

# *CHAPTER-I*

## **INTRODUCTION**

### **1.1 Background of the Study**

Literacy is a prerequisite for participation in social, cultural, political and economic activities. It is also about how we communicate in society. Generally person to be literate if he or she can read and write (NLSS, 2003/04). It has always been associated with social advancement, economic prosperity and employment. Education binds together the past, present and the future of our societies. It is through education we sustain our culture, values and beliefs and inculcate ideas in our youths. If we incorporate the contemporary skills and abilities in our system of education, we can equip our future generation with necessary skills and abilities cope comfortably with the emerging societies without causing much harm to our tradition (Khaniya, 2007). Education plays a crucial role in raising the quality of human resources. It determines aspirations, levels of technology, skills, its productivity, vertical and horizontal inability, changing perception of the cost and values of human beings and their contribution to the household and national economy (Mitra, 1979).

In general, to be literate everybody should be registered in educational institutions. It is the first step of formal education which can be taken as foundation for life. Now, the age of children 5-9 years prescribed for primary level enrolment. In the same way, 10-12 for Lower secondary, 13-14 secondary and 15-16 for higher secondary enrolment has been prescribed with the respect of the age of students. Within the school level, primary level of education is given top most priority by most countries in the modern world. It is considered as the essential component for the foundation of secondary education. Similarly, secondary education is accepted as the foundation for higher education.

Enrolment shows the level of participation in education. It is the proportion of children of a particular age group enrolled education of the corresponding level. Generally, there are two types of enrolment. The first one is Gross Enrolment and second is Net Enrolment. Gross enrolment rate (GER) is the ratio between school attending children, without corresponding their age, at a given level of education and the total population of the age group specified for that level in a given time and area. It is calculated by dividing the total enrolment at a given level by total number of age

group population specified for the level. The Net Enrolment Ratio (NER) is the ratio between school attending children of the specified age group at a given level of education and the total population of the age specified for that level in a given time and area. It is calculated by dividing correct age enrolment at a given level by the total number of age group population specified for that level.

Nepalese educational policies are updating accordingly the world policies. The Jomtien conference, Thailand was held in 1990 and prepared the 'Education for All' program. And then Dakar conference 2000 held in Senegal. It was made the framework for Millennium Development Goal (MDGs). The educational goal has been placed in goal no. 2 as 'Achieve Universal Primary Education' by the year 2015. The conference established to the education as human rights. Nepal has committed on it and it is gaining the continuous grant by different international agencies.

Regarding to the national framework of school structure, there has been determined the school education structure as follows:

The school education system in Nepal is structured as ECD/PPC, Primary, Lower secondary, Secondary and Higher secondary. ECD/PPC is called nurseries or kindergarten in institutional schools and *shishu kakscha* in community schools. 3-4 year's age group of the children has been prescribed for this level. Primary school has been determined grade 1-5 with the 5-9 years old school going age children. The lower secondary education consists three years with grade 6-8. 10-12 year age of the school going age has been determined to this level. Similarly, secondary education comprised the grade 9-10 with the age of 13-14. The age of school going children has been prescribed 15-16 years' for higher secondary level with the grade 11-12.

Table 1. School Education Structure in Nepal

Age	Educational Year	Types of Schooling System
16	12	<b>Higher Secondary (11-12)</b>
15	11	
14	10	<b>Secondary (9-10)</b>
13	9	
12	8	<b>Lower Secondary (6-8)</b>
11	7	
10	6	
9	5	<b>Primary Education (1-5)</b>
8	4	
7	3	
6	2	
5	1	
4	<b>Pre-Primary Education/Early Childhood Development</b>	
3		

*Source: Consolidated Report, DOE 2007*

## 1.2 Statement of the Problem

There is close relationship among education, poverty alleviation and human development. Education is a top most pillar of human development. The school level education (especially basic/primary) regarded as the foundation of literacy as well as for the life and further learning (Khaniya, 2007). Student enrolment, guardians and teachers are the major components of educational system. Among them, student enrolment is more sensitive aspect.

In the present time, the world is running with the aim of achievement of MDGs. Eventhough, there has not been done adequate study about the different aspect of school enrolment. Still the large numbers of children have been excluded from the main stream of schooling system. Extreme poverty, lack of awareness and education, high dropout rate, repetition, far distances, cultural values, religion etc. are the main responsible factors which are still standing as the hindrance of education. The cases can be found especially in the developing and under developed countries. Nepal is no exception of it. It has also facing the same problem more or lees. In Nepal women, Dalit and Janajati are the backward group. They are deprived from proper education. Even getting the favorable chances, high rate of dropout has been a big problem especially for primary schools' education in Nepal (CERID, 1998). It is not only stands as the national problem but also as the hindrance of MDGs.

Awareness level and poverty are the main responsible factors for exclusion from the school enrolment. The maximum unreached children are either under the extreme poverty or under the unawareness. There is still prevailing the proverb “*Padhi guni ke kam, halo joti khayo mam*” (Nothing would work by study, Everything would gain by ploughing) both in saying and in practical field. It further accelerated by increasing educated unemployed youths. In present time, poverty is the main cause to create dropout problem and then comes shifting towards private school, migration and so on. It makes the variance in school enrolment condition between remote and accessible area.

### **1.3 Objectives of the Study**

The general objective of this study is to find out the school enrolment situation in Bastim VDC of Bhojpur District. The specific objectives of the study are as follows:

1. To analyze the school enrolment situation by sex and social group in Bastim VDC.
2. To discuss the dropout, failure and repetition situation in Bastim VDC.
3. To analyze the teacher’s situation in Bastim VDC.

### **1.4 Significance of the Study**

Education as a back bone of the society. Knowledge and education differs man from an animal. The first step of formal education can be taken as registration of the child in school. Generally it is called school enrolment. Primary level of education is given a top priority by most countries in the modern world. It is considered as the essential component for the foundation of secondary education. In the same way of thinking, it is accepted as the foundation for higher education. It shows that school level education is the foundation for any higher educational system (Khaniya, 2007).

The present study makes clear that who, where, what, why and how is the school enrolment? Mainly it discusses about the current status of school enrolment in Bastim VDC. Similarly, it analyzes the dropout, failure, repetition, unreached situation by sex and social group. It also talks about teachers and schools condition. It generally draws out the current and real pictures of school in Bastim VDC. That is why the real credit would be gone none other than local people and related institutions.

## **1.5 Limitation of the Study**

Almost all the study can not be free from different constraints. The present study has following limitation.

1. It discusses school enrolment situation only about the Bastim VDC.
2. It ignores to the flow of students from other VDCs
3. It does not pay attention on private, ECD/PPCs and higher secondary level of the school.

## **1.6 Organization of the Study**

The study is organized in to the following eight chapters.

Chapter one considers the background, statement of the problem, objectives of the study, significance of the study and limitation of the study. Chapter two comprises the literature review. Chapter three is associated with the methodology part of the study. Chapter four presents the general background of the study area with reference to physical, social, educational and economic aspects. Chapter five presents the school enrolment in Bastim VDC. Chapter six contains situation of dropout, failure and repetition by social group in Bastim VDC. Chapter seven concerns with status of teachers in Bastim VDC. The final chapter presents the summary and conclusion.

## *CHAPTER II*

### **LITERATURE REVIEW**

The literature review for this study has been conducted taking into consideration the school enrolment, dropout, and educational development along with the review of various literatures related with this study.

Bista (2004) has studied on 'Review of Research Literature on Girls' Education in Nepal.' Her main aim of this study was to review the existing literature on girls' education in Nepal. According to her conclusion girls are facing numerous barriers in their efforts to acquire formal education.

Her study was based on 20 research /evaluation reports. Of the 20 studies, four were undertaken between 1990-1994, seven between 1995 to 1999, and nine between 2000-2004 respectively.

She has grouped in to nine major categories to these barriers:

1. Social and cultural barriers.
2. Economic barriers.
3. Institutional barriers.
4. Barriers caused by poor teaching-learning condition in school.
5. Psychological barriers.
6. Geographic barriers.
7. Barriers caused by family circumstances.
8. Mental and physical barriers.
9. Barriers caused by armed conflict.

Shrestha (1996) has published a book on 'Gender Sensitive Planning What, Why, and How in Nepal.' This study is conducted to examine the condition of gender opportunity toward education of urban area. She has tried to examine how parental attitude towards education affects the education opportunity of any child? And also examined the occupational structure and the constraints for education opportunity as well.

According to her, women in Nepal are so depended to men, if their male partner denies giving shelter to them it is a question of basic survival. This system makes women of helpless, baseless, and dependent that without men's mercy they will not survive. It makes clear that women's educational condition is determines by

such condition. However, she wants to see the women's access have to reach in planning and decision making process. She expressed that decision making power of women may increase when there is an equality of participation at all level's planning and policy making not as a recipient, beneficiaries, labor and consultant but as active changed as agent.

Salam (2004) has studied on 'Educational Status of Muslim Community in Ajigara VDC, Kapilbastu District of Nepal'. He has clearly drawn out that the educational status of Muslim community. There is least number of Muslim people who have got the chance of formal education. The female presence in formal education is approximately none.

His study was based on field survey. He has taken 111 household as sample, managed interview, household survey. The Muslim community has been preferred to get non-formal education than formal. According to him, only 158 men had got formal education. Where as 334 Muslim people were completed non-formal education. The female's number is higher than male in the non-formal education sector. Out of the total non formal educators, 62.9 % comprised by the female and remaining percentage by the male. It makes clear that there is wide variation in formal education between Muslim male and female.

Pokharel (1999) in his dissertation 'School Enrollment of Girl Child in Rural Nepal: A Case Study of Makawanpurgadhi VDC Makawanpur District' tried to show that there is vary difference school enrollment of child between literate and illiterate parents. The main objective of the study was to find out the factors which are responsible for the school enrollment of girl child.

He find out that the school enrollment of girl child was 70 percent among the literate father and 30 percent among the illiterate fathers. Similarly among the literate mother the school of girl was 72.2 % where as in illiterate mother, it was 63 % only. Therefore the study explored that the literacy of father and mother directly influenced the school enrolment of the girl child.

The study indicated that the economic condition of a household was found responsible for the school enrollment of the girl child. Similarly distance of school and discrimination in educational opportunity were others factors that influenced in the school enrollment.

Finally, the study concluded that a girl in a rural society desires to be educated but the social prejudice and extreme poverty are not allowed her to go ahead.

Khanal (2004) made a study on 'Causes of Primary School Dropout: A Case Study of Tharu Community of Kopawa VDC, Kapilbastu District.' According to him, the school enrollment of Tharu people is really appreciable but the dropout rate is also high. The dropout rate was 15.11 percent in grade 1, 8.40 percent in 2, 7.10 percent in 3, 7.80 percent in 4 and 8.23 percent in 5 respectively in the year 2002.

He has identified that the failure in exam, compulsion to involve in life sustaining/ income generating activities, more children go to the school from same family, lack of awareness of education to the parents, home working, unable to buy educational materials, over age of the students for the grade etc. are the major causes of dropout problem. Tharu children involve in sand/concrete/ boulder collection, wage labor in brick factory and building construction, support in household/farm activities, care of their younger's at home, helper in the transportation services and grazing animals at other's home after dropping out of the school. However, he has concluded that poor economic condition is the pre-dominant causes of dropout of the Tharu students.

Manandhar and Shrestha (2003) have analyzed about the class repetition, dropout and promotion pattern on 'Population Monograph of Nepal Vol. I.' According to them, the repetition and dropout rate was quite high in the primary level especially in grade one. However, the pattern of promotion, repetition, and dropout rates for boys and girls is similar, with not significant difference in this level. They also concluded that the promotion rate is consistently high at secondary level but the repetition and dropout rates are generally low. The repetition and dropout rate for the year 2001 is lower than the rates for 1995. It was carried by them after the comparing of data for 1995 and 2001. In nutshell they indicate that the repetition and dropout rates are minimizing in comparison with the past.

Shrestha (1991) has made a study on 'Parental Attitude toward Education, Gender Analysis in the Context of Urban Fringe Community.' She has carried out a conclusion that parental attitude determines the educational status of their children. Educated parents always provoke and create a good environment a study to their children but uneducated parent doesn't do so, rather they make them as a helper in their work. The education level depends on the economic condition of a family. After the completion of free education (i.e. primary) parent should be financial responsible further study of their children. As a result there seems to have prevailed dropout problem due to their weak economic condition. Some families are able to spend



adequate amount of money for their children's education, on the other hand the haves-not family can not spent the money. She has concluded that religious and caste/ethnic groups system also direct the level of education.

DOE (2007) has published the 'flash-I report 2007-08.' It has involved the very latest and an authorized school's data in this report.

The total numbers of recorded school are 29448 in the year 2007-08. Where as 29220 are primary, 9739 lower secondary, 5894 secondary and 1545 higher secondary respectively. Besides these, there are 19936 recorded Early Childhood Development/ Pre Primary Classes (ECD/PPCs).

The total number of student in ECD/PPCs is 823106, where as the share of girls is 45 percent out of the total enrollment, there are 12.9 percent Dalit, 38.2 percent Janajati and 49 percent Others.

The enrollment of the total student at primary level is 4418713 where as 48.9% comprised by the girls and remaining percent by the boys. Out of the total enrollment, there are 19.2% Dalit, 40.9 percent Janajati and 39 percent Others respectively. The total enrollment of girls is 2159763(48.9%) in this level. Where the enrollment shares of social groups is 48.6 percent Dalit, 49.6 percent Janajati and 48.3% percent Others respectively in this level.

As par as the lower secondary level, the total number of enrollment is 1443515. The share of girl is 47 percent in this level. According to social group 9.8 percent of Dalit, 40.3 percent Janajati and 49.9 percent of Others have been enrolled in the level. On the other side the girls share by social groups is 45 percent of Dalit, 48 percent Janajati and 46.2 percent others within the level.

The total number of secondary enrollment is 471183, of which 308839(46%) are girls. The enrollment of share of the Dalit is only 6.4 percent. It shows that the Dalit enrollment is quite low as compared to their population as well as other social groups. Where as the share is 37 percent for Janajati and 56.6 percent for others.

NLSS (2003-04) has published a report on 'Nepal Living Standard Survey 2003-04.' The survey report has introduced three categories of educational status: a) never attended school, b) attended school in the past, and c) currently attended school. Among them the proportion of relevant population that 'never attended' school is larger than that 'ever attended' and 'currently attending' categories. According to this survey, 21 percent relevant population were never attended school in Nepal. It has also tried to better understand about the causes. Where as 33 percent reported 'parent

did not want', 20 percent ' had to work at home', 19 percent 'too expensive', 13 percent ' not willing to attend' and 3 percent ' school far a way.' It indicated that the 'parent did not want' is the quite primary reason for not attending school.

## **CHAPTER-III**

### **METHODOLOGY**

Methodology is a process of completing the study. It keeps the method and techniques of data collection and analysis. It also makes the clear concept about ongoing research and gives way to the study. The study conducted on overall school enrolment in Bastim VDC. Following are the complements of methodology of the study.

#### **3.1 Nature and Sources of Data**

The present study has been exclusively based on school enrolment situation with especial reference to Bastim VDC. It has based on both the primary and secondary data which is collected from the following sources.

##### **3.1.1 Primary Sources**

Basically primary data is backbone to fulfill the objectives of the study, which is collected from the primary sources. The main primary sources of the study are seven schools of the VDC, pre-determined sample size of the local household, some local elite persons.

##### **3.1.2 Secondary Sources**

In order to fulfill the gap of primary data, the secondary data has been used in the study. It has made easy to fulfill the objectives. The main sources of the secondary data are ; different publications of department of education (DOE), Central Bureau of statistics (CBS), District education office, Bhojpur, District development committee Bhojpur, and TU library.

#### **3.2 Determination of Sample Size**

There are 543 households in Bastim VDC. The sample size has been determined for smoothening of the study. 10 percent sample size has been taken of the universe with the help of lottery system under the simple random sampling method. The determined sample sizes are as follows:

Table 2. Sample size of the household

Ward No.	Number of Household	Sample size
1	78	8
2	80	8
3	59	6
4	56	5
5	35	4
6	52	5
7	44	4
8	70	7
9	69	7
<b>Total</b>	<b>543</b>	<b>54</b>

Source: Bhojpur Jillako Bastugat Bibaran

### 3.3 Method of Data Collection

Following methods are applied for data collection.

#### 3.3.1 School Survey

There are seven schools with respect to the six primaries and one secondary in Bastim VDC. In order to fulfill the major objectives, the data were collected from the schools with the help of structured questionnaire (See Appendix -I). To acquire the relevant information, it was prepared to headmaster of the schools and in the absences of head master other teachers were help to fulfill the questionnaire. The seven schools are as follows:

Table 3. Schools in Bastim VDC

S.N.	Schools	Ward no.
1	Panchakanya Primary	9
2	Janapriya Primary	8
3	Malika Primary	7
4	Sarasati Primary	6
5	Balsudhar Primary	5
6	Laxminarayan Primary	4
7	Manedanda secondary	1

### **3.3.2. Household Survey**

Household survey was conducted for data collection. It was carried out on the basis of pre determined sample size. The part I structured questionnaire (See appendix-I) were applied in household survey. Majority of the respondents were household head but somewhere reliable members of the household were taken as respondents.

### **3.3.3 Key Informant Interview**

In order to take the reliable information, key informant interviews were conducted. Four persons were taken as key informant. It helped to acquire information especially about the causes and consequences of dropout problem, socio-economic condition of the dwellers, over all perceptions of the local people about formal education etc.

