.94 %) of the dropout were female and 47.94 percent dropout students were male. The following figure also shows the same.



Figures 4.2: Distribution of the Respondents by sex

The Figures 4.2 shows that the female drop is higher by almost 5 percent as compared to male.

4.2.3 Ethnicity/Caste of the Respondents

Respondents were from various castes, where Kami, Brahmin/ chhetri, Damai and Gurung castes were represented. While analyzing the caste/ethnicity of the respondents, more than two third (66.69%) cast represent from Dalit, including Kami and Damai. The following table shows the detail.

Table 4.5 Ethnicity/Caste of the Respondents

Caste	Number of Dropouts students	Percent
Kami	20	39.21
Brahmin/chhetri	10	19.61
Damai	14	27.45
Gurung	7	13.72
Total	51	100

Source: Field Survey, 2015

The table 4.7 shows that 39.21% of the respondents represent Brahmin/ Chetri and 13.72 % of respondents are from Janjati (Gurung and Tamang) community.

4.2.4 Distribution of Respondents by Religion

Hinduism is the major religion of the respondent. Although the cross cultural effect can be seen, however, people prefer to express their religion clearly either Hindu or Buddhist. Gurung and Tamangs are Buddhist. Brahmin, Chhetri and Dalits are Hindu. The following table shows the detail.

Table 4.6 Distribution of Respondents by Religion

Religion	Number	Percent
Hindu	44	86.27
Buddha	7	13.73
Others	0	
Total	51	100

Source: Field Survey, 2015

In Table 4.8, 86.27 percent of the respondents were Hindus whereas 13.73 percent were Buddhist.

4.2.5 Distribution of Respondents by Language

People in Thumakodanda VDC speak mainly two languages. Most of them speak Nepali language and Gurung language. The following table shows the details.

Table 4.7 Distribution of Respondents by Language

Language	Numbers of Speakers	percent
Nepali	44	86.27
Gurung	7	13.72
Total	51	100

Source: Field Survey, 2015

Table 4.3 shows that 86.27 percent of respondents speak Nepali Language and 13.72 percent of respondents speak Gurung language as mother tongue.

4.2.6 Distribution by those who's Siblings go to School

Most of the dropouts reported that most of their brothers/sisters go to school. However still there is large number of family whose children do not go to school. The flowing table shows the details.

Table 4.8Distribution by those whose siblings go to School

Do your Brothers or Sister Go to schools?	Number	Percentage
Yes	31	60.78
No	20	39.22
Total	51	100
If Yes, Who	Number	Percentage
None	20	39.22
Brothers only	9	17.65
Sisters only	6	11.76
Both	5	9.80
Total	51	100

Source: Field Survey, 2015

The table Shows that 39.22 percent of respondent's siblings did not go to school. 60.9 percent of respondent's Brothers and 6 percent of respondent's sister go to school.

Out of 51 respondents more than 40 respondent's brother and sister go to school at present. 7 respondent's brother and sister do not go to school.

4.2.7 Distribution of Respondents by Person who Admitted them in School

In the study area most of respondents were admitted by their father. The following table shows the details.

Table 4.9 Distribution of Respondents by Person who Admitted them in School

Responsible Person	Number	Percent
Father	30	58.82
Mother	13	25.49
Brothers	8	15.68
Sister	0	0
Self	0	0
Others	0	0
Total	51	100

Source: Field Survey, 2015

As shown in Table 4.11 out of the reported, 58.82 percent of the respondents were admitted by their father, 25.49 percent of respondents were admitted by their mother and 8 percent of them were admitted by their brothers.

4.2.8 Literacy Status of Respondent's Parents

Literacy status of respondent's parents is an important factor for children's education. Respondents from illiterate families left the school mostly. Tables below show details.

Table 4.10 Literacy Status of Respondent's Mother

Mothers	Number	Percent
Literate	22	43.13
Illiterate	25	49.02
Don't have mother	4	7.84
Total	51	100

Source: Field Survey, 2015

Table 4.12 Shows 43.13 percent of mothers of respondents were literate, 49.02 percent of them are illiterate and 7.84 percent of respondents didn't have their mother.

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

As shown in table 4.13, 52.94 percent of father of respondents were literate, 39 of them were illiterate and 7.84 percent of respondent don't have fathers.

Table 4.11 Literacy Status of Respondent's Father

Fathers	Number	Percent
Literate	27	52.94
Illiterate	20	39.22
Don't have fathers	4	7.84
Total	51	100

Source: Field Survey, 2015

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

4.2.9 Grade wise Distribution of Dropout

Most of the respondent were dropout when they were in grade eight, nine and one .It was found that respondent were not left the school in grade seven and five. Further detail can be find from the flowing table.