## **3.4 Data analysis**

The following operations are conducted to analyze the data obtained from the primary and secondary sources. Simple statistical methods has been applied i.e. table, percentage etc. relevant diagram has been included to present the table. The required maps are prepared with the help of ARC/ Info and Arc View GIS software.

## *CHAPTER IV*

### **GENERAL BACKGROUND OF THE STUDY AREA**

#### **4.1 Physical condition**

##### **4.1.1 Location**

Bhojpur district is situated in the eastern development region of Nepal. The district extends from 26<sup>0</sup> 55' N to 27<sup>0</sup> 26' N in latitude and from 86<sup>0</sup> 00' E to 87<sup>0</sup> 13' E in longitude. It has surrounded in the north by Sankhuwasava and Solukhumbu district, Dhankuta in east Udayapur in south and Khotang in the west respectively. There are 63 village development committees (VDCs). It has situated in the middle hill with an area of 1507 km<sup>2</sup>. The average length of this district is 93 km north to south and average breadth is 35 km east to west. Bastim is one of the 63 VDCs of Bhojpur district. It has located eastern part of the district which lies 16 km distance far from headquarter with an area of 23.46 km<sup>2</sup> (BJBB, 2062).

It has been surrounded by six neighboring VDCs; Chyangre in north, Sanodumma and Thulodumma in east, Manebhanjyang in south and Amtek and Taksar in the west respectively.

##### **4.1.2 Topography**

Bhojpur district has situated in the middle hill region of Nepal. The elevation range is 152 m to 4320m from the sea level. The topography of this district is uneven with sloppy form. There is no significant difference of Bastim VDC with morphological characteristics of the district. The landuse pattern of the VDC is dominated by agricultural land.



## **Drainage**

The drainage pattern of the study area is dendritic. There is no any major river. Eventhough small streams are drained from north to south in the VDC. It consists many seasonal brooks i.e. Dhobikhola, Hangkhola, Ritthekhola, Badarkhola and so on. Normally these brooks contain the water in rainy season but not in the winter. There is lack of adequate water resources for both irrigation and drinking water because of the absence of permanent drainage system.

### **4.1.3 Climate and Rainfall**

Depend upon the altitude; the climate of the Bhojpur district is different from place to place. Although the climatic condition has been dominated by the warm temperate. The temperature remains between 32.2<sup>0</sup>c in maximum and 0.10<sup>0</sup> c in minimum. The annual mean rain fall ranges from 1005.9 mm to 2123.1 mm of the district (BJBB, 2062).

### **4.1.4 Natural Vegetation**

The study area has contained different natural vegetations. Vegetation is the most important factor which influences every field of human beings. Mostly it affects the environment. The types of the vegetation depend upon the climatic condition, vegetation, altitude and climatic condition is inseparable components namely they have close interrelationship. In Bastim VDC, most of the area has covered by pines. In addition, shal, chilaune, gurans, uttis, champ etc. are also found in the VDC. Furthermore various types of grasses and shrubs also exist in this VDC.

### **4.1.5 Soil and Agricultural Crops**

The soil of Bastim VDC has not scientifically tested. Red and gray soil has domination in the VDC which seems often dry nature. The arable area is dominant of landuse pattern and a major crop is maize and millet, and then comes paddy and soybean etc. on the other hand oranges, guavas, jack fruits etc. are the remarkable fruits of the VDC.



## 4.2 Socio-Economic Characteristics

### 4.2.1 Population Distribution

Bhojpur district is known as Majhkirant. It takes to the credit of Kirant reign in Nepal by the perspectives of history. Even being the Majhkirant, there is not a majority of Rai/Kirant community in Bastim VDC. There is 2909 population with 543 households where the large number of population occupied by the Kshatri. The Rai comes in second place. The share of Kshatri is 34.6 percent, Rai 30.5, Newar 7.8, Tamang 5.4, Sarki 5.3, Damai 4.3, Kami 4.1, Brahmin(hill)3.6, Gharti/Bhujel 1.8, Magar 1.8, Churaute 0.2 and others 0.5 percent respectively(CBS,2001). Regarding to the sex, female's share is greater than the males.

Table 4. Ward-wise population distribution in Bastim VDC

Ward No.	No. of HH	Population	Female (%)	Male (%)
1	78	383	51.2	48.8
2	80	412	56.8	43.2
3	59	315	51.1	48.9
4	56	308	47.7	52.3
5	35	219	49.8	50.2
6	52	282	49.6	50.4
7	44	257	54.5	45.5
8	70	349	50.7	49.3
9	69	384	52.3	48.7
<b>Total</b>	<b>543</b>	<b>2909</b>	<b>52.8</b>	<b>48.2</b>

Source: Bhojpur Jillako Bastugat Bibaran 2062

### 4.2.2 Settlement Pattern

Bastim VDC lies in the rural area. There is no any specification of the professions. That is why almost all the settlement patterns are dispersed. The linear and agglomerated settlements are also can be found in particular places.

### 4.2.3 Road/ Transportation/Communication

Bastim VDC is completely far from proper transportation facilities. It does not have any motor able road. The foot track has linked one to other places. As per as the communication, there is only one post office service. In the very recent period,

approximately 30 telephone lines are available in this VDC. Besides these, mobile services also have been provided.

#### 4.2.4 Socio-Economic Condition

The socio-economic condition of the villagers is normal. The main occupation of the people is agriculture. It has been existing as a source of livelihood for a long period. In addition of this occupation, they are involved in other sector i.e. teaching, business, foreign labor etc. but they take such occupations as the substitution of agriculture. According to the sample survey, the occupations of the people are as follows:

Table 5. Occupations of the Respondent, 2007

Types	No. of Respondents	Percentage
Agriculture	42	77.8
Teaching	2	3.7
Business	1	1.9
Others	9	16.6
<b>Total</b>	<b>54</b>	<b>100</b>

Source: Field Survey 2008

#### 4.3 Historical Background of the Study Area

Bhojpur district has a historical significance in the field of education. It is the sources of education for the public people. Nobody can boycott to Bhojpur if he/she is going to be know about educational history in Nepal. Balaguru Sadananda Adhikari, known as supernatural man had established the “Sadananda Sanskrit Pathshala” at Dinglabazar for the first time in 1932. At that time, it was very challengeable task not only by the economically but also by the administratively. The school was come in operation under his master plan. He had established the different trusts for the economic help. Then begun to provide free education for all. There was no any racial discrimination. It can be justified from the enrolment of different castes/ethnicities i.e. Adhikari, Paudel, Basnet, Rai, Shrestha etc. However, there was no presence of lower castes and female. Such favorable schooling system comprised the sizeable student enrolment. It not only made literate to the local people but also to the Indian as well. On the other hand, it was established as an inspirable center for the establishment of other educational institutions.

After the 80 years, there was established the Laxminarayan school in 2012 BS in Bastim VDC. This is situated in ward no. 4, approximately mean center of the VDC. And then Manedanda established in 2016 as the corner center of three VDCs i.e. Bastim, Sanodumma and Thulodumma. It is only one Secondary school which is standing as a destination school for L. secondary and Secondary education among the VDCs. Then Malika primary established in 2042. It has located in ward no 7. In such away Panchakanya established in 2042, Janapriya in 2048, Balsudhar in 2049 and Saraswati in 2052. These are situated in ward no. 9, 8, 5 and 6 respectively. It makes clear that there is not a lack of primary schools. In the present time, nobody have to spend more than one hour for the primary education.

## CHAPTER V

### SCHOOL ENROLMENT IN BASTIM VILLAGE DEVELOPMENT COMMITTEE

#### 5.1 School Enrolment Situation

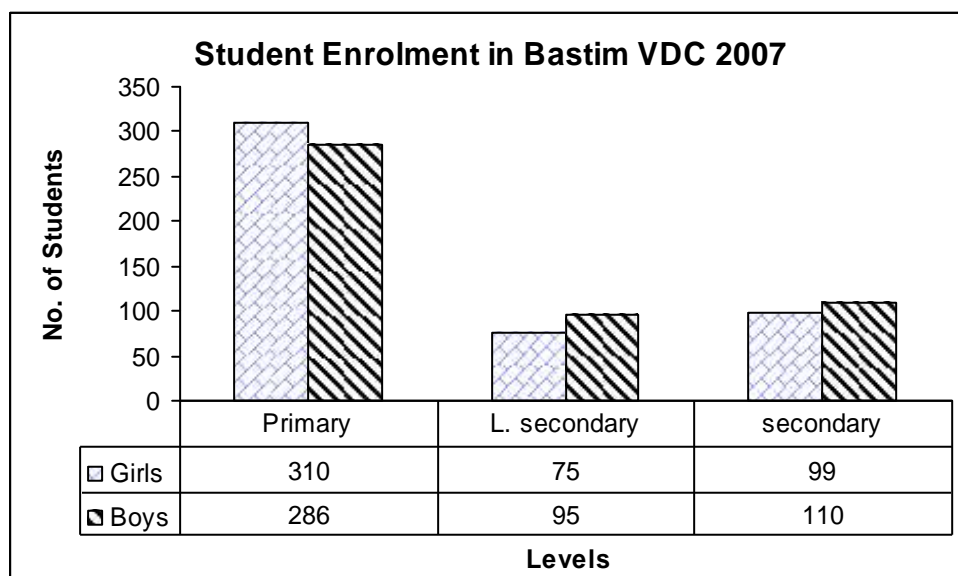
There are seven community schools in Bastim VDC where the six schools are primary and one is secondary. The Panchakanya School lies in the ward no. 9, Janapriya in 8, Malika in 7, Saraswati in 6, Balshudhar in 5, and Laxminarayan in ward no. 4 respectively. The only one Manedanda secondary school is located in ward no.1. It comprises altogether the primary, lower secondary and secondary level. Here all the primary level has been compiled separating from the Manedanda School. However, lower secondary and secondary levels are presented together. General school enrolment situation can be seen as (table 6).

Table 6. Level wise School enrollment situation in Bastim VDC, 2007

<b>Levels</b>	<b>No. of Stud.</b>	<b>Girls</b>	<b>Boys</b>	<b>% of Girls</b>	<b>% of Boys</b>
Primary	596	310	286	52	48
L. secondary	170	75	95	44.1	55.9
secondary	209	99	110	47.4	52.6
<b>Total</b>	<b>975</b>	<b>484</b>	<b>491</b>	<b>45.9</b>	<b>54.1</b>

*Source: Field Survey 2008*

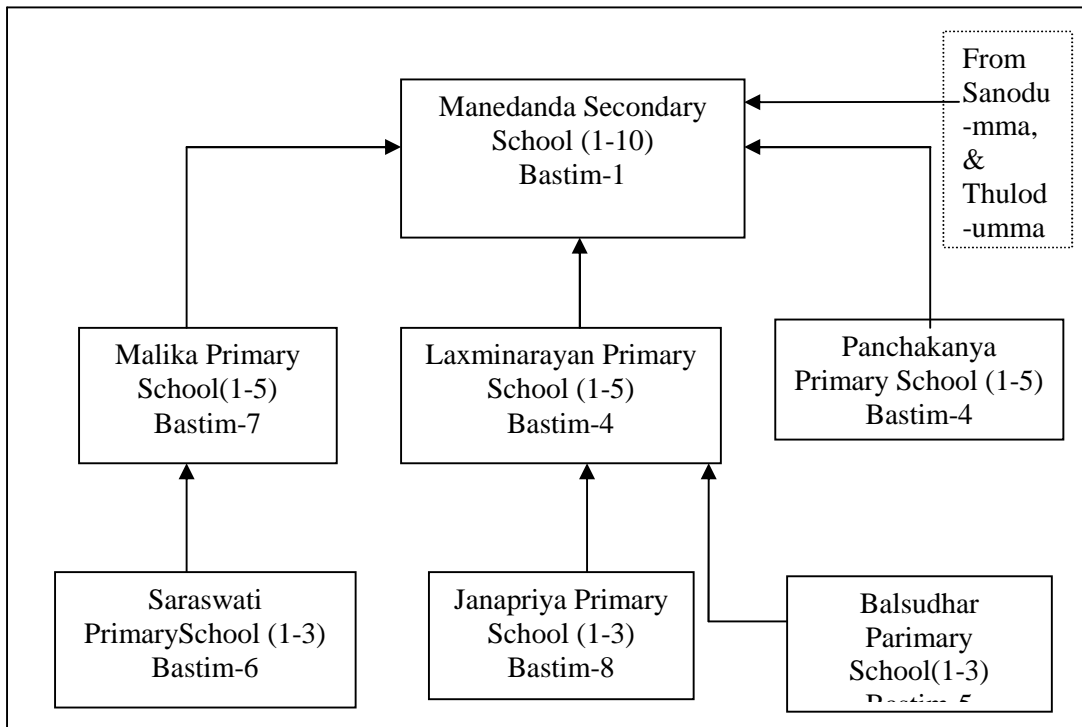
Figure: 1



The total student enrolment number is 975 where the enrolment number of primary level is 596, lower secondary is 170 and secondary is 209 respectively. It shows to the majority of student enrolment in primary level in comparison with other levels. The primary level alone comprises the 61.1 percent out of the total student. Generally it becomes the vice versa relation between ascending educational level and enrolment of the student. The situation can be seen in primary and lower secondary level. But the case is not same in secondary level in this VDC. The secondary level has higher enrolment rate than in the lower secondary because of the student used to be enrolled from two neighboring VDCs. It is only one secondary school for the three VDCs. Regarding to the sex-wise enrollment, boy's enrollment number is higher than girls. The difference between girls and boys is 8.2 percent. According to level, the girls' enrolment is greater than of the boys in primary level. But the boys' enrolment rate is quite high than of the girls in lower secondary and secondary levels. The main cause of this situation is least access to the girls in higher education due to the load of households' work and other different circumstances.

It has already stated that there is only one secondary school with six primary in this VDC. Normally, the school enrolment pattern in this VDC uses to be as follows:

Figure: 2



Feeder School Pattern of Bastim VDC: A Schematic Diagram.

## 5.2 Student Enrolment at Primary School

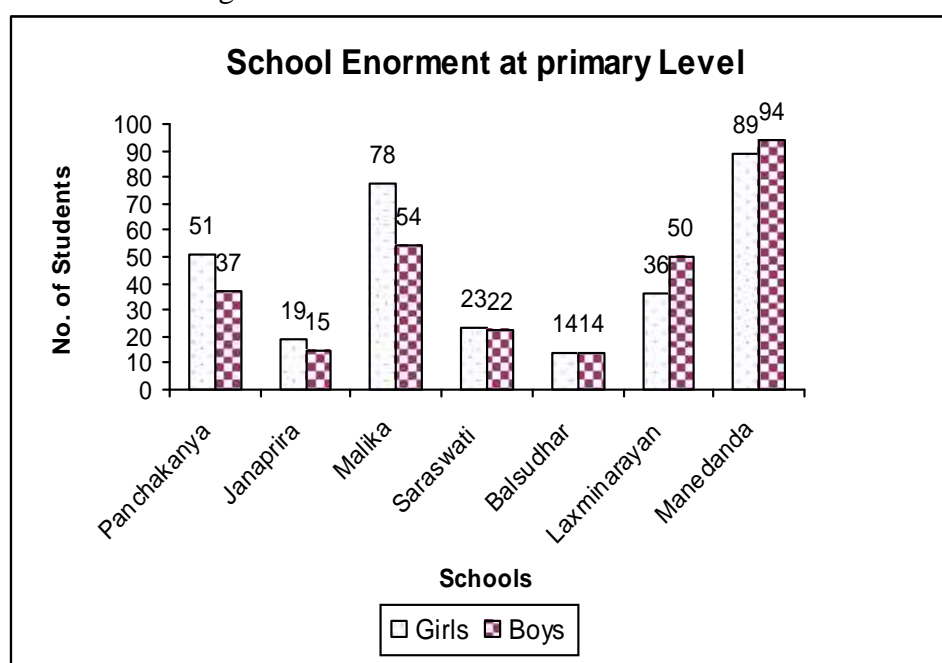
The total student enrolment is 596 in primary levels where the share of boys is 48 percent and girls is 52 percent out of the total student number of this level. According to school wise enrolment, Panchakanya comprised 14.8 percent, Janapriya 5.7, Malika 22.1, Saraswati 7.5, Balsudhar 4.7, Laxminarayan 14.4, and Manedanda 30.7 percent comprised respectively followed by the total student . Observing to the sex wise enrolment, the five schools have high rate of the girls except of Laxminarayan and Manedanda School. It shows that girl's enrolment is higher than of the boys in this level. It is the result of high intake rate of girl child and increasing level of awareness on female education of the dwellers.

Table 7. Student Enrollment at Primary Level, 2007

Schools	No. of student	Girls	Boys	Girls (%)	Boys (%)
Panchakanya	88	51	37	57.9	42.1
Janapirira	34	19	15	55.9	44.1
Malika	132	78	54	59.1	40.9
Saraswati	45	23	22	51.1	48.9
Balsudhar	28	14	14	50	50
Laxminarayan	86	36	50	41.9	58.1
Manedanda	183	89	94	48.6	51.4
<b>Total</b>	<b>596</b>	<b>310</b>	<b>286</b>	<b>52</b>	<b>48</b>

Source: Field Survey 2008

Figure: 3



### 5.2.1 Student Enrolment by Social Group in Primary Level

The social group incorporates to Janajati, Dalit and the Others community. Janaajti comprises in the VDC is Rai, Newar, Tamang, Magar and Bhujel/Gahrti. Dalit consists Kami, Damai and Sarki and Other indicates to the Kshatri and Brahmin. All the groups' students have been enrolled in the primary level. The share of Janajati is 50.2, Others' 30.5 and Dalit's 19.3 percent respectively out of the total student enrolment in this level. It indicates to the high number of Janajati group in this level. But the condition is not the same with respect to their proportion of population and

enrolment rate. The enrolment of Dalit is higher than others two groups. Enrolment rate of this group is 29.4 percent out of the total population of this group. It can be taken as the result of provision of scholarship for them. Likewise Janajati is 21.7 and Other is 16 percent only.