Table 4.12 Grade wise Distribution of Dropout

Grade	Number	Percent
1	6	11.76
2	4	7.84
3	3	5.88
4	5	9.80
5		0
6	2	3.92
7		0
8	19	37.25
9	10	19.61
10	2	3.92
Total	51	100

Source: Field Survey, 2015

Table no 4.14 show that more than one third (37.25%) of respondents were dropout in class eight. There were 19.61 % of respondents were dropout in class Nine ,11.76% of respondents were dropout in class in one,9.80% of respondents were dropout in class five,7.84 were dropout in class two, 5.82% of respondents were dropout in class three ,3.92% of respondents were dropout in class six and ten.

4.2.10 Ward Wise Distribution of the Dropout

In field visit it was found that most of respondents were from that area where majority of population are Dalit. Following table shows the ward wise distribution of the dropout of respondents.

Table 4.13Ward Wise Distribution of the Dropout

Ward No.	Number of Respondents	Percentage
1	10	19.60
2	5	15.68
3	15	29.41
4	1	7.84
5	16	31.37
6	1	1.96
7	0	0
8	0	0
9	2	3.92
Total	51	100

Source: Field Survey, 2015

In table 4.15 it can be find 31.37 percent of respondent were from wad no. 5 where 29.41 percent of respondents were from wad no 3 and 19.60 percent of respondents were from wad no 1. There were not any respondents form wad no7 and 8.

4.2.11 Occupational Status of Respondents Family

Occupational status of the parents is one of important factors of student's dropout. Most of the respondents' family was involved in wage labour and agriculture. Traditional occupation such as making and repairing agriculture equipment were also found in field visit. Table shows detail. It was found that there were not anybody who involved in business and Job.

Table 4.14 Major Occupation of the Family

Occupation	Number	Percent
Household	3	5.88
Wage labour	22	43.14
Agriculture	17	33.33
Business	0	0
Job	0	0
Traditional Occupation	4	7.84
Service Abroad	3	5.88
Others	2	3.92
Total	51	100

Source: Field Survey, 2015

Table 4.16 shows that more than one third (43.14%) of the respondents were dependent on wage labour. 33.33% of respondents were involved in agriculture. 7.84% of respondents had traditional occupation like sewing clothes and making or repairing agriculture equipment. 5.88 percent of respondent had gone out of the country for service Aboard and same Number of respondent were without any Occupation.

4.2.12 Type of Family

The nuclear family had more dropout than Joint family. Detail can be found from following table.

Table 4.15: Types of Family

Types of family	Number	Percent
Nuclear	37	72.55
Joint	14	27.45
Total	51	100

Source: Field Survey, 2015

The nuclear family had more dropout, which is 72.48% of respondents and only 27.45 % of dropout from joint family. It may not be true to infer that nuclear family has more dropout rate but nearly three fourth of dropouts were from nuclear family and only 27.45 percent of dropouts were from joint family.

4.2.13 Size of the Family

In terms of family size there was a range of two to thirteen members in the family of the sample dropouts. The Number of the family does not affect the dropout however it is clear from field visit that there were fewer families that had large family size. Further detail shows the following table.

Table 4.16 Distribution of Respondents by Family Size

Family size	Frequency	percent
1-4	8	15.68
5-8	37	72.53
9-12	6	11.79
Total	51	100

Source: Field Survey, 2015

Out of the total, 15.68 percent of the dropout had 1-4 members, 72.53 percent had 5-8 members and 11.79 percent had 9-12 members in the family.

4.2.14 Monthly Income of Family of the Respondents

Income of the family is another prominent factor for the cause of school dropout. The monthly income for the family ranges from less than 5000 to more than 15000. Less

monthly income is the greater chance of dropout was found. Family income of respondents from Dalit community had less income as compared to other community. Flowing tables show the details.

Table 4.17 Monthly Income of the Family

Income	Frequency	Percent
less than 5000	36	70.59%
5001 to 10000	10	19.61%
10001 to 15000	3	5.88%
More than 15000	2	3.92%
Total	51	100

Source: Field Survey, 2015

According to the table 4.19 there were nearly three fourth(70.59 %) of respondent had less than 5000 . 19.61 percent of respondent had 5001 to 10000 rupees,5.88 percent had 10001 to 15000 rupees and 3.92 percent had more than 15000 rupees monthly income.

Table 4.18 Monthly Income of the family by Ethnicity

Income	Ethnicity						Total
	Dalit		Bramin/chhetri		Janjati		
	Count	% of total	Count	% of total	Count	% of total	
less than 5000	18	35.29	12	23.53	6	11.76	36
5001 to 10000	8	15.69	1	1.96	1	1.96	10
10001 to	1	1.96	1	1.96	1	1.96	3

15000							
More than 15000	0	0	0	0	2	3.92	2
Total	27	52.94	14	27.45	10	19.61	51

Source: Field Survey, 2015

Table 4.20 shows that nearly one third (35.29 percent)of respondents who had less than 5000 monthly income were from dalit community. Nearly one fourth (23.53 percent) of total respondents who had less than 5000 monthly income were from Bramin/chhetri community and similarly 11.76 percent of total respondents were from Janjati community. According to the table 15.69 percent of total respondent were from Dalit community who had monthly income between 5001 to 10000. 1.96 percent of total respondents had 10001 to 15000 monthly income in each community, and 3.92 percent of total respondents had more than 15000 monthly income were from janjati Community. Most of dropout students were from lower income family and mostly they were from Dalit community. Monthly family income found direct effect the dropout of students.

4.2.15 Size of Landholding by respondents' family

Land holding is one of the means of livelihood. Almost dropout family had dry land (Pakhobari) which is unsuitable for all crops. Most of the respondent from Dalit Community had Small size of land, compared to other community. Flowing table shows details about ethnicity wise land holding analysis

Table no 4.19 Ethnicity wise Land Holding Analysis

Size of land Holding	Dalit		Janjati		Bramin/Chhetri		Total	
	Count	% of total	Count	% of total	Count	% of total	Count	% of total
Less than 3 Ropani	24	47.06	0	0	0	0	24	47.06
3 to 5 Ropani	6	11.76	2	3.92	4	7.84	12	23.52
5 to 15 Ropani	0	0	8	15.69	7	13.72	15	29.41
Total	30	0	10	0	11	0	51	100

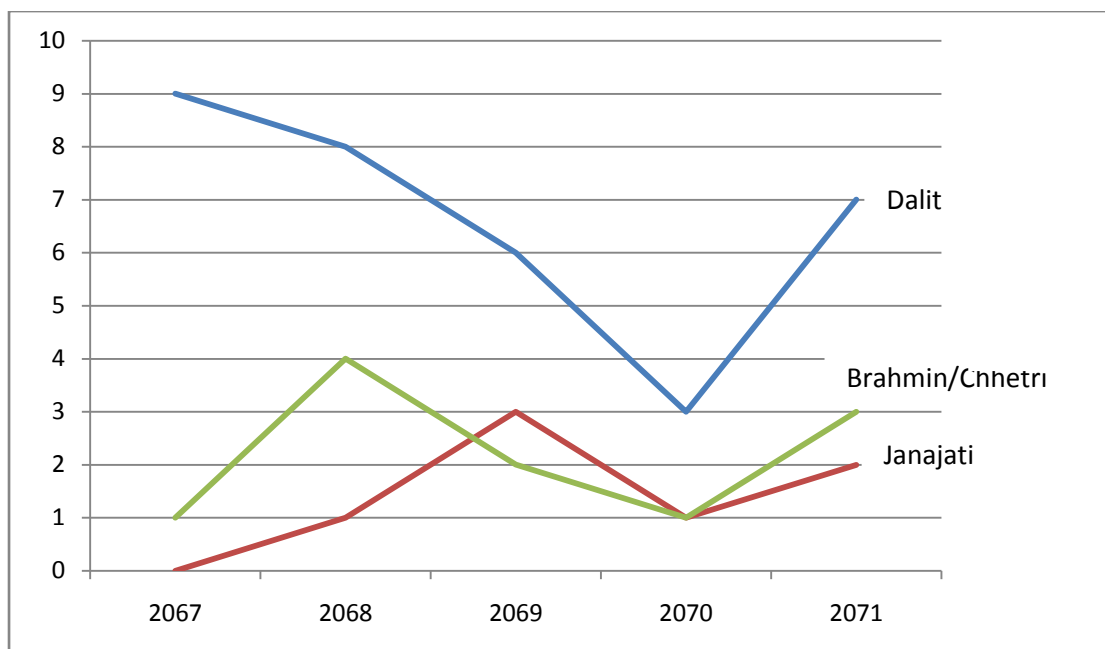
Source: Field Survey, 2015

Nearly half of respondents (47.06%) had less than 3 ropani land all of them were from Dalit community. Around one fourth (23.52%) of total respondent had 3 to 5 ropani land out of them 11.76% were from Dalit community, 3.92% were from Janjati community and 7.84% were from Bramin and Chhetri community. 29.41% of total respondents had 5 to 15 ropani land out of them 15.69 percent were from Janjati and 13.72% from Bramin/ Chhetri community. According to table Dalit community had less land as.

4.3 Trend of School Dropout

Trend Analysis is the practice of collecting information and attempting to spot a pattern, or trend, in the information. Although trend analysis is often used to predict future events, it could be used to estimate uncertain events in the past.