Regarding to the school wise situation, the share of Janajati is 90.9 percent and Other is 9.1 percent respectively out of the total student in Panchakanya school. Interestingly there has not been found the presence of any Dalit student in this school. In the case of Janapriya, the share of Dalit student is 79.4 percent and Janajati is 20.6 percent where the Other group's presence is completely none. Malika School comprised the higher rate of other group's student. It consists 66.7 percent of Other, 21.2 percent of Dalit and 12.1 of Janajati respectively out of the total student. The total student of Saraswati is 45. Whereas the share of Janajati is 71.1 percent, Dalit 22.2 percent and Other 6.7 percent respectively. Likewise Balsudhar have comprised 28 students where Janajati comprised 35.7 percent, Dalit 14 and Other comprised 50 percent. In Laxminarayan School, the share of Janajati 59.3 percent, Other 26.7 percent and Dalit 14 percent comprised respectively. Similarly in Manedanda School, Janajati student comprised 56.3 percent, Other 25.1 percent and Dalit comprised 18.6 percent.

The above scenarios pointed out that the particular places have the majority of particular social group. It determines the school enrolment level of social group. As we can found here that, Janapriya shows the higher concentration of Dalit community in that area. Similarly Malika and Balsudhar shows to the concentration of Other and the remaining Schools shows to the over concentrations of Janajati community with respect to these area.

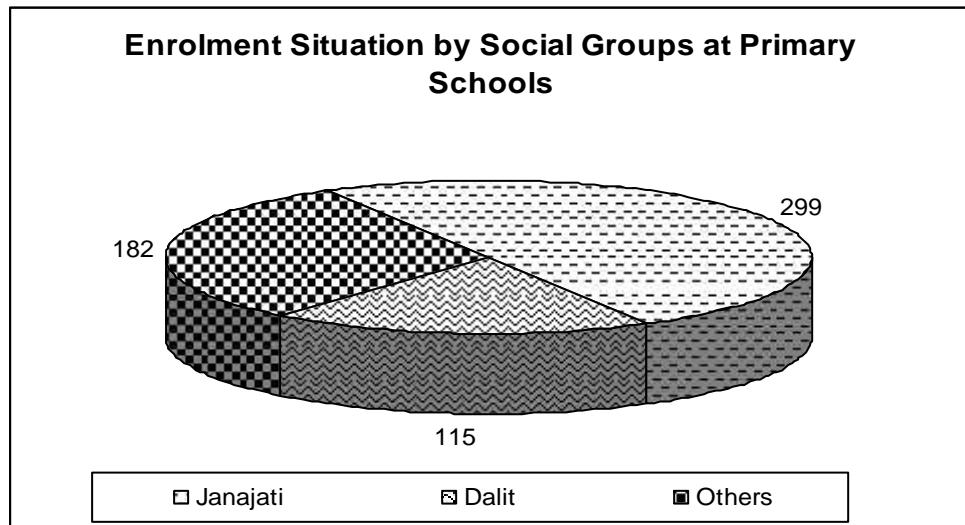
Table 8. Enrolment Situation by Social Group in Primary Level, 2007

Schools	Janajati	Dalit	Others	% Janajati	%Dalit	% Others
Panchakanya	80	-	8	90.9	-	9.1
Janapriya	7	27	-	20.6	79.4	-
Malika	16	28	88	12.1	21.2	66.7
Saraswati	32	10	3	71.1	22.2	6.7
Balsudhar	10	4	14	35.7	14.3	50
Laxminarayan	51	12	23	59.3	14	26.7
Manedanda	103	34	46	56.3	18.6	25.1
<b>Total</b>	<b>299</b>	<b>115</b>	<b>182</b>	<b>50.2</b>	<b>19.3</b>	<b>30.5</b>

Source: Field Survey 2008



Figure: 4



## 5.2.2 Student Enrolment by Sex within Social Group at Primary Level

### 5.2.2.1 Enrolment of Janajati Student by Sex in Primary Level

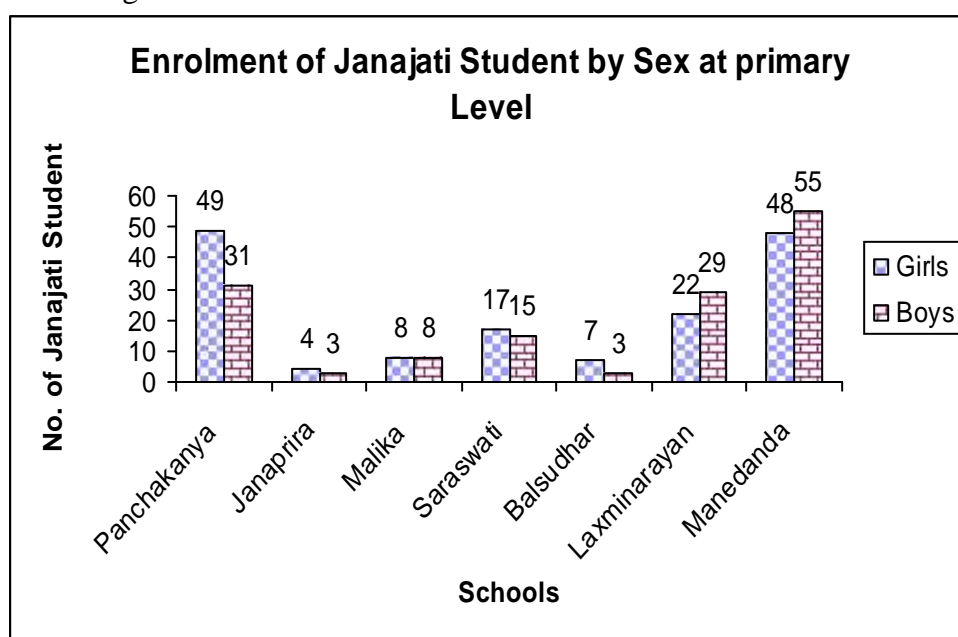
It has already mentioned that the share of Janajati student is higher in this level in comparison with other two groups. Regarding to the sex within Janajati, there is no significant differences between girls and the boys. To some extent, the girls' enrolment is higher than of the boys. The share of girls is 51.8 percent and the boys' is 48.2 out of the total 299 Janajati student. Observing to the school wise situation, there is high rate of girl student in 5 schools except of Laxminarayan and Manedanda. In totality, the girl's enrolment is somehow better of Janajati student by the numerical perspective.

Table 9. Enrolment of Janajati Student by Sex in primary level, 2007

Schools	No. of Stud.	Girls	Boys	Girls(%)	Boys(%)
Panchakanya	80	49	31	61.3	38.7
Janapirira	7	4	3	57.1	42.9
Malika	16	8	8	50	50
Saraswati	32	17	15	53.1	46.9
Balsudhar	10	7	3	70	30
Laxminarayan	51	22	29	43.1	56.9
Manedanda	103	48	55	46.6	53.4
<b>Total</b>	<b>299</b>	<b>155</b>	<b>144</b>	<b>51.8</b>	<b>48.2</b>

Source: Field Survey 2008

Figure: 5



### 5.2.2.2 Enrolment of Dalit Student by Sex in Primary Level

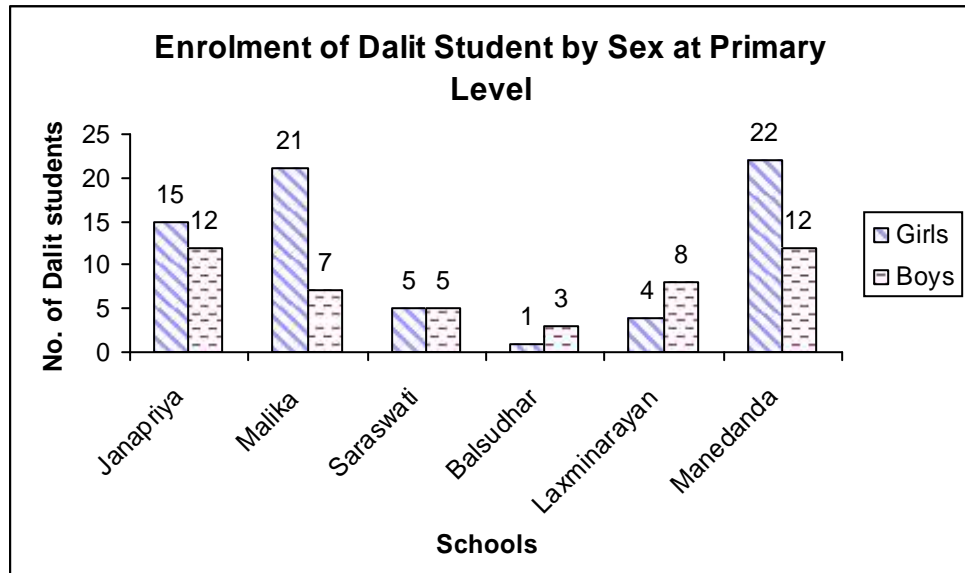
The total number of Dalit student in this level is 115. In which the share of girls is 59.1 percent and boys is 40.9 percent out of the total Dalit students. It shows that the girls' enrolment status is better than of the boys. Because of the high intake rate of girls children in this group. The highest girl's enrolment can be found in Malika School and the lowest can be found in Balsudhar. Generally, the girl's share of Dalit student is high in all the schools except of Laxminarayan and Balsudhar.

Table10. Enrolment of Dalit Student by Sex in Primary level, 2007

Schools	No. of Stud.	Girls	Boys	Girls (%)	Boys (%)
Janapriya	27	15	12	55.6	44.4
Malika	28	21	7	75	25
Saraswati	10	5	5	50	50
Balsudhar	4	1	3	25	75
Laxminarayan	12	4	8	33.3	66.7
Manedanda	34	22	12	64.7	35.3
<b>Total</b>	<b>115</b>	<b>68</b>	<b>47</b>	<b>59.1</b>	<b>40.9</b>

Source: Field Survey 2008

Figure: 6



### 5.2.2.3 Enrolment of Other Student by Sex in Primary Level

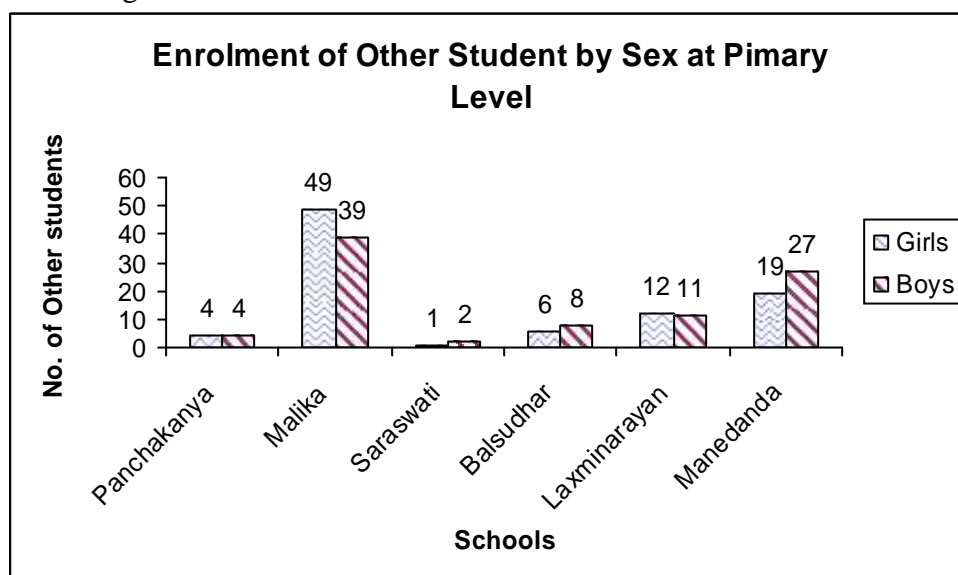
The total student of this group is 182 out of the total student in primary level. Interesting case can be found in this group. There is no any difference between girls and boys. The share of girls and boys is equal. Observing to the school wise situation, Saraswati, Balsudhar and Manedanda comprised the low number of girl student and the remaining schools are high. However, the gender parity index (GPI) is better in this group. The equal condition can be taken as the result of awareness and educated people. Namely, this group is seems to be advantaged group.

Table 11. Enrolment of Other Student by Sex in primary level, 2007

Schools	No. of Stud.	Girls	Boys	Girls (%)	Boys(%)
Panchakanya	8	4	4	50	50
Malika	88	49	39	55.7	44.3
Saraswati	3	1	2	33.3	66.7
Balsudhar	14	6	8	42.9	57.1
Laxminarayan	23	12	11	52.2	47.8
Manedanda	46	19	27	41.3	58.7
<b>Total</b>	<b>182</b>	<b>91</b>	<b>91</b>	<b>50</b>	<b>50</b>

Source: Field survey 2008

Figure: 7



#### 5.2.2.4 Comparison of the Enrolment Situation by Sex among Social Group in Primary Level

Table 12 shows to the sex wise enrolment variation among the social group in primary level. The share of girl is 52 percent and the boy is 48 percent out of the total student in this level. According to the social group, the girl's enrolment of Janajati and Dalit is higher than of the boys. Eventhough the girl's share of Other group is 50 percent out of the total student of this group.

The enrolment of Dalit girls is better in comparison of Janajati. On the other hand, there can be vice versa situation in the case of boys.

Table12. Student Enrolment by Sex and Social Group in P. L., 2007

Social Group	No. of Student	Girls (%)	Boys (%)
Janajati	299	51.8	48.2
Dalit	115	59.1	40.9
Others	182	50	50
<b>Total</b>	<b>596</b>	<b>52</b>	<b>48</b>

Source: Field survey 2008

### 5.3 Student Enrolment in Lower Secondary and Secondary Level

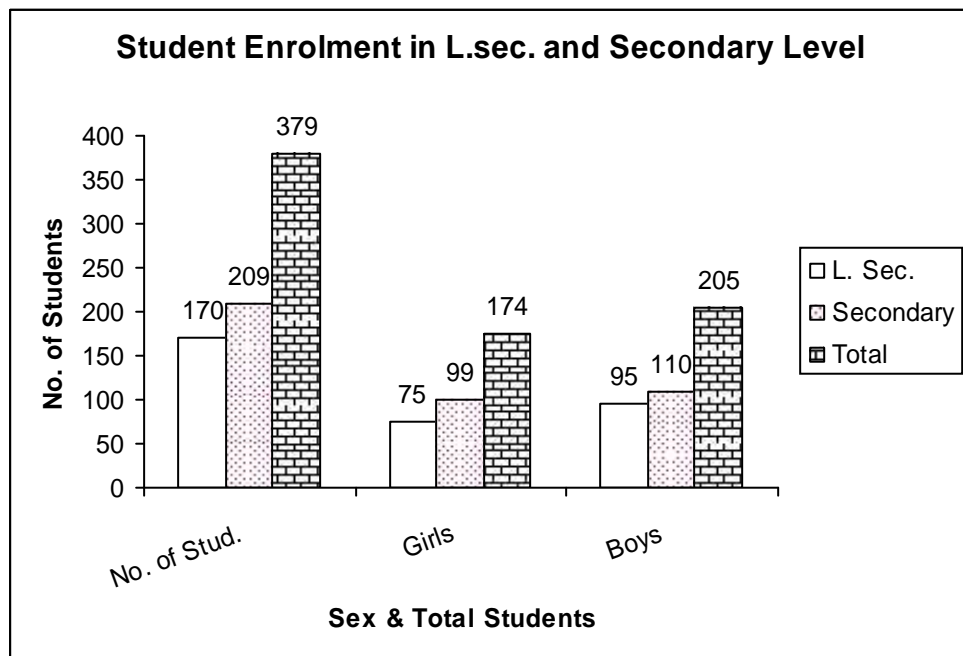
There is only one secondary school in Bastim VDC. It has situated in Bastim - 1 Manedanda. It has hold Primary, L. secondary and Secondary level altogether. The primary level has already been separated from this school. Table no. shows the enrolment of the student in L. secondary and secondary level in the year 2007.

Table 13. Student Enrolment in Lower Sec. & Sec. Level, 2007

Level	No. of Stud.	Girls	Boys	Girls (%)	Boys (%)
L. Sec.	170	75	95	44.1	55.9
Secondary	209	99	110	47.4	52.6
<b>Total</b>	<b>379</b>	<b>174</b>	<b>205</b>	<b>45.9</b>	<b>54.1</b>

Source: Field survey 2008

Figure: 8



The lower secondary level consists to the three grades (6-8). The share of enrolment at this level is 17.4 percent out of the total student. The share of boys has

55.9 percent in this level. It becomes approximately 12 percent greater than of the girls.

Out of the total enrolment in all the levels, the share of secondary enrolment level is 21.4 percent. In which, the share of boys becomes 52.6 percent within this level while the share of the girls is 47.4 percent. It clearly shows that the girl's enrolment situation is less than boys in secondary level. Definitely the access of girl use to be decreased with the upgrading classes. They have to be engage in household works or other extra socio-economic entangles.