The trend analysis of school dropout in Sitaram Higher Secondary School gives a significant meaning while finding out the causes and consequences of dropout. Ethnicity wise analysis depicts that dropout among Dalit families is both higher but significantly improving until 2070. However, this trend is increased from the year 2071. The following graph shows the detail.



Figures 4.3 Ethnicity wise Trend of School dropout

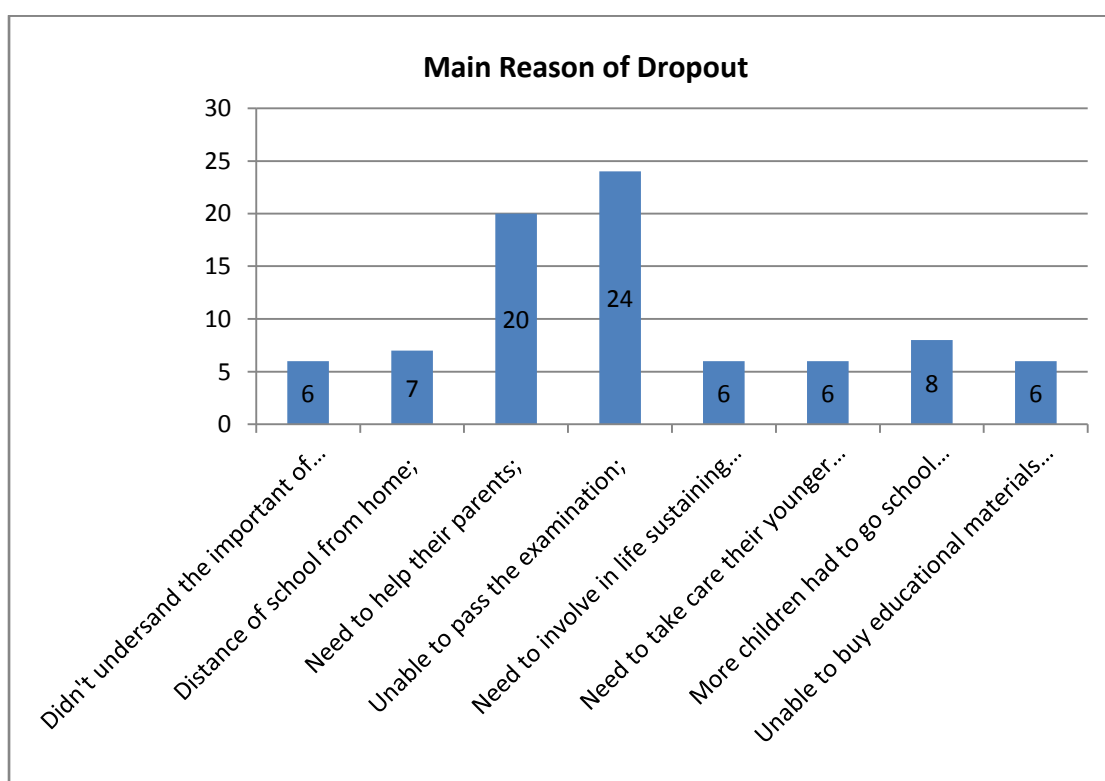
Figures 4.3 shows that in 2067 there were 10 students who dropped out the school. Out of them 9 were from Dalit community and one was from Brahmin/ Chhetri community. Number increased in year 2068 to 13 in total out of which 8 were from Dalit community, 4 were from Brahmin/ Chhetri community and 1 from Janjati. In the year 2069 total Number of dropout was 11 which was less than in the year 2068 but higher than year 2067. In the year 2070 it shows the improving situation but again in 2071 number of dropout was in increasing pattern. In the year total Numbers of school dropout were 12 out of them 7 were from Dalit community, 3 were from Brahmin/ chhetri and 2 were from Janjati.

CHAPTER V

ANALYSIS OF THECAUSES OF DROPOUT

This Chapter explains the major causes of school dropout in Thumakodada VDC. Various factors influence in children's education. Major causes of school dropout in the school are economic, personal/social, family and educational. These factors are also the major causes of dropout in Thumakodanda VDC.

During the field visit main reason for school dropout were found that most of the dropout didn't understand the important of the education, they need to help their parents, school were not in appropriate place , most of students were failed in examination . Most of the respondents themselves have to involved in life sustaining activities so that they didn't have time to learn. Other cause of school dropout were more children had to go school from same home and unable to buy school dress and educational material and some of respondents left the school because they had to take care their younger brothers and sisters. Flowing Figures shows the details.



Figures 5.1 Main reason of Dropout

Source: Field Survey, 2015

Note: Being based on multiple responses of 51 respondents.

Figures 5.1 shows that out of 51 respondent 24 were dropout due to unable to pass the examination, 20 were dropout due to help their parents, 8 were dropout because there were more children who had to go school from same family. Similarly 7 respondents were dropout because of distance of the school from their home. 6 respondents left the school because they didn't understand the important of education at that time. The major causes of dropout are illustrated below.

5.1 Educational Causes

Factors related to school and teaching learning activities for school dropout are the educational causes. In field visit it was found that most of the respondent left the school because of failing in the exam. Unable to answer the questions asked by the teachers was another main reason for this problem. Because of hilly area the school where they studied was far from their home. It was found that some of the students had to walk more than one and half hour to reach the school. Most of respondent were form Dalit community and their parents didn't understand the importants of the education. Student fills difficulty in doing homework also another reason for the dropout. The following table shows the detail.

Table 5.1 Education causes of dropout

Causes	Number	Percent
Failing in the examination	24	47
Unable to answer the questions asked by the teachers	7	13.73
Didn't understand the Important of education	5	9.80
School in far Distance	7	13.73
Punishment by the Teachers	3	5.88
Difficulty in doing homework	5	9.80
Total	51	100

Source: Field Survey, 2015

The table 5.1 shows that 24 respondents (around 47%) dropout due to failing in the examination, like wise 13.73 percent of respondents were dropout due to unable to answer the question asked by teachers and distance of school from home. Similarly 9.80% of respondents left the school because they didn't understand the important of

education at that time and 9.8 percent of respondents felt difficulty in doing home work. 5.88 % of respondents were dropout due to punishment by the teachers.

Case 1

I am Hark Gurung. I am 18 years old. I have three sisters and all of them the younger than me. We were altogether 60 students in the single class room in class 7. It was very difficult to concentrate when there is lots of noise in the class as I always used to sit at the last bench. There were no such regulations of keeping students in a particular bench. Students who reached early used to stay in the front. As I had to complete my household work, I was always late in the class and was always a backbencher. I failed several times and was compelled to stay at the same class for 2 consecutive years. Later on, I was not interested in schooling and I left.

Issue:

High student- teacher ratio due to lack of enough classrooms was the reason given by children leading to failing exams and grade retention. A small classroom with average 50-70 students does not develop the quality of education of children

5.2 Economics Causes

Development of education is directly affected by the economic condition of people and society. Most of respondents, in field visit, found that they left the school because of poverty. Parents did not care about their children's education because they had to send more children from same family. Flowing table shows the details.

Table No 5.2 Economics Causes of dropout

Causes	Number	Percent
More children go to school from the same family	22	43.14
Unable to make school dress and educational materials	8	16.69
Unable to pay indirect cost	15	29.41
Not getting scholarship	6	11.76
Total	51	100

Source: Field Survey, 2015

While taking economic causes, table 5.2 shows that most of respondents were found dropout due to the more children had to go from same house. 43.14 percent of total respondents were dropout because there were more children who had to go school from same family. 29.41 percent of total respondents were dropout due to unable to pay indirect educational cost. 16.69 percent of respondents left the school because they were unable to buy school dress and educational materials. Not getting the scholarship by the needed people was also one of the important causes for dropout. 11.76 % of respondents were dropout because of not getting scholarship.

Case 2

My Name is Shusil Ranabat. I have one younger brother and one younger sister. I get up at 7a.m. My mother prepares tea for every family member. After having tea, most of the male members go to cultivate land. We come back to have our meal at around 11 a.m. After having launch, we take rest for some hours. In the afternoon, the whole family moves to get engaged again in farming. Female members do not have to perform any household chores in the day time. I start my work again at 3p.m. and work until 6p.m. However, female members come home to prepare the evening meal. After coming back at home, we together sit and have dinner. I usually go to bed at around 10 p.m.

Issue

Income to be generated from the farm land is more important for him and his family than education. He spends most of the time taking care of his farm land and working along with parents.

5.3 Family/ Societal Causes of dropout

Family/Societal cause of dropout is another cause of dropout. Need to help to parents in household activities is main family/societal causes of dropout. Involving in life sustaining activities and early marriage are also causes of school dropout. Further information regarding family/Societal cause will get from following table.

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Table5.3 Family/Societal Cause of dropout

Causes	Number	Percentage
To involve in life sustaining activities	9	17.65
Need to help to parents in household activities	25	49
Need to care younger brother and sister at home	6	11.76
Need to involve in agricultural activities	6	11.76
Early marriage	5	9.80
Total	51	100

Source: Field Survey, 2015

In Family or Societal causes, 49 percent of respondents were needed to help to parents in house hold activities. 17.65 percent of respondents were dropout because they themselves had to involve in life sustaining activities. 11.76 percent of respondent were dropout due to care younger brother and sister. 9.80 percent of respondents were dropout because they married in early ages.