As a whole, the same result can be found in both levels. The total student enrolment no. is 379 in both levels where the boy's enrolment share is greater than girls (table 13). It displays the clear picture of variation between boys and the girls in both levels.

### **5.3.1 Student Enrolment by Social Group in Lower Secondary and Secondary Level**

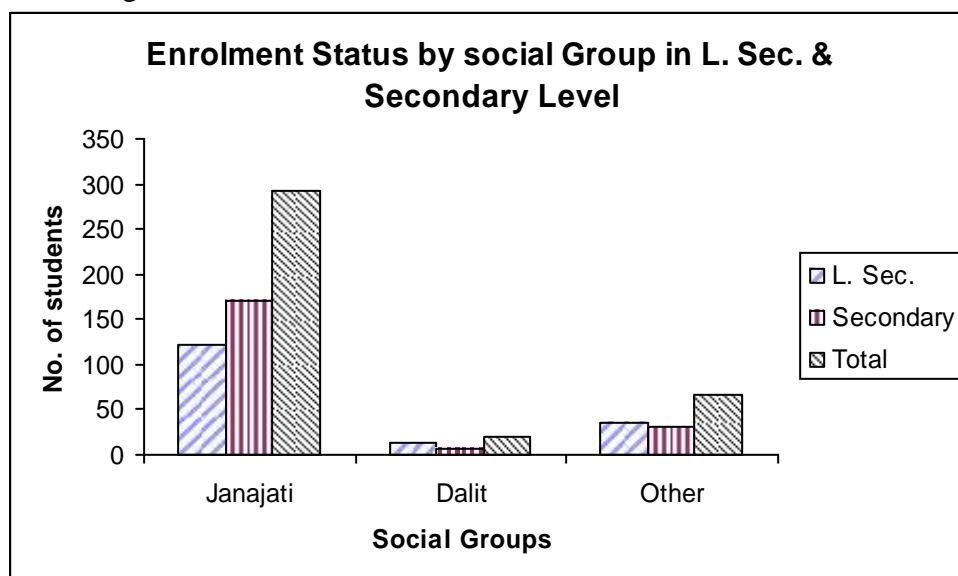
The entire social group's student i.e. Janajati, Dalit and Other have been enrolled in both L. Secondary and Secondary level. The total enrolment number of the Janajati, Dalit and Others are 292, 20 and 67 respectively. Janajati has the highest enrolment status than other two groups. The share of Janajati student is 77 percent in these levels. It is higher than others two groups in the both levels. And then comes Others and Dali respectively.

Table 14. Enrolment Situation by Social Group in L. Sec. & Sec. level, 2007

<b>Level</b>	<b>Janajati</b>	<b>Dalit</b>	<b>Other</b>	<b>% Janajati</b>	<b>%Dalit</b>	<b>%Other</b>
L. Sec.	122	13	35	71.8	7.6	20.6
Secondary	170	7	32	81.3	3.3	15.4
<b>Total</b>	<b>292</b>	<b>20</b>	<b>67</b>	<b>77</b>	<b>5.3</b>	<b>17.7</b>

*Source: Field survey 2008*

Figure: 9



### 5.3.2 Student Enrolment by Sex within Social Group in Lower Secondary and Secondary Level

#### 5.3.2.1 Enrolment of Janajati Student by Sex in Lower Secondary and Secondary Level

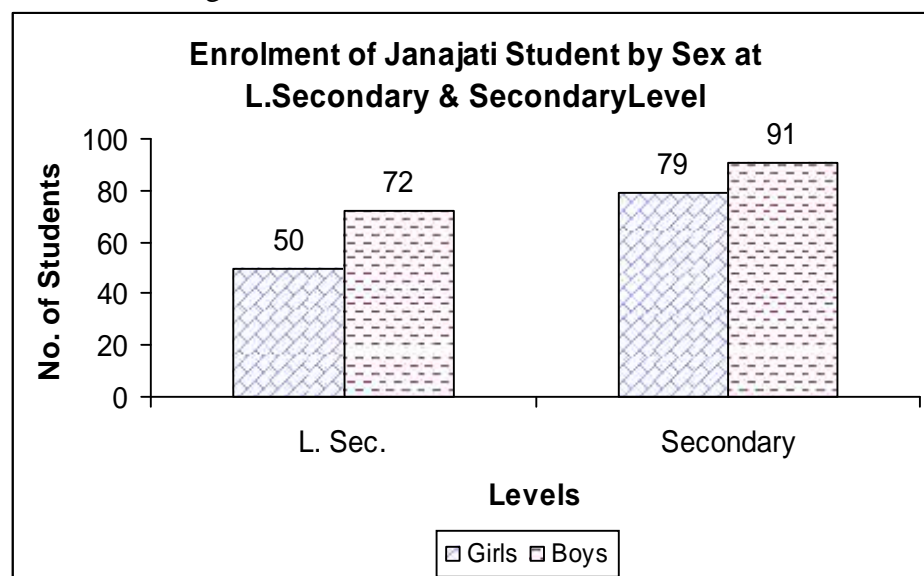
Janajati comprises the 292 student out of the total students in these levels. According to sex, there can be found the domination of boys. The share of boy enrolment is 55.8 percent while the girls consists only 44.2 percent. It indicates to the majority of boys within Janajati.

Table15. Enrolment of Janajati Student by Sex in L. Sec. & Sec. Level, 2007

Level	No. of Stud.	Girls	Boys	Girls (%)	Boys (%)
L. Sec.	122	50	72	41	59
Secondary	170	79	91	46.5	53.5
<b>Total</b>	<b>292</b>	<b>129</b>	<b>163</b>	<b>44.2</b>	<b>55.8</b>

Source: Field survey 2008

Figure: 10



### 5.3.2.2 Enrolment of Dalit Student by Sex in Lower Secondary and Secondary Level

The total Dalit students in both level is 20 where the L. secondary consists 13 students and Secondary consists 7. It points out to the decreasing number of this group in higher levels. The share of boy's student is 69.2 percent and 71.4 percent in L. secondary and secondary levels respectively. Whereas the girl's share is only 30.8 percent and 28.6 percent in the same way. There is great variation between boys and girls of Dalit student enrolment in both levels. The girls have to be engaged in domestic works. That is why they use to do drop out and failure due to the lack of adequate time for the study in home.

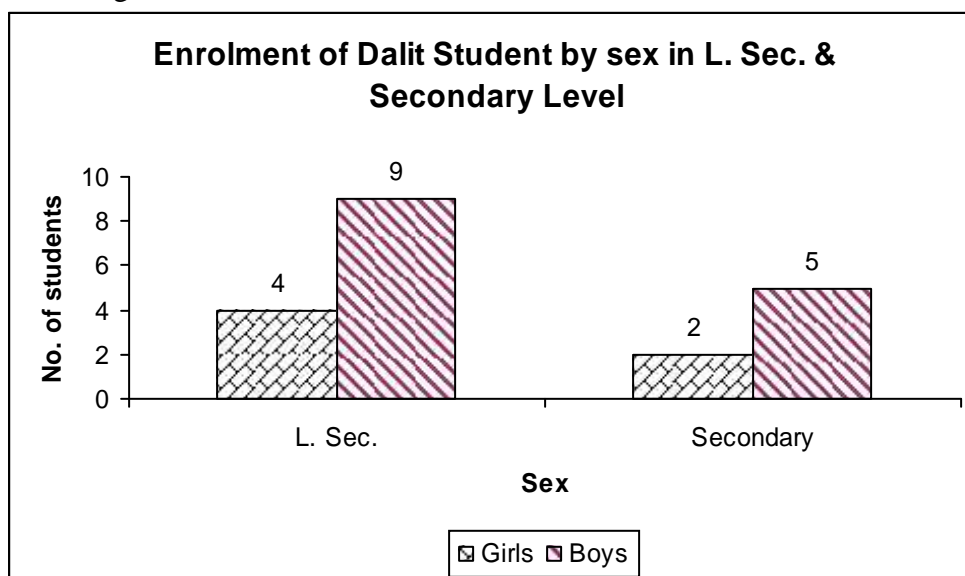
Table16. Enrolment of Dalit student by sex in L. Sec. & Sec. Level, 2007

Level	No. of Stud.	Girls	Boys	Girls (%)	Boys(%)
L. Sec.	13	4	9	30.8	69.2
Secondary	7	2	5	28.6	71.4
<b>Total</b>	<b>20</b>	<b>6</b>	<b>14</b>	<b>30</b>	<b>70</b>

Source: Field survey 2008



Figure: 11



### 5.3.2.3 Enrolment of Other Student by Sex in L. Secondary and Secondary Level

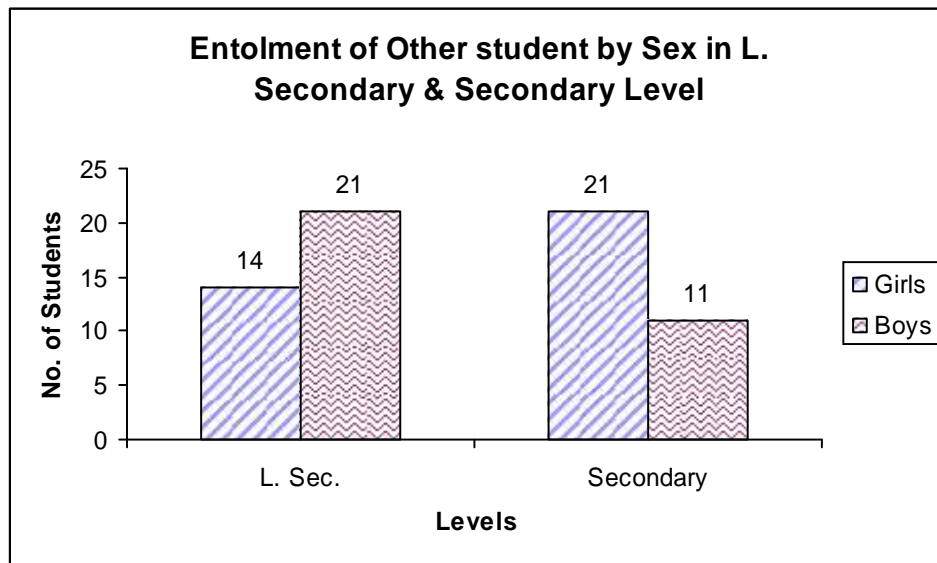
The total student enrolment of Other group is 67. The share of boys is 47.8 percent which is quite less than of the girls. The share of girls' enrolment is 52.2 percent. The boy's enrolment rate is high in lower secondary level but the case is vice versa in secondary level (table17). The boys use to be involved in income generations activities in comparison to the girls.

Table17. Enrolment of Other Student by Sex in L. sec. & Sec. Level, 2007

Level	No. of Stud.	Girls	Boys	Girls (%)	Boys(%)
L. Sec.	35	14	21	40	60
Secondary	32	21	11	65.6	34.4
<b>Total</b>	<b>67</b>	<b>35</b>	<b>32</b>	<b>52.2</b>	<b>47.8</b>

Source: Field survey 2008

Figure: 12



#### 5.3.2.4 Comparison the Enrolment Situation by Sex within Social Group in Lower Secondary and Secondary Level

Following table presents to the enrolment composition at lower secondary and secondary level by sex and social group. The total enrolment share of Dalit in total is 7.6 percent in L. secondary levels and 3.3 percent in secondary level. It shows that Dalit enrolment share is quite low as compared to other groups. Likewise, the share of Janajati enrolment is 71.8 percent in lower secondary and 81.3 in secondary level out of the total student in each level. It also shows to the total enrolment share for Other group is 20.6 percent and 15.4 percent respectively in L. secondary and Secondary level.

The table also shows to the enrolment share of girls of whole social group is completely lower than of the boys in L. secondary level. The enrolment difference between girls and boys is worse in Dalit. To some extent, the tolerable condition can be found in the case of Janajati and Others. As per as the secondary level, the same condition can be seen in Janajati and Dalit group. But the case is not similar in Other group. The share of girl is higher than of the boys in Other group

Table 18. Enrolment Status of Social group in L. Sec. & Secondary Level, 2007

Social Group	Lower Secondary (%)			Secondary (%)		
	Girls	Boys	Total	Girls	Boys	Total
Janajati	41	59	<b>71.8</b>	46.5	53.5	<b>81.3</b>
Dalit	30.8	69.2	<b>7.6</b>	28.6	71.4	<b>3.3</b>
Others	40	60	<b>20.6</b>	52.2	47.8	<b>15.4</b>

Source: Field survey 2008

## CHAPTER VI

### DROPOUT, FAILURE AND REPETITION

#### SITUATION IN BASTIM VDC

### 6.1 Dropout Situation

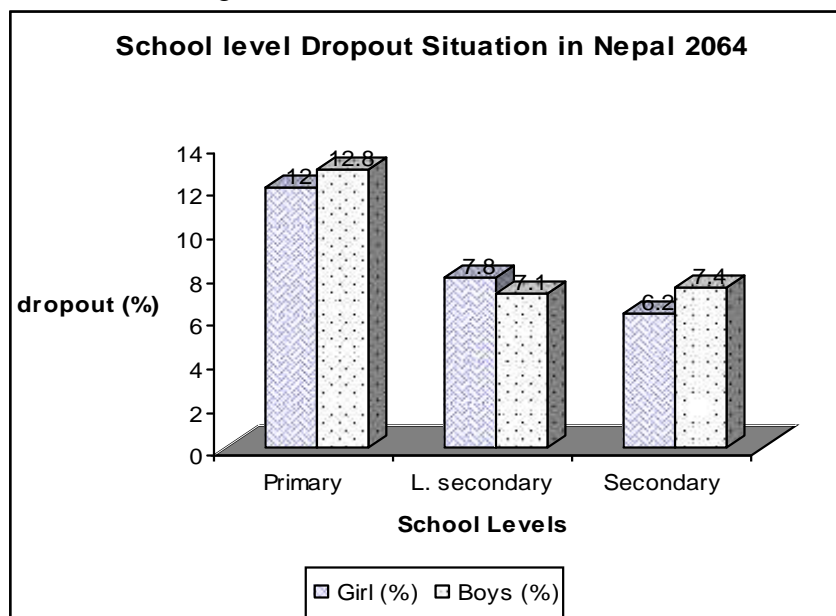
The case of dropout is standing as a serious problem at school level in Nepal. Socio-economic factor, level of educational attainment, awareness, religious factor etc. are the determinant factors for dropout. Especially, the critical situation of dropout can be found in primary level. But not the least in lower secondary and secondary level as well. The national school levels' dropout situation of 2007 present by the following table.

Table 19. School level Dropout Situation in Nepal, 2064

Level	Dropout rate (%)	Girl (%)	Boys (%)
Primary	12.4	12.0	12.8
L. secondary	7.4	7.8	7.1
Secondary	6.3	6.2	7.4

*Source: Flash-I Report 2064*

Figure: 13



Observing to the Bastim VDC, remarkable dropout case can be found at school level. The share of dropout rate is 4.3 percent out of the total student enrolment

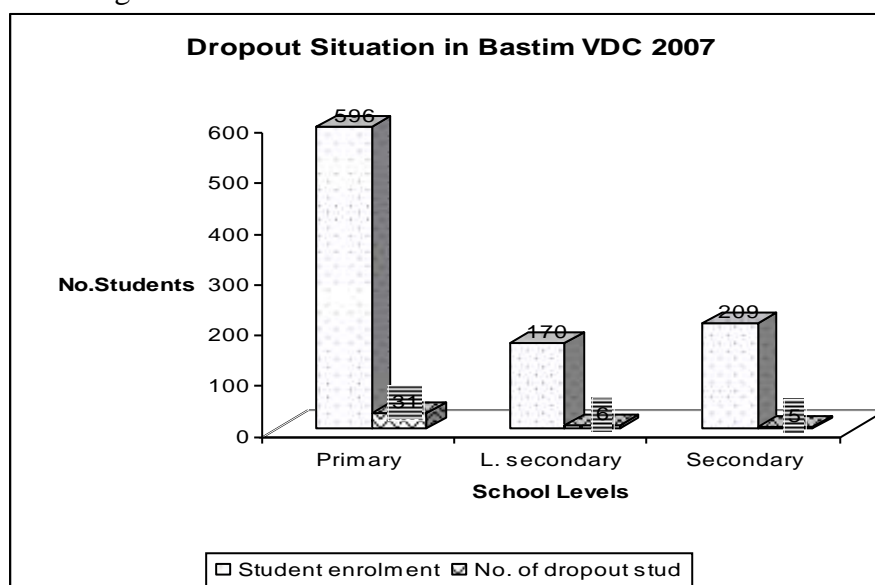
in this VDC. The case of dropout of the VDC is similar with national ratio namely; the primary levels have the highest dropout rate with 5.2% and then come lower secondary with 3.5% and secondary with 2.4% as national level.