Through discussion with Headmaster and teachers of respective school it had indentified that main cause of school dropout were poverty, lack of value of education in Parents, early marriage in some cases, more children in a family, failing in the examination, need to care their younger brothers and sisters, need to perform house hold activities and income generating activities, Parents were not interested towards the education of their children.

Table 5.4 Dropout by Ethnicity, level of education of parents and Level of Income of family

Income of the Family↓	Ethnicity→	Dalit		Bramin/ chhetri		Janjati		Total
		Count	% of total	Count	% of total	Count	% of total	
Less than 5000	Literate	5	9.8	6	11.74	3	5.89	14
	Illiterate	13	25.49	6	11.74	3	5.89	22
	Total	18	35.29	12	23.48	6	11.79	36
5001 to 10000	Literate	3	5.9	1	1.96	0	0	4
	Illiterate	5	9.7	0	0	1	1.96	6
	Total	8	15.68	1	1.96	1	1.96	10
10001 to 15000	Literate	1	1.96	1	1.96	1	1.96	3
	Illiterate	0	0	0	0	0	0	0
	Total	1	1.96	1	1.96	1	1.96	3
More than 15000	Literate	0	0	0	0	2	3.9	2
	Illiterate	0	0	0	0	0	0	0
	Total	0	0	0	0	2	3.9	2
Total		27	52.94	14	27.45	10	19.61	51

Table 5.4 shows that 9.8 percent dalit were literate, 11.74 percent brahmin/chhetri were literate and 5.89 percent janajati were literate who had less than 5000 monthly income. Similarly 5.9 percent dalit, 1.96 Brahmin/chhetri were literate and no one is literate who had monthly income 5001 to 1000. Accordingly equal percentage (1.96%) of all caste/ethnicity were literate who had monthly income 10001 to 15000.

And 3.9 percent janajati were literate who had more than 15000 monthly income. No dalit and brahmin/chhetri were found who had more than 15000 monthly income. It shows that brahmin/chhetri were more literate compared to other caste/ethnicity.

Case 3

"I did quit the school because my mother could not afford"

Chhalimaya Pariyar, 16 was born in Thumakodanda VDC ward no 5 in 2056 B.S. She had one brother and 3 sisters. Her parents used to make a living mainly by working for others. They had a small piece of land which was not enough to feed her family. All of her brother and sisters were admitted to school but they hardly were regular in the class as they had to support their parents for farming business. Her family was making a subsistence living any way. But the whole family became vulnerable and destitute when her father died of an accident while constructing an irrigation canal in the village. Chhalimaya's father was only the breadwinner for her family. After the death of her father, their misery started getting worse day by day. Her mother now had to go out for two breads for the family. As her mother had to go out, Chhalimaya started to look after household activities in absence of her mother and became irregular in her classes. Because of her involvement in household activities, she could not manage to get in to the school one time. This affected her learning badly. Consequently, she could not manage to pass her exams. The stigma of failing in the exams in one hand and the absence of her father on the other hand made her mentally disappointed towards her further education. The lack of financial support from her mother to fulfill basic needs for her studies was also fueling her disappointment. As the days went on, she now decided to quit the school for the sake of her brother and sister and her mother. She started to think of her brother and sister instead of her education. Her mother's grief also made her to decide in dropping out the school. Finally, she married with a neighborhood boy who was studying in class seven. The story of Ms. Chhalimaya Pariyar is only an example how economic and family conditions compel poor families for school dropout. This is also an example how people living in poverty and vulnerability cope with the harsh conditions in the societies where state mechanisms are not fully protective towards her citizens.

Issue

After death of income generating parents it is more important to generate income from the farm land for her and her family than her education.

CHAPTER VI

SUMMARY AND CONCLUSION

6.1 Summary

This study titled "**An Analysis of the School Dropout in Thumakodanda VDC of Kaski**" is aimed to explore the socio-economic condition and causes of dropout at community school. This study specially tends to find the major hidden realities that have been persisted among community school dropouts. As the governments in the third world economies are trying to increase enrolment of the school age children and retain them in the school until they graduate school level education, however, the dropout has become a serious problem in the public schools even today. It is widely argued that the reasons behind the school dropout are not well analyzed and the corrective measures are not taken to address the problem. This study, therefore, intended to analyze the contributing factors for school dropout.

The study was carried out in Thumakodanda VDC of Kaski. The Sitaram Higher Secondary School was selected as the study school. The school itself was the oldest one in the VDC. Moreover, it was only the school that enrolls the students most among other public schools in Thumakodanda.

This research is based on descriptive and exploratory research design. The data qualitative as well as quantitative are used simultaneously for the data collection. Both the primary data and secondary information are extensively utilized as the main source of this research work. Quantitative data was collected mainly from interview schedules and qualitative data from group discussion. Different technique was applied to collect the data during this study such as, semi-structured interview, key informant's interview, observation and case study. Important key information have been gathered from teachers and head master (principal) who have close connection with children's schooling.