Table 20. Dropout Status in Bastim VDC, 2007

Level	Stud. Enrolment	No. of Dropout	% Dropout
Primary	596	31	5.2
L. secondary	170	6	3.5
Secondary	209	5	2.4
<b>Total</b>	<b>975</b>	<b>42</b>	<b>4.3</b>

Source: Field Survey 2008

Figure: 14



### Causes of Dropout

Having gone through the field survey it can be said that the drop out can be taken as dependent phenomenon. According to the respondent poverty, shifting toward private boarding school, migration, failure in exam, marriage etc. are the main cause of dropout. Among them the poverty and shifting toward boarding school are playing the leading role in this problem. (Table 21)

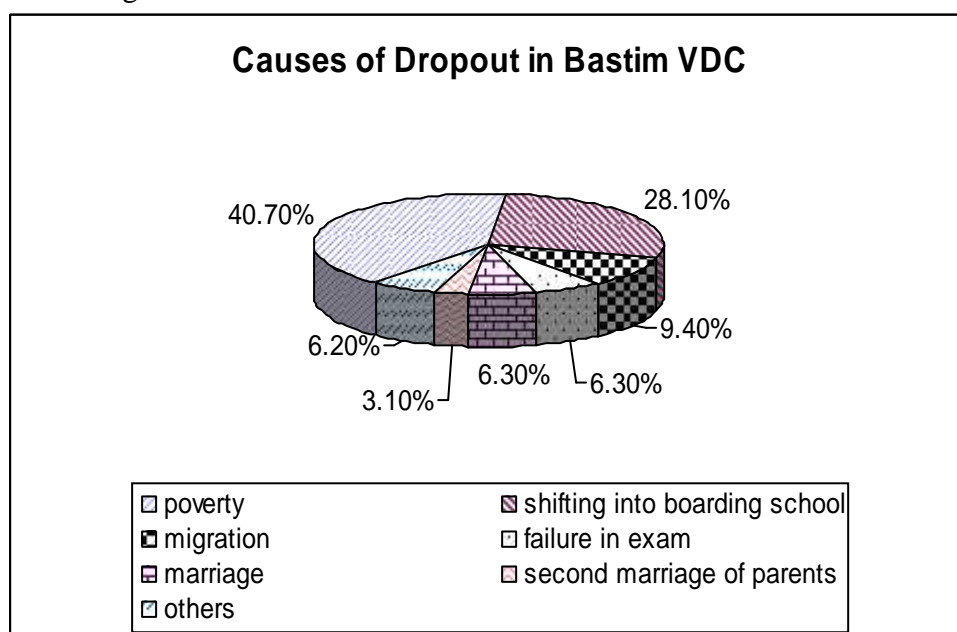
Table 21. Causes of dropout in Bastim VDC

S.N.	Causes	No. of Respondent	% of Respondent
1.	Poverty	13	40.7
2.	Shifting to boarding school	9	28.1
3.	Migration	3	9.4
4.	Failure in exam	2	6.3
5.	Marriage	2	6.3
6.	Second marriage of parents	1	3.1
7.	Others	2	6.2
<b>Total</b>		<b>32</b>	<b>100</b>

Source: Field Survey 2008

**Note:** The total no. of respondents is 54. Here, the only 32 Responds are involved because of the remaining 22 respondent did not answer about the dropout case.

Figure: 15



### 6.1.1 Dropout Situation in Primary Level

It has already stated that the dropout problem is more serious in this level. The total dropout student number is 31, which becomes 73.8 percent out of the total dropout numbers. It also consists high rate of dropout with 5.3% out of the total student enrollment by the levels.

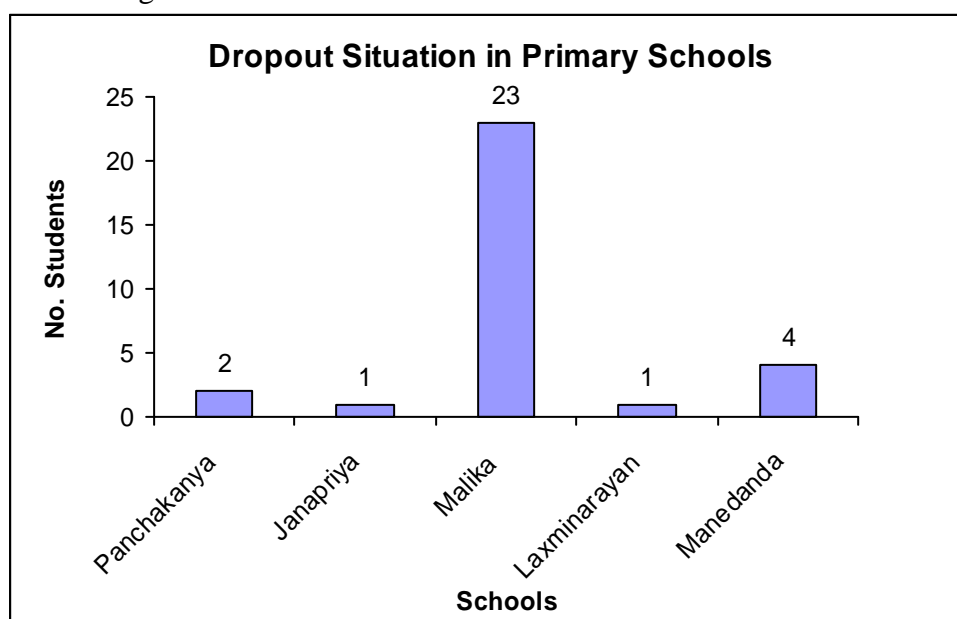
High dropout rate can be found in Malika School. The lowest number of dropout rate lies in Janapriya and Laxminarayan. Regarding to the sex, the girl's dropout rate is higher with 61.3 percent than of the boys.

Table 22. Dropout Situation in Primary level

Schools	No. of Stud.	Girls	Boys	Girls (%)	Boys (%)
Panchakanya	2	1	1	50	50
Janapriya	1	1	-	100	-
Malika	23	15	8	65.2	34.8
Laxminarayan	1	1	-	100	-
Manedanda	4	1	3	25	75
<b>Total</b>	<b>31</b>	<b>19</b>	<b>12</b>	<b>61.3</b>	<b>38.7</b>

Source: Field Survey 2008

Figure: 16



### 6.1.2 Dropout Situation by Social Group in Primary Level

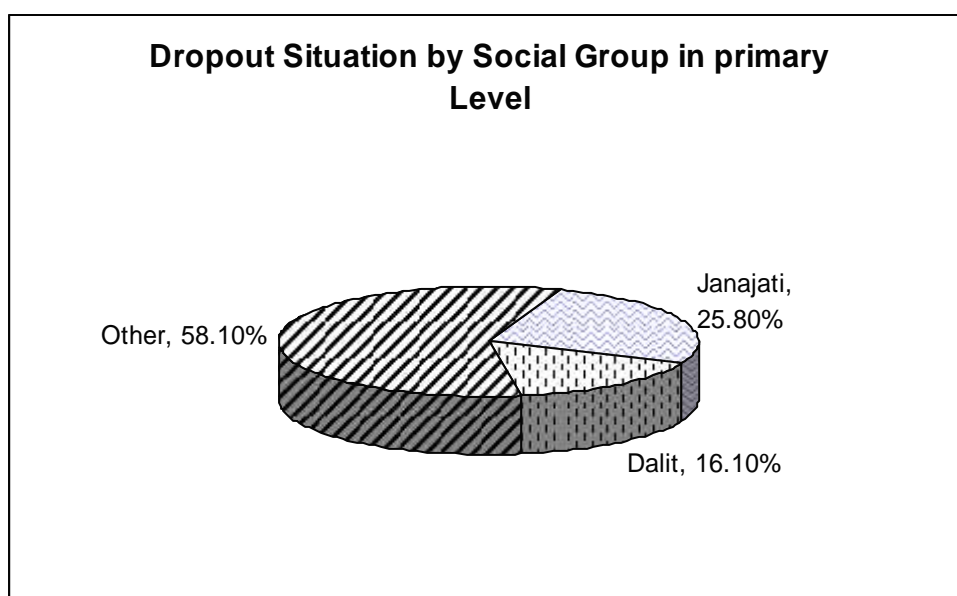
Following table presents to the dropout status by social group in primary level. The highest dropout share 58.1 percent comprised by Other group then comes Janajati and Dalit with 25.8 and 16.1 percent respectively. The migration trend can be found in other group excessively. It has played the leading role in dropout process.

Table 23. Dropout Situation by social group in primary level

Schools	No. of Std.	Janajati	Dalit	Other	% Jan.	% Dal.	% Oth.
Panchakanya	2	2	-	-	100	-	-
Janapriya	1	1	-	-	100	-	-
Malika	23	3	4	16	13	17.6	69.6
Laxminarayan	1	1	-	-	100	-	-
Manedanda	4	1	1	2	25	25	50
<b>Total</b>	<b>31</b>	<b>8</b>	<b>5</b>	<b>18</b>	<b>25.8</b>	<b>16.1</b>	<b>58.1</b>

Source: Field Survey 2008

Figure: 17



The dropout status of Janajati is less than other two groups in the proportion of total student enrolment of this group. It consists the 2.6 percent out of the total student enrolment. While the share of Other and Dalit group is 9.9 and 4.3 percent out of the total student enrolment accordingly these group respectively. The dropout rate can be seen the vulnerable condition in Other group.

### 6.1.3 Dropout Situation by Sex within Social Group in Primary Level

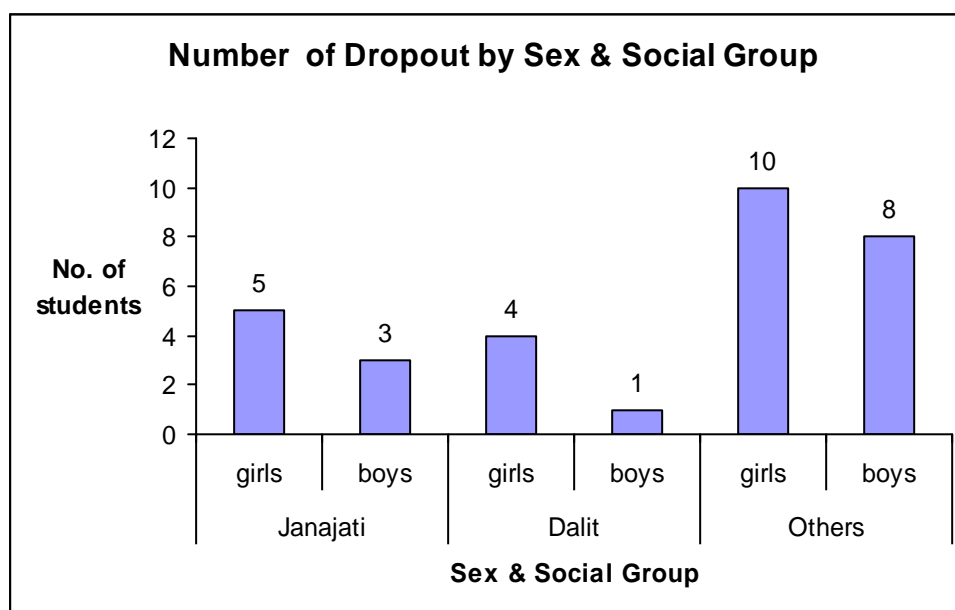
The dropout number of Janajati, Dalit and Other group is 8, 5, and 18 respectively. Among them the share of the girls is 61.3 and boys is 38.7 percent out of the total dropout number in this level. It indicates to the high rate of dropout comprised by the girls. Likewise, all the social group i.e. Janajati, Other and Dalit comprised the high rate of dropout by the girls.

Table 24. Dropout Rate by sex within social group, 2007

Schools	Janajati		Dalit		Others	
	girls	boys	girls	boys	girls	boys
Panchakanya	1	1	-	-	-	-
Janapriya	1	-	-	-	-	-
Malika	2	1	4	-	9	7
Laxminarayan	1	-	-	-	-	-
Manedanda	-	1	-	1	1	1
<b>Total</b>	<b>5</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>10</b>	<b>8</b>

Source: Field Survey 2008

Figure: 18



The table 24 shows that the high dropout rate of girls lies in Other group. The share of this group is 10.9 percent out of the total enrolment number. And then comes



Dalit with 5.9 percent and Janajati with 3.2 percent. In this regard the dropout condition of Janajati is not so worse.

Table 25. Dropout Rate of Girls by Social Group, 2007

<b>Social group</b>	<b>Total no. Girls</b>	<b>Dropout</b>	<b>% Dropout</b>
Janajati	155	5	3.2
Dalit	68	4	5.9
Other	91	10	9.1

*Source: Field Survey 2008*

Figure: 19

#### **6.1.4 Dropout Situation in Lower Secondary and Secondary Level**

The dropout condition is low in both L. Sec. and Secondary levels in comparison to the primary level. The total dropout number in both levels is 11. The lower secondary level comprised 54.5 percent and secondary comprised 45.5 percent out of the dropout number in these levels. Observing to the sex, the dropout rate can be found high of the boys in secondary level because many boys students try to be Indian and British army after completing the L. secondary education. But the case is different in lower secondary level. There is equal dropout rate of the girls and boys. However, the marriage, involvement into the income generating activities plays the main role in dropout in these levels.

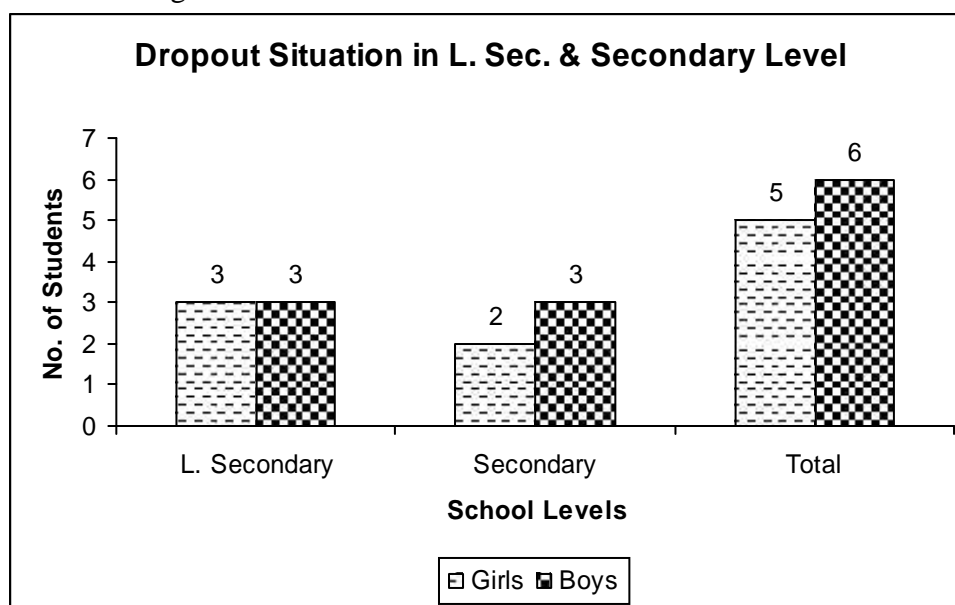
Table 26. Dropout situation in Lower Secondary and Secondary Level, 2007

Level	No. of Stud.	Girls	Boys	Girls (%)	Boys (%)
L. Secondary	6	3	3	50	50
Secondary	5	2	3	40	60
<b>Total</b>	<b>11</b>	<b>5</b>	<b>6</b>	<b>45.5</b>	<b>54.5</b>

Source: Field Survey 2008

Note: Both the lower secondary & secondary levels are lies in Manedanda Secondary school.

Figure: 20



### 6.1.5 Dropout Situation by Social Group in Lower Secondary and Secondary Level.

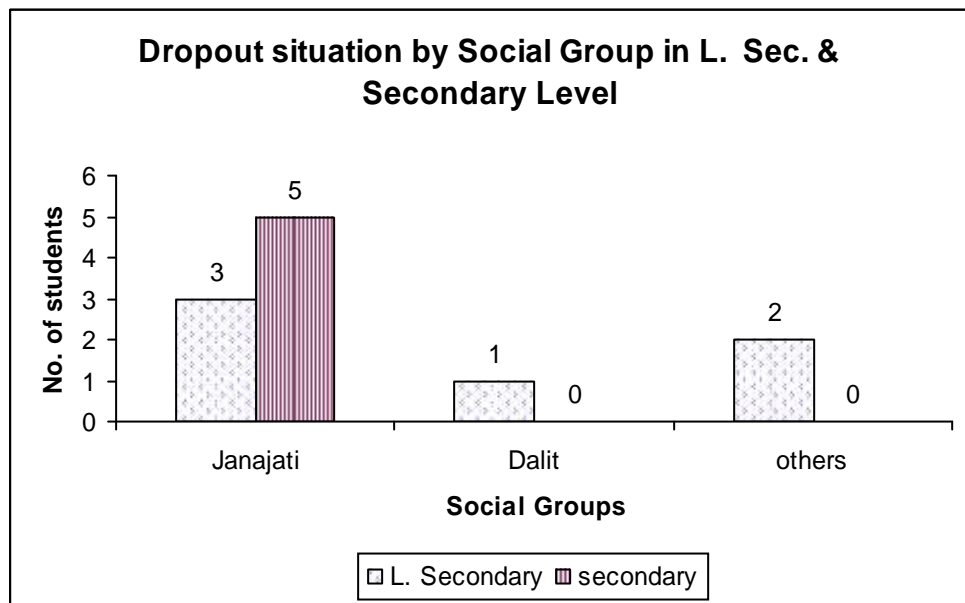
Regarding to the social group, Janajati has the high dropout rate in these levels. The share of dropout rate of this group is 72.7 percent out of the total dropout number in these levels. In such a way the Other and Dalit comprises the 18.2 and 9.1 percent respectively. Interestingly, there is no any dropout event except of Janajati in secondary level. In the case of lower secondary, the entire group comprises more or less dropout rate.

Table 27. Dropout Situation by Social group in L. Sec. and Sec. Level, 2007

Level	Social Group	Total student	Dropout	% Dropout
L. Secondary	Janajati	122	3	2.5
	Dalit	13	1	7.6
	Others	35	2	-
Secondary	Janajati	170	5	2.9
	Dalit	7	-	-
	Others	32	-	-

Source: Field Survey 2008

Figure: 21



The similar case can be seen out of the total enrolment in secondary level. But in the case of lower secondary the dropout rate is greater of Dalit.

### 6.1.6 Dropout Situation by Sex within Social Group in Lower Secondary level

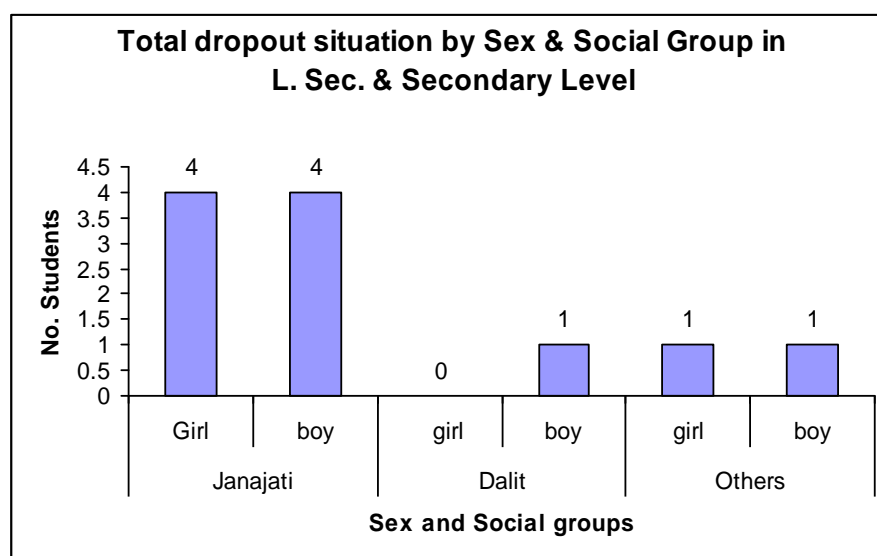
According to the sex, there is not a significant difference in dropout status between girls and boys among social groups. To some extent, the girl's dropout rate can be seen as high of Janajati in the lower secondary level. On the other hand, there is just vice versa condition of Dalit in the same level. As per as the secondary, the high rate of dropout comprised by the boys in Janajati.

Table 28. Dropout Situation by Sex within Social Group in L. Sec. & Sec. Level, 2007

Level	Janajati		Dalit		Others	
	Girl	boy	girl	boy	girl	boy
L. Secondary	2	1	-	1	1	1
Secondary	2	3	-	-	-	-
<b>Total</b>	<b>4</b>	<b>4</b>	<b>-</b>	<b>1</b>	<b>1</b>	<b>1</b>

Source: Field Survey 2008

Figure: 22



The study has tried to discuss about school un-reached situation. But the case can be found extremely low.

**Box: 1** Un-reached Situation

Kajahang Rai (40) is an illiterate and original dweller of Bastim VDC. He has been living in ward no. 9 for a long period. There are 8 members in his family with six children. His occupation is completely based on traditional agriculture. Besides these, he uses to do portering from Dhankuta to Bhojpur twice a month in general. However, he has fall down under the vicious circle of poverty.

He never sent his elder son to the school. Rather he made to him as a helper in portering from the age of 8 years. Now his son has become 16 years. According to him, the condition (never send to school) is the result of strong combination of poverty and illiteracy. He has obliged to implement to the proverb “*Padhi guni ke kam, Halo joti khayo mam.*” Nevertheless, he is positive for the formal education now. Now his 3 children are going to school. But he may not send to them further study at school continuously. Because of the extreme poverty.

## 6.2 Failure Situation.

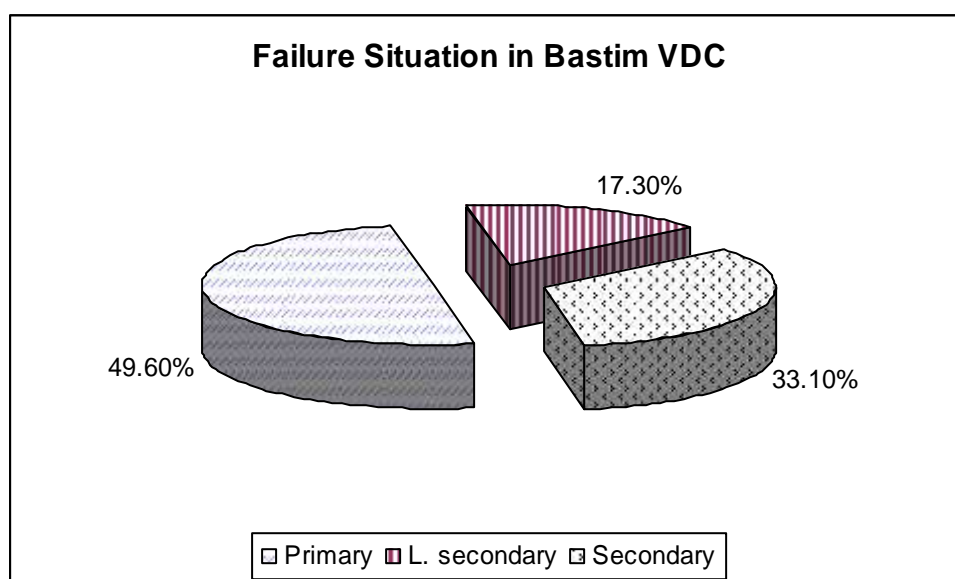
Failure condition can be taken as hindrance of educational system. It indicates to the level of efficiency not only of the teachers but also students and other related components. The notable failure number can be found in Bastim VDC.

Table 29. No. of Failure Student, 2007

Level	No. of Stud	% Student	% Girls	% Boys
Primary	63	49.6	47.6	52.4
L. secondary	22	17.3	31.8	68.2
Secondary	42	33.1	38.1	61.9
<b>Total</b>	<b>127</b>	<b>100</b>	-	-

Source: Field Survey 2008

Figure: 23



According to the table the overall failure number of the student is 127 which becomes 13 percent out of the total student enrolment in Bastim VDC. Regarding to the level, primary has more weight than other levels. It challenges to the generous policy in education of the Govt. It was launched in 2005 which considers to the failure less situation in primary level) the failure rate of this level reached 10.5 percent out of the total student in this level. Likewise lower secondary consists 12.9 and secondary consists 20 percent within the levels. It makes clear that the overall high failure rate

can be find in primary level. But observing to the each level's student enrolment there can be found high rate in secondary level. As per as the sex, the boys failure rate is more high than of the girls.

Table 30.Failure Status in School level, 2007

Level	Enrolment no.	No. of failure	% of failure
Primary	596	63	10.6
L. secondary	170	22	13
Secondary	209	42	20

Source: Field Survey 2008

### 6.2.1 Failure situation in Primary Level

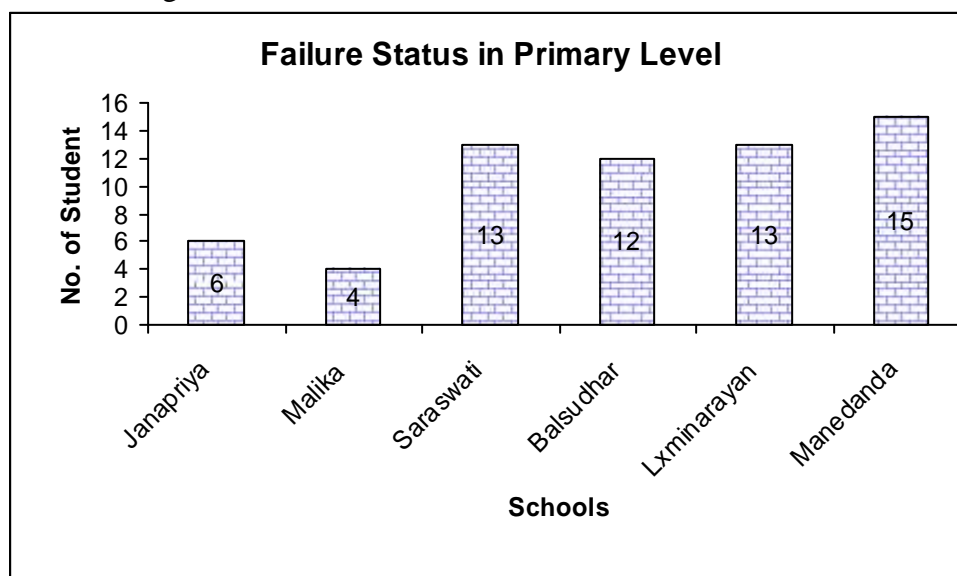
The failure situation is associated with six primary schools in Bastim VDC. The overall failure number is 63 where the boys' share is 52.4 percent. Regarding to the number of schools, 3 schools Janapriya, Malika and Manedanda has the high failure rate of girls. On the other hand, the same number of school Laxminarayan, Balsudhar and Saraswati has the high failure rate of the boys.

Table 31. Failure situation in Primary Level

Schools	No. of stud.	Girls	Boys	Girl %	Boy %
Janapriya	6	4	2	66.7	33.3
Malika	4	4	-	100	-
Saraswati	13	5	8	38.5	61.5
Balsudhar	12	5	7	41.7	58.3
Lxminarayan	13	3	10	23.1	76.9
Manedanda	15	9	6	60	30
<b>Total</b>	<b>63</b>	<b>30</b>	<b>33</b>	<b>47.6</b>	<b>52.4</b>

Source: Field Survey 2008

Figure: 24



### 6.2.2 Failure Situation by Social Group in Primary Level

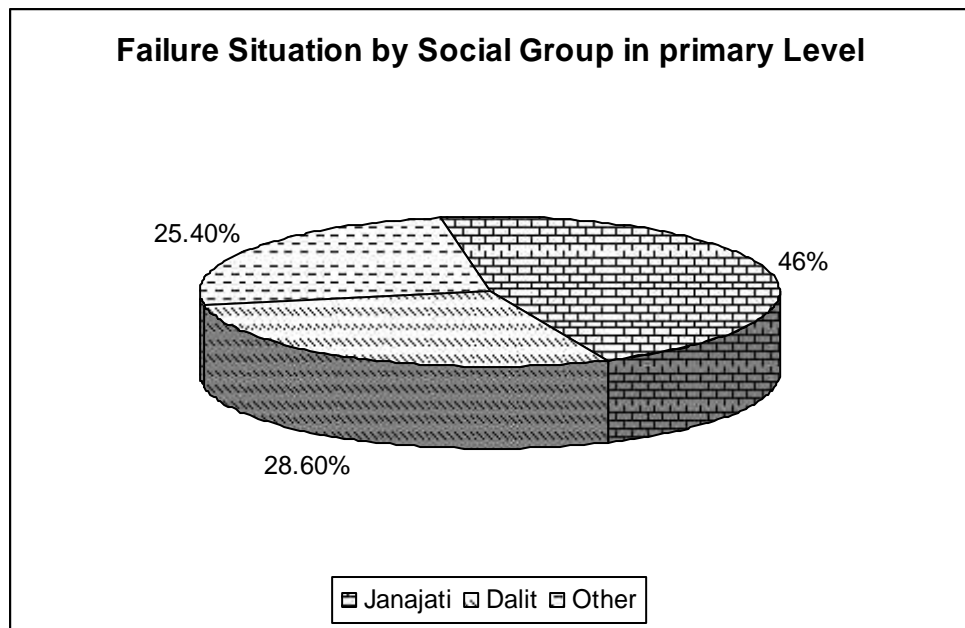
Regarding to the social group, Janajati has the high failure rate and then comes Dalit and Others. (Table 32). It shows that the failure situation is not worse in Other group to some extent.

Table32. Failure Situation by Social Group in Primary Level, 2007

Schools	No. of Stud.	Janajati	Dalit	Other	% Jan.	%Dal.	%Oth.
Janapriya	6	3	3	-	50	50	-
Malika	4	1	2	1	25	50	25
Saraswati	13	8	5	-	61.5	38.5	-
Balsudhar	12	4	2	6	33.3	16.7	50
Laxminarayan	13	6	3	4	46.2	23.1	30.7
Manedanda	15	7	3	5	46.7	20	33.3
<b>Total</b>	<b>63</b>	<b>29</b>	<b>18</b>	<b>16</b>	<b>46</b>	<b>28.6</b>	<b>25.4</b>

Source : Field Survey 2008

Figure: 25



But observing to the total student of each group, failure condition seems to be worst in Dalit. It becomes 15.6 percent out of the total student of this group at this level. Likewise Janajati 9.6 and Other 8.7 percent respectively.

### 6.2.3 Failure Situation by Sex within Social Group in Primary level

There is not a significant difference between girls and the boys of Janajati & Dalit except of Others. Approximately, equitable failure rate can be found in Janajati and Dalit. However in the case of Other group, the difference of six number can be found. Thus, it can be generalized that the boys failure rate is high among the social group.

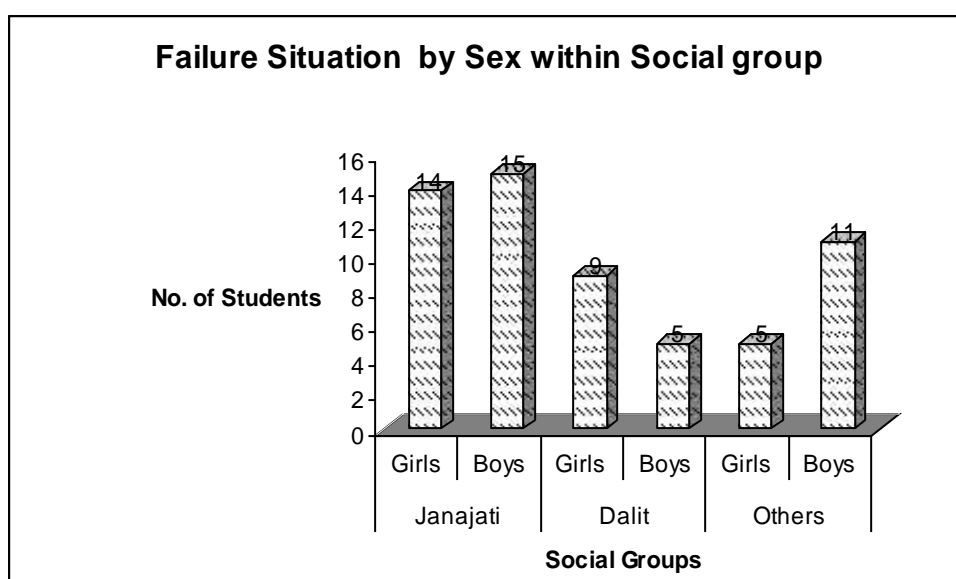
Table 33 Failure Situation by Sex within Social Group in Primary Level, 2007

Schools	Janajati		Dalit		Others	
	Girls	Boys	Girls	Boys	Girls	Boys
Janapriya	2	1	2	1	-	-
Malika	1	-	2	-	1	-
Saraswati	3	5	2	3	-	-
Balsudhar	2	2	1	1	2	4
Laxminarayan	2	4	1	2	-	4
Manedanda	4	3	1	2	2	3
<b>Total</b>	<b>14</b>	<b>15</b>	<b>9</b>	<b>5</b>	<b>5</b>	<b>11</b>

Source: Field Survey 2008



Figure: 26



#### 6.2.4 Failure Situation in Lower Secondary and Secondary Level

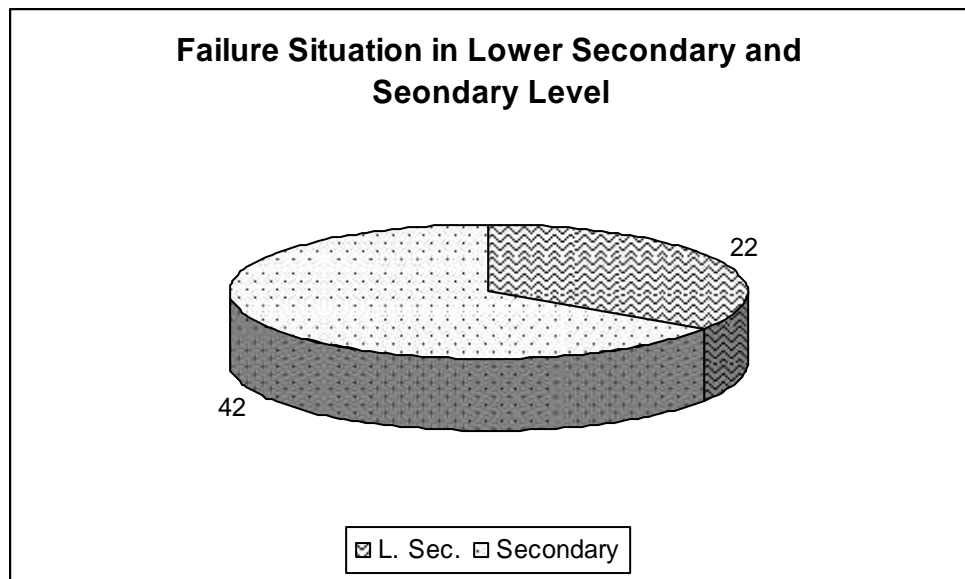
The total failure number of student in the both level is 64. It becomes 6.8 percent out of the total failure numbers. Regarding to the sex, the similar case can be found as the primary level. Namely the failure rate of the boys is high than of the girls.