Previous studies relating to this research have been reviewed. Factors influencing dropout, National Educational Policy, theoretical overview of sociology of education, gender related approach and concept of social exclusion are studied.

The field data were systematically tabulated and analyzed by using simple statistical tools such as, table, Pie chart and trend line. Case studies are also carried out to further clarify the field realities. There was no single cause of dropout. Dropout is often a process rather than the result of one single event. Children mainly dropped out due to economic, social/personal and educational reasons. Main causes of school dropout were not the ignorance of parents about the importance of education, distance of the school, economic condition of parents, unable to pass the examination, need to involve in life sustaining activities, need to take care of younger brothers and sisters, unable to buy educational materials and school dress etc.

Due to the lack of proper teaching-learning behavior, many children used to fail exams and had to repeat same grade. Punishment in school was common which had direct effect in school dropout. However, few children were not interested to continue schooling and wished to be with those friends who were previously dropped out.

Children who were dropped out were engaged in various types of work and labour in their daily lives. Girls were responsible to perform every household duty such as cooking, cleaning utensils, taking care of their houses and younger siblings. In addition, they were responsible to plant and harvest crops and take care of the livestock during agricultural season. Boy's every day activities were to engage themselves in agricultural works like plugging fields, planting and harvesting crops and taking care of cattle during farming season. Apart from farming season, boys went to Pokhara (nearby city) where they were engaged in hazardous work and labour such as construction of houses and transportation. Every child who was dropped out was contributing to his/her family needs and demands.

The following are the major findings of the research.

- There are eight community schools in the VDC. Out of them two are Higher Secondary school.
- According to the village profile literacy rate of the VDC is 38.27.
- Out of 2501 People aged 5 or above, 817 cannot read. Out of them 547 are female.
- The age of dropout was between 6 to 21 years.
- 47.06 percent of dropout students left the school at the age between 16 to 20.
- More than half (52.94%) of the dropout students were female.

- More than two third (66.69%) of the dropout students were from Dalit community.
- More than One third (37.25%) of the dropout students left the school at grade 8.
- Most of the dropout students were from ward no. 3 and ward no. 5, where majority of people are from Dalit community.
- 70.59 percent of dropout students' family has less than 5000 rupees income per month.
- 43.14 percent of dropout students' family was involved in wage labour and 33.33 percent were involved in agriculture.
- Failing in examination, unable to answer the question asked by the teachers, distance of school, punishment by the teachers and difficulty in doing homework were educational cause of dropout.
- Economic reason was a major contributing factor for school dropout mainly in those families where more than one children was admitted to the school. IN such family, parents were unable to buy school dress and educational material.
- Majority of the respondents family from Dalit community had small landholding in one hand and the land itself was dry land (pakhobari), which was unsuitable for crops, so that it was difficult to give sufficient food for their children.

6.2 Conclusion

Poverty appears to be the major contributing factor for dropout. the study found that family and personal reasons and the school environment also equally contributed in dropout. Distance of school from houses was also one of the reasons for school dropout. It was highlighted during the interview that parents were unwilling to admit their children in 6 years because of the distance of school.

Majority of the respondent's family engaged on the wage labour and agriculture. Out of total respondents, there was no one who involved in business or job. Majority of the parents were illiterate. Thus, the large numbers of dropout children were from the families whose parents were illiterate. Majority of the respondents family from Dalit community have less land in which it was dry land (pakhobari), which is not arable for crops, so that it was difficult to give sufficient food for their children. Monthly

income of respondents was very little as a result they could not afford educational expenses of their children. In other word, the major factors for school dropout were poverty, lack of value of education among parents, early marriage in some cases, more children in a family, failing in the examination, need to care their younger brothers and sisters, need to perform house hold activities and income generating activities.

6.3 Suggestions

This was only an exploratory study conducted on a small sample of dropout from school in Sitaram Higher Secondary School of Kaski district. A definitive study of the causes and outcomes of dropout would require a large-scale longitudinal study. Nepal, however, cannot and should not wait for years to address the serious problem of school dropout, which has been documented by several studies over the past decades. Dropout from school in Dalit community is being serious problem but it has almost been ignored in the policy debate in Nepal.

This research includes the the following suggestions:

- Mass awareness program to encourage child education should be conducted in the form of campaign.
- It is necessary to aware the parents and students about the importance of education.
- Provide incentives to poor and disadvantaged parents for the retention of their children in school.
- Reduce involvement of children in housework and earning activities.
- This or that way, Poverty should not affect the poor students. For thesis only the patents can struggle no to involve the students in household chores.
- Students need to be motivated on learning rather than letting them pass time idle.
- using learning abilities that combine teaching with learning materials through games, stories, visits, competitions, audio-visual aids and local celebrations. The quality of education and teaching methods would definitely attract the dropouts back to school.