Table 34. Failure Situation in Lower Secondary and Secondary Level, 2007

Level	No. of Stud.	Girls	Boys	Girls (%)	Boys(%)
L. Sec.	22	7	15	31.8	68.2
Secondary	42	16	26	38.1	61.9
<b>Total</b>	<b>64</b>	<b>23</b>	<b>41</b>	<b>35.9</b>	<b>64.1</b>

Source: Field Survey 2008

Figure: 27



### 6.2.5 Failure Situation by Social group in L. secondary and Secondary Level

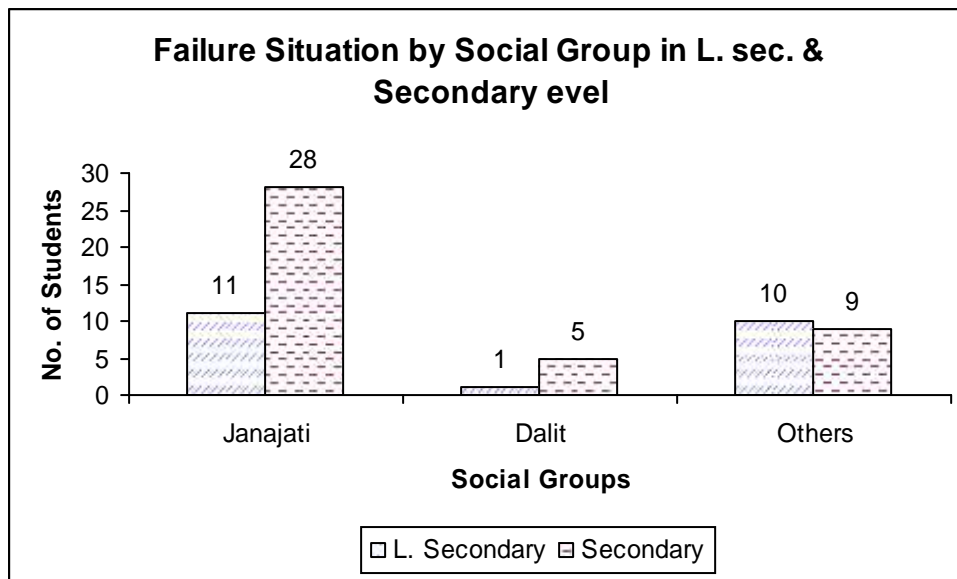
Table 35 presents that Janajati student failure rate is higher than other. The share of this group is 60.9 percent out of the total no. of failure student in both levels. And then Other and Dalit cover 29.7 and 9.4 percent respectively.

Table 35. Failure Situation by Social Group in L. Sec. and Sec. Level, 2007

Level	No. of student	Janajati		Dalit		Others	
		No.	%	No.	%	No.	%
L. Secondary	22	11	50	1	4.5	10	45.5
secondary	42	28	66.7	5	11.9	9	21.4
<b>Total</b>	<b>64</b>	<b>39</b>	<b>60.9</b>	<b>6</b>	<b>9.4</b>	<b>19</b>	<b>29.7</b>

Source: Field Survey 2008

Figure: 28



But the different case can be found observing to the student enrolment of each group.

Regarding to the total enrolment number at the L. secondary level, the higher failure rate can be found in Other group. Similarly the failure rate of this group is higher than other two groups at secondary level. The failure situation of Dalit group is more vulnerable in the secondary level and then comes Other and Janajati

### 6.2.6 Failure Situation by Sex and Social Group in L. Secondary and Secondary Level

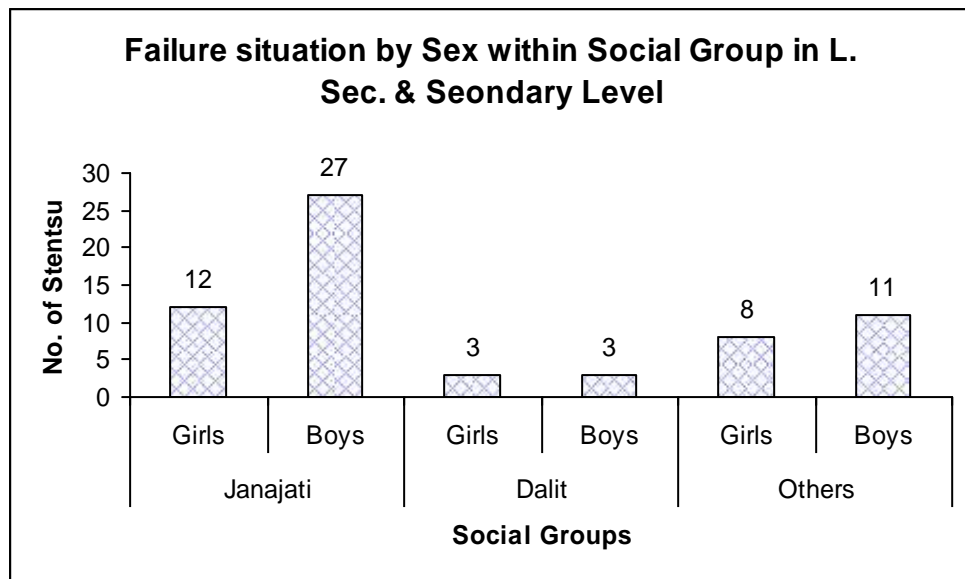
Observing to the sex wise failure situation, the boy's failure condition is more serious in those levels. Similar condition can be seen in Janajati and Other group. To some extent, the equal condition can be found in Dalit group

Table 36. Failure Situation by sex within Social Group in L. Sec. and Sec. L. 2007

Level	Janajati		Dalit		Others	
	Girls	Boys	Girls	Boys	Girls	Boys
L. Secondary	3	8	-	1	4	6
secondary	9	19	3	2	4	5
<b>Total</b>	<b>12</b>	<b>27</b>	<b>3</b>	<b>3</b>	<b>8</b>	<b>11</b>

Source: Field Survey 2008

Figure: 29



### 6.3 Repetition Situation

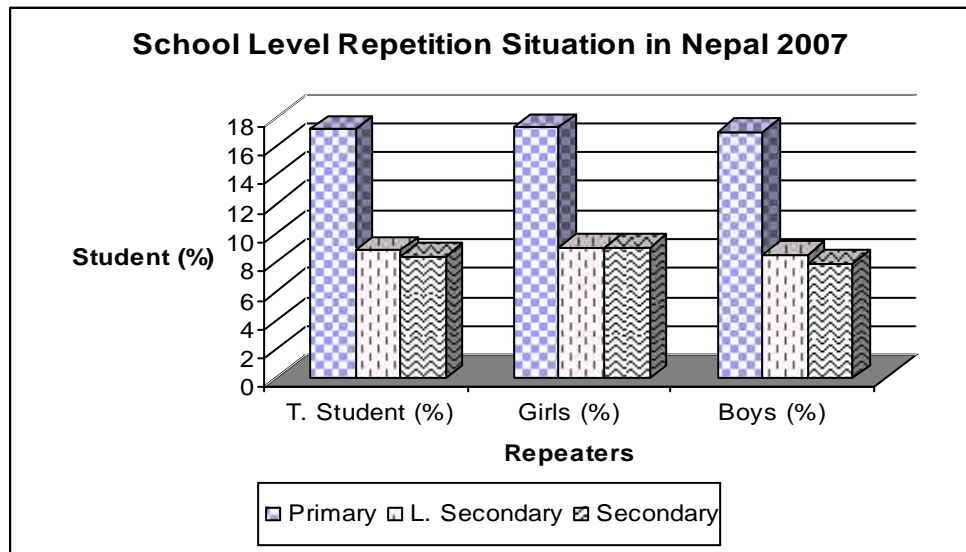
Repetition condition can be taken as national problem. The problem has not still eliminated. According to the levels, the share of primary level is 17.2, lower secondary is 8.8 and secondary is 8.4 percent out of the total student enrolment in the year 2007. In the case of sex, the repetition rate of the boys and girls is approximately equal in primary level. The rate of both sexes in this level is higher than other levels. Girl's repetition rate is higher than the boys in both lower secondary and secondary level. Even though it can show that there is no significant difference between girls and boys in lower secondary and secondary level.

Table 37. Repetition Rate in School, 2007

Level	T. Student (%)	Girls (%)	Boys (%)
Primary	17.2	17.3	17.0
L. secondary	8.8	9.0	8.5
Secondary	8.4	9.0	7.9

Source: Flash report-I (2064)

Figure: 30



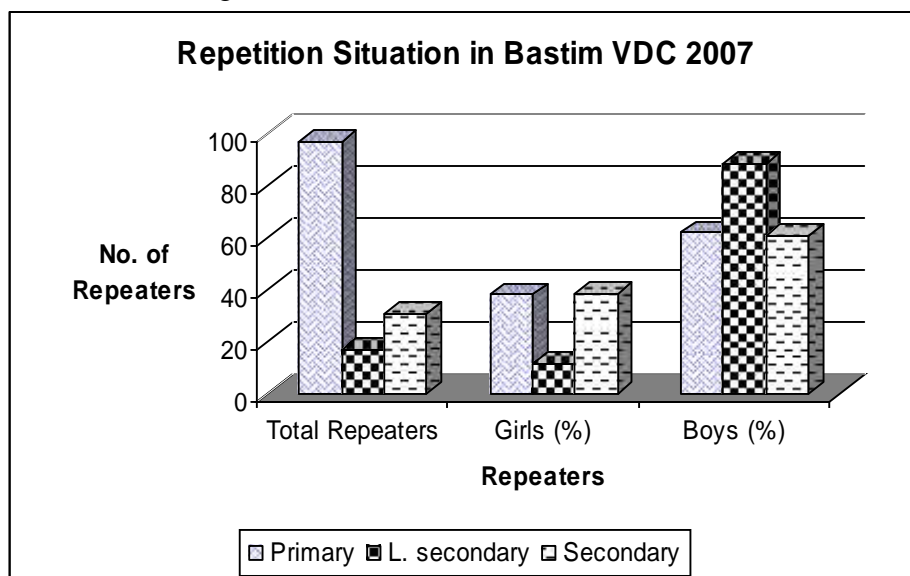
The repetition condition in Bastim VDC can be seen as table 38 primary levels have the highest repeaters and come in second and third respectively secondary and lower secondary.

Table 38. Repeaters Situation in Bastim VDC, 2007

Level	Repeaters	Girls (%)	Boys (%)
Primary	97	38.1	61.9
L. secondary	17	11.7	88.3
Secondary	31	38.7	61.1

Source: Field Survey 2008

Figure:31



Primary level consists 16.27 percent repeaters out of the total student in the respective level. Similarly secondary 14.8 percent and lower secondary is 10 percent out of the total student in respective level.

### 6.3.1 Repetition Situation by Social Group at School Levels

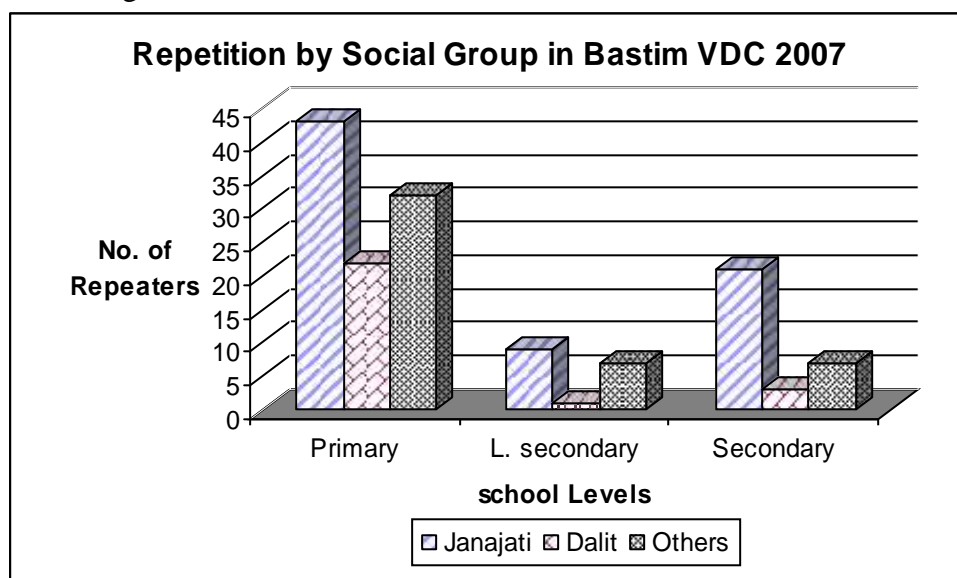
Regarding to the social group, Janajati has the higher repetition rate. It consists 44.3, 52.9 and 67.7 percent respectively in Primary, L. secondary and secondary level. In such a way, the share of Others is 33, 41.2 and 22.6 percent and Dalit is 22.7, 5.9 and 9.7 percent accordingly the levels.

Table 39 Level wise Repetition by Social group, 2007

S. Group	Primary	L. Sec.	Secondary	% Prim.	% L. Sec.	% Sec.
Janajati	43	9	21	44.3	52.9	67.7
Dalit	22	1	3	22.7	5.9	9.7
Others	32	7	7	33	41.2	22.6
<b>Total</b>	<b>97</b>	<b>17</b>	<b>31</b>	<b>100</b>	<b>100</b>	<b>100</b>

Source : Field Survey 2008

Figure: 32



### 6.3.2 Repetition Situation by Sex and Social group at School Levels

The total repetition number of the girl is 51 and boy is 94 out of the total repeater number. The boys' repetition number is high in all social group with

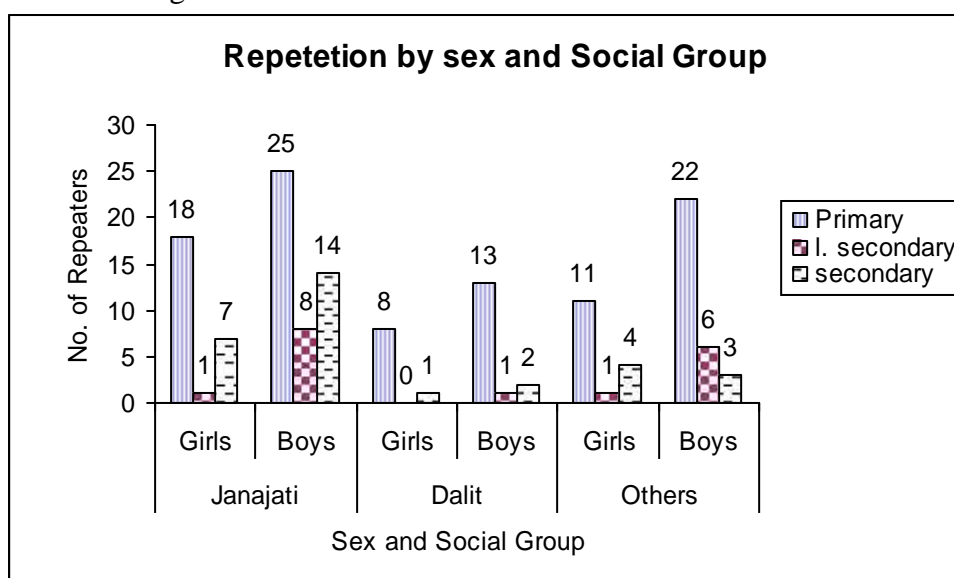
comparison to the girls. The similar case has remained in all levels. It indicates to the high repetition of the boys.

Table 40. Level wise Repetition by Sex and Social Group, 2007

Levels	Repeaters	Janajati		Dalit		Others	
		Girls	Boys	Girls	Boys	Girls	Boys
Primary	97	18	25	8	13	11	22
I. secondary	17	1	8	-	1	1	6
secondary	31	7	14	1	2	4	3
<b>Total</b>	<b>145</b>	<b>26</b>	<b>47</b>	<b>9</b>	<b>16</b>	<b>16</b>	<b>31</b>

Source: Field Survey 2008

Figure: 33



## CHAPTER VII

### STATUS OF TEACHERS IN BASTIM VDC

There are seven community schools with 29 teachers altogether in Bastim VDC where the male teacher is 22 and female is 7. Regarding to the school wise involvement, the three schools i.e. Janapriya, Malika and Balsudhar has no female teacher. On the other side, there is only one Saraswati School which has no male teacher.