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Village Profile of Thumakodanda VDC (2067).

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Appendix I
Semi Structured Questionnaire to dropouts

Research on: An Analysis of the School Drop-out in Thumakodanda VDC,

Kaskil A case study of Sitaram Higher Secondary School

Respondent No.:

Date:

Repondent's Name.:

Age.:

Gender of Respondent:

Ward No.:

S.N.	Question		Rem.
1	What is your religion?	Hindu Buddha Others	
2	What type of family is your?	Nuclear Joint	
3	How many members are there in your family?(Write in words)		
4	How many male members are there in your family? (write in words)		
5	How many female members are there in your family?(write in words)		
6	Do you have both of your parents?	Yes No	
7	If no, who is no there ?	Mother Father	
8	Do you have both		
8	What is the major occupation of your family?	Household Wage labour Agriculture Business Job(government) Job (nongovernment) Traditional occupation service abroad	

		others(specify)	
9	Did you go to school ?	Yes No	
9	Did you change the school during your school going age?	Yes No	
10	If yes, Why did your change?		
11	Do you get sufficient food every day?	Yes No	
12	What facilities were there in your school ?(Multiple answer)	Own building Sufficient drinking water Enough classrooms Sufficient furniture in class room. Toilet facility for student Separate toilet facility for girls Enough play ground Compound of school	
13	At what age did you go to school?	Age:	
14	Which class did you pass?		
15	How far was your school ?(hours)		
16	How many brother and sister do you have?	Brother Sister	
17	Do your brother(s) and sister(s) go to school?		
18	How many member of your family go to school at current period?	Male Female	
19	Who admitted you in school?	Mother Father Brother Sister Self	

		Others	
20	What Kind of support did you get from home for teaching learning activities?	Regular fee in needed Dress Books and stationary Khaja Money encouragement Academic guidance	
21	Did you like or dislike your class teacher?	Like Dislike Don't know	
22	Did you feel any bother from your teacher?	Yes No	
23	If yes specify		
24	Did you feel any Psychological harassment form friends?	Yes No	
25	Did you learn any skill in the school?	Yes NO	
26	If yes, what type of skill it was?	Can read Can read and write Can do arithmetic Others	
27	Did you get any kind of training after leaving school	Yes No	
28	Did you find your skills you learned in school are useful in household matters?	Yes NO	
29	If yes, specify	Reading letter and other document Writing letter Using Arithmetic in daily life Others	
30	Why did you dropout from the school?(Multiple questions)	Failing in the examination Difficulty doing homework	

		Punishment by the teacher Unable to answer the questions asked by the teacher Missing the examinations More children go to school from same family Unable to buy educational material and school dress Unable to pay indirect cost Not getting scholarship To involve in life sustaining activities Sick and accident Over aged(Shame) Biased behavior of teacher Accompanying with the Bad friends Dispute with teachers Dispute with friends Need to involve in agricultural activities Need to care younger brother /sister Need to Help to parents in household activities Others	
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Appendix II

Interview schedule for the key informants

1. What are the causes of school dropout?
2. Do distance of school and family background effect school dropout?
3. Do the community where they live affects the drop out?
4. What may be the practical measures to reduce the dropout?

Appendix III

Name List of Key Informants

1. Keshab Dhakal, Parents Thumakodanda-4, Kaski
2. Kaile Kami, Parents Thumakodanda -2, Kaski
3. Lal Bahadur Gurung, Parents Thumakodanda-3, Kaski
4. Man Bahdru B.K. Parents, Thumakodanda-3, Kaski
5. Surbir Gugurn, Parents, Thumakodanda -5, Kaski
6. Surbeer Gugurng, Parents, Thumakodanda – 5 Kaski
7. Dambar Bahdrur Sunar, Parents, Thmakodanda – 3, Kaski
8. Ram Bahadru Adhikari, Teachers, Sitaram Higher Secondary School,
Thumakodana , Kaski

Appendix IV

Photo Gallery



Researcher with Teachers



Interactive moment with In-charge of branch of Sitaram Higher Secondary School



Branch of Higher Secondary School



Key Informative interview with Vice-chairman, Mr. Bhojraj Sapkota of School Management committee



Group Discussion with Teachers of Sitaram Higher Secondary School



Group Discussion with Teachers of Branch of Sitaram Higher Secondary School



Interview with respondents



Interview with respondents

Interview with respondents



Interview with respondents



Group Discussion with respondents' Parents

Appendix V

Map of Thumakodanda VDC