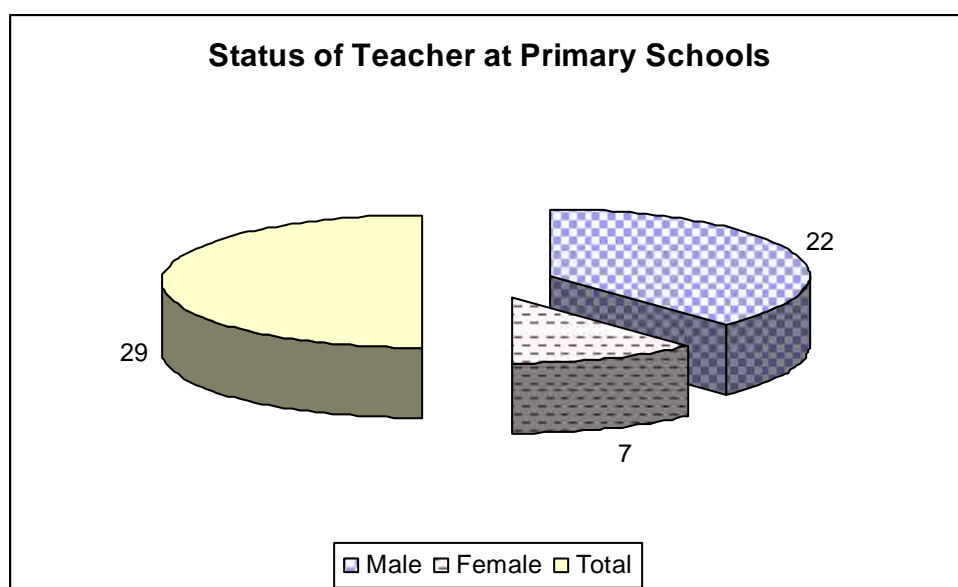
Table 41. Status of Teacher at Primary Schools, 2007

Schools	Male	Female	Total	Male (%)	Female (%)
Panchakanya	2	1	3	66.7	33.3
Janapriya	2	-	2	100	-
Malika	4	-	4	100	-
Saraswati	-	2	2	-	100
Balsudhar	2	-	2	100	-
Laxminarayan	3	1	4	75	25
Manedanda	9	3	12	75	25
<b>Total</b>	<b>22</b>	<b>7</b>	<b>29</b>	<b>75.9</b>	<b>24.1</b>

Source: Field Survey 2008

The share of female teacher is only 24.7 percent which indicates to the least female teacher.

Figure: 34





## 7.1 School Level wise Situation of Teacher

It has already notified that there are 29 teachers among the school in Bastim VDC where the share of female teacher is 24.1 percent. It is quite low presence in comparison to the males' 75.9 percent.

Regarding to the level, primary level has the highest number of teachers. It comprises the 75.9 percent out of the total teacher. Likewise the secondary level has 13.8 percent and Lower secondary has 10.3 percent respectively. In the case of sex, the share of female teacher in primary level is 27.3 percent and lower secondary is 33.3 percent. It is the signal of recent improvement of the female education. In Secondary level, there is no involvement of any female teachers where the share of male teacher is 72.7 percent in primary, 66.7 percent in lower secondary and cent percent in the secondary level respectively. It indicates to the dominant picture of the male teacher among the schools.

Table 42. Status of Teachers at School Levels, 2007

Levels	No. of Teacher	% of Teacher	Female %	Male %
Primary	22	75.9	27.3	72.7
L. secondary	3	10.3	33.3	66.7
Secondary	4	13.8	-	100
<b>Total</b>	<b>29</b>	<b>100</b>	<b>24.1</b>	<b>75.9</b>

*Source: Field Survey 2008*

## 7.2 Status of Teacher by Social Group at School Levels

Observing to the social group, there is not a significant difference in between the Janajati and Others. But on the other hand, there is no any presence of Dalit teachers. In the primary level, the equal number of teacher can be found by the both Janajati and the Others. In the case of L. secondary, cent percent teachers are comprised by the Janajati. As per as the Secondary level, the share of Janajati is 25 percent and other for 75 percent out of the total number of teachers within the levels.

Table 43. Status of Teachers by Social Group, 2007

Levels	Social group	No. of Teachers	% Teachers
<b>Primary</b>	Janajati	11	50
	Dalit	-	-
	Others	11	50
	<b>Total</b>	<b>22</b>	<b>100</b>
<b>L. Secondary</b>	Janajati	3	100
	Dalit	-	-
	Others	-	-
	<b>Total</b>	<b>3</b>	<b>100</b>
<b>Secondary</b>	Janajati	1	25
	Dalit	-	-
	Others	3	75
	<b>Total</b>	<b>4</b>	<b>100</b>

Source: Field Survey 2008

### 7.3 Status of Teacher by Sex and Social Group

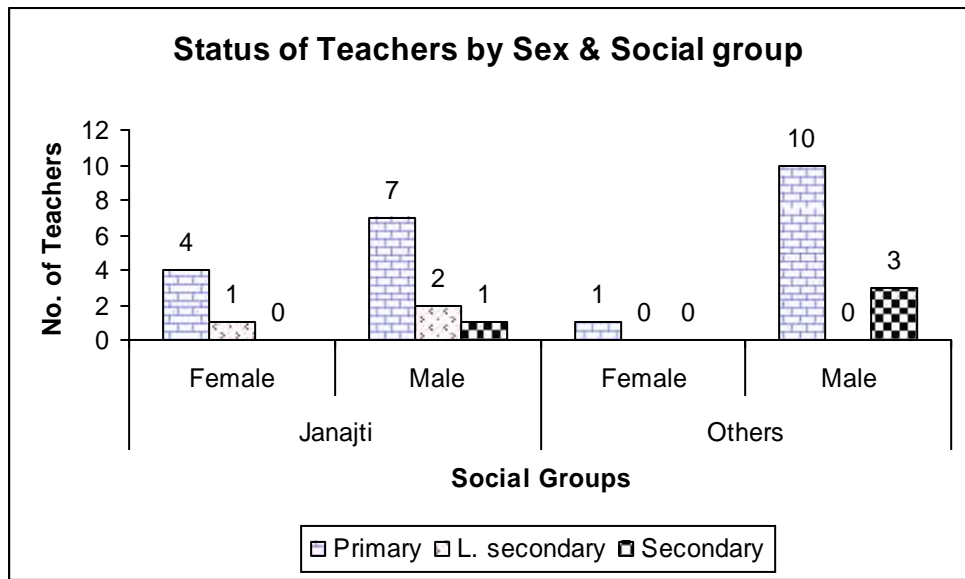
Regarding to the sex and social group, the male teacher's status is quite dominant because of their remarkable involvement in education in the past. The male's number of Janajati is 10 while the females' is only 5. Likewise the male's number of other is 13 and female is only 1. According to the level, the same condition can be found in both groups with respect to primary and secondary levels. But in the case of L. secondary, there is no any teacher from Other groups.

Table 44. Status of Teacher by Sex and Social Group, 2007

Levels	Janajati		Others	
	Female	Male	Female	Male
Primary	4	7	1	10
L. secondary	1	2	-	-
Secondary	-	1	-	3
<b>Total</b>	<b>5</b>	<b>10</b>	<b>1</b>	<b>13</b>

Source: Field survey 2008

Figure: 35



## **CHAPTER VIII**

### **SUMMARY AND CONCLUSION**

#### **8.1 Summary**

The present study on 'A Study of school enrolment in Bastim VDC, Bhojpur' has been carried out based on exclusively primary data. It examines how the local school going age children enrolled in school.

The study has been carried out on the basis of primary and secondary data with respect to their sources. All the schools are taken as sources of data during the period of primary data collection. On the other hand, the primary data has been gathered from the whole Schools and the 10 percent sample size of the total household in Bastim VDC.

Bastim VDC has located in the eastern part of the district. The caste ethnic compositions in the study area have been found as the diverse form. Kshatri, Rai, Newar, Tamang, Sarki, Damai, Kami, Magar, Brahmin, Gharti/Bhujel etc. are the main caste ethnic group.

Agriculture is the main occupation in Bastim VDC. About 80 percent of the total populations are depended on it. The least number of people are engaged in other sector but these occupations taken as the substitution of agriculture.

The literacy rate of the VDC is only 45 percent. There are six primary and one secondary school. The student enrolment number is 975 where the primary, L. secondary and Secondary level comprised 61.1, 17.5 and 21.4 percent respectively. Regarding to the sex, boy's share is 54.1 and girl's is 45.9 percent. The girls' enrolment share is more in primary level but the boys share is more in Lower secondary and secondary level.

Manedanda is only one provider of both Lower secondary and secondary education. That is why the student's flow concentrates in this school especially for L. secondary and secondary education.

Social group refers to the Janajati, Dalit and Others, where Janajati comprises Rai, Newar, Tamang, Magar, Gharti/Bhujel, Dalit considers to the Kami, Damai and Sarki and Others refers to the Kshatri and Brahmin hill respectively in this VDC. Regarding to the social group wise enrolment, Janajati stands as a dominant group. The share of this group is 50.2 percent in primary level, 71.8 in Lower secondary and 81.3 in secondary level. The share of Other group is 305 in primary, 206 in L.

secondary and 15.4 percent in secondary level. Likewise Dalit consists the 19.3 percent in primary, 7.6 in L. secondary and 3.3 in secondary level. The enrolment of Dalit in primary level is better than others proportionately their total population. In the same way, Janajati in L. secondary and secondary level have the better enrolment respecting to their population.

Socio-economic factors, awareness, education etc are the determinant factors for dropout. Primary level comprised the higher dropout rate. The share of primary level is 5.2, lower secondary 3.5 and the secondary is 2.4 percent respectively with respect to the levels. As per as the social group, the Other group have the highest dropout rate in Primary level and the Janajati in the L. secondary and secondary level.

The overall failure rate is 13 percent where the failure rate is 49.6 percent in primary, 17.3 percent in Lower secondary and 33 percent in secondary level out of the total failure number of student. Regarding to the total student, 10.6 percent in primary, 13 percent in Lower secondary and 20 percent in secondary level in the year 2007. According to the social group, the share of Janajati student is higher than other two groups.

The total repetition number in Bastim VDC is 145 where the share of primary is 66.9, L. secondary 11.7 and 21.4 percent respectively. As per as the social group, Janajati has the highest repetition rate.

The total teachers' number is 29 in the VDC where the male teacher comprised 75.9 percent and female 24.1 percent only. Observing to the social group, there is not a significant difference between Janajati and Other group. Interestingly there is no any involvement of Dalit teachers until now.

## **8.2 Conclusion**

Analyzing to the school enrolment in Bastim VDC, the following conclusion has been drawn out.

Almost all the dwellers are positive towards formal education. Adequate primary schools have been established in this VDC. It plays the vital role in the enrollment of local children in the local levels. The back warded group i.e. women and Janajati are significantly enrolled into the schools. The result may be the consequences of increasing level of awareness, governmental policies and so on. The

student enrolment rate is higher in primary level than in other levels. The student's enrolment in lower level is high in comparison to the higher level.

Particular social groups have the domination in particular school in this VDC. The community schools are going to be vulnerable condition. The dropout, failure and repetition problems are also prevailing in the local schools Poverty, migration of elite group, shifting towards private schools and other socio-economic factors are the responsible factors for such condition. Poverty, migration, shifting towards private schools is playing the leading role in these problems.

The female teacher's involvement is quite low. The least participation of female teacher is also limited in the lower levels.

Regarding to the social group, the involvement of Dalit teacher is completely none. It can be taken as an effect of non participation of this group in educational Field in the pervious time. However the better status has been occupied in teaching sector by other groups. It is the result of activeness of their in educational field.

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# Appendix-I

## Central Department of Geography Tribhuvan University

A Study of School Enrollment in Bastim VDC of Bhojpur

District

### QUESTIONNAIRE

#### PART: I HOUSEHOLD SURVEY QUESTIONNAIRE

Name of village / Tole.....
Ward no.....Date.....

#### 1) GENERAL HOUSEHOLD INFORMATION

Respondent : mr/mrs/mis .....

A) Language : Nepali  Rai  Tamang  Magar  Newari   
Othres

B) Religion : Hindu  Kirant  Buddhist  Christian   
Others

C) Caste/ Ethnic Group : Janajati  Dalit  Others

D) How many members are in your House?.....

Female  Male

E) How many sons and daughters do you have?

Sons  Daughters

F) Are u the original dweller of this village or migrant?.....

If migrant, where are you from? And how long has it been migrate here? .....

#### 2) ECONOMIC INFORMATION

I) What is tour occupation? Agr.  business  teaching  daily

Wage labor  military  porter  others

II) Are you satisfied with your occupation?

Yes  no  If no why? .....

III) Have your family's member joint in foreign military/Lahure?.....

If yes, when he has joint? .....

IV) Have your family member gone to foreign country as a laborer?

Yes  no

V) What amount money sent by him until now?.....

**EDUCATIONAL INFORMATION**

A) What is the level of your educational attainment?

Primary  L Secondary  Secondary  H.Sec.  Graduate

B) How many sons and daughter do you have? Sons  Daughters

C) How old are each of them?

children	0-5	6-10	11-15	16-20	21-25	above20
daughter						
son						

D) What is the level of his /her educational attainment continuing?

educational level	daughter	son
primary		
lower secondary		
secondary		

If not continuing, what is the reason for it?.....

E) In your perception, Is education important for man and women?

measures	daughter	son
very important		
important		
not so important		
no important		

**F) What are the reasons behind the necessity of education?**

reason	daughter	son
responsibility to earn		
get a better status		
personal development		
improve quality of family life		
prospect of marriage		
others		

**G) What level of education do you desire for your daughter and son?**

level	daughter	son
primary		
L. secondary		
secondary		
H. secondary		
graduation		
post graduation		

**H) Have you been providing the tuition/ coaching classes to your Son?**

Yes  no  and for daughter? Yes  no

**I) How far away to reach the school?**

School	Time
Primary	
L. secondary	
secondary	

**H) Have your children go to school continue? Yes  no**

**I) In your perception, what is the cause of absent at school of your children?**

causes	son	daughter

<b>illness</b>		
<b>celebrating festivals</b>		
<b>far away</b>		
<b>overload of homework</b>		
<b>long journey with parents</b>		
<b>working load at home</b>		

**J) Do your children dropped out of school? Yes  no**   
**If yes, why?.....**

**K) What is your personnel opinion about female education?**  
 .....

**L) Do you have any suggestion send at school to the children?**  
 .....

**THANK YOU !**

## PART II : SCHOOL LEVEL SURVEY QUESTIONNAIRE

Name of respondent.....  
 School's name.....  
 Types of school ..... Address.....  
 Established Date.....

### STUDENT' S INFORMATIONS

**A. How many students are in your school?**

Level	No. of Students
Primary	
L. secondary	
Secondary	
Total	

**B. what is the share of boys and girls?**

level	girl	boy	total
primary			
l secondary			
secondary			
total			

**C. How many types of social groups are enrolled in this school?**

a) Janajati      b) Dalit                      c) Others      d) All

**D. What is the level wise situation of the social groups' students?**

level	janajati	dalit	others	total
primary				
L. secondary				
secondary				
total				

**E. What is the sex wise situation of the social groups' student?**

level	janajati		dalit		others	
	girl	boy	girl	boy	girl	boy
primary						
L. secondary						
secondary						
total						

**F. Do the student are dropping out?**

Yes       no

If yes.

**G. What is the situation of dropout in your school?**

Level	No. of students	Girls	Boys
Primary			
L. secondary			
Secondary			
Total			

**H. What is the dropout situation by social groups?**

Level	Janajati	Dalit	Others
Primary			
L. secondary			
Secondary			
Total			

**I. What is the sex wise dropout situation within social groups?**

Level	Janajati		Dalit		Others	
	girl	boy	girl	boy	girl	boy
Primary						
L. secondary						
Secondary						
Total						

**J. What is the failure situation in this school?**

Level	No. of students
Primary	
l. secondary	
Secondary	
Total	

**K. What is the share of boys and girls in failure rate?**

Level	girl	boy	total
Primary			
L.secondary			
Secondary			
Total			

**L. What is the failure situation by social groups?**

Level	Janajati	Dalit	Others	Total
Primary				
L. secondary				
Secondary				
Total				

**M. What is the Sex wise failure Situation within Social Groups?**

Level	Janajati		Dalit		Others	
	girl	boy	girl	boy	girl	boy
primary						
L. secondary						
secondary						
total						

**N. What is the repetition situation in this school?**

Level	No. of Students
primary	
l. secondary	
secondary	
total	

**O. What is the share of boys and girls in repetition rate?**

Level	Girl	Boy	Total
Primary			
L.secondary			
Secondary			
Total			

**P. What is the repetition situation by social groups?**

level	Janajati	Dalit	Others	Total
Primary				
L. secondary				
Secondary				
Total				

**Q. What is the sex wise repetition situation within social groups?**

Level	Janajati		Dalit		Others	
	girl	boy	girl	boy	girl	boy
Primary						
L. secondary						
Secondary						
Total						

**TEACHER'S INFORMATION**

**1) How many Teachers are in your school?**

level	No. of Teachers
Primary	
L. secondary	
Secondary	
Total	

2) **What is the share of Male and Female teachers?**

Level	Male	Female	Total
Primary			
L secondary			
Secondary			
Total			

3) **How many types of social group's teachers are involved in this school?**

a) Janajati      b) Dalit                      c) Others      d) All

4) **What is the level wise situation of the social groups' teachers?**

Level	Janajati	Dalit	Others	Total
Primary				
L. secondary				
Secondary				
Total				

5) **What is the sex wise situation of the social groups' student?**

Level	Janajati		Dalit		Others	
	Male	Female	Male	Female	Male	Female
Primary						
L. secondary						
Secondary						
Total						

**THANK YOU!**

## **Appendix-II**



**Photo: 1**



**Shree Manedanda Secondary School, Bastim- 1, Bhojpur**

**Photo: 2**



**Shree Laxminarayan Primary School, Bastim-4, Bhojpur.  
(Researcher at school)**

**Photo: 3**



**Shree Balsudhar Primary School, Bastim-5, Bhojpur**

**Photo: 4**



**Shree Saraswati Primary School, Bastim-6, Bhojpur**

**Photo: 5**



**Shree Malika Primary School, Bastim-7, Bhojpur**



**Photo: 6**



**Shree Janapriya Primary School, Bastim-8, Bhojpur  
(Researcher with Students)**

**Photo: 7**



**Shree Panchakanya Primary School, Bastim-9, Bhojpur  
(Researcher with Students)**

