

**Status of SLC dropouts and identifying ways to engaging
students in co-curricular activities**

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EXECUTIVE SUMMARY

The School Leaving Certificate (SLC) examination have been major concern to the state, society, schools, parent and students as it is the gateway to the world of higher education. General public and government view the result of SLC as an indicator of quality of education. Each year, thousands of students could not pass the SLC exam and find themselves stumbling block in the path of pursuing higher education and career development. Last year, over 335,000 students could not cross this threshold examination. There is no provision of repeating class of grade ten for those who failed the SLC examination. They have to wait for a few months to reappear for supplementary examination. Many of them even cannot pass supplementary examination. SLC failures can be considered as SLC dropout students. There is no contact and connection between SLC failures and schools. There is no data and records about what SLC dropouts are doing and planning to do in future. Likewise, there is no evidence and published documents describing reasons for high failure rate of the SLC examination in public schools. High rate of SLC failures has compelled all the stakeholders to explore what exactly has gone with educational system of Nepal. Therefore this study attempts to assess the current status of SLC failures/drop out and identify the way to engaging them in co-curricular activities.

Objectives of the study are to:

- Assess what students failing SLC in the last three years' examination are doing
- Examine what those failures would prefer to do further
- Examine what the schools that produced large percentage of failed students are thinking and planning to do
- Explore what parents of the SLC fail students want to see happening in the career growth of their kids

Methodology

Descriptive cum exploratory type of study designs along with combination of qualitative and quantitative methods was employed in this study. The target population for this study was students who failed in the SLC in 2067, 2068 and 2069. The head-teachers, teachers, SMC members, parents of the public/community schools were also included in the study. Three districts from three ecological belts of Nepal were selected as sample for the study. Taplejung was selected from the mountain ecological belt and eastern region, Kathmandu from hill belt and central region and Rupandehi from Terai belt and western region. The sample size was 90 in which 30 respondents from each of three districts were selected purposively considering objectives of the study. Ten students, 10 parents and 10 school teachers including SMC members from each district were included in the study as sample. The required data for the study were collected from the respondents and documents using interview, group discussion, observation and document review.

Key findings

- Most of the SLC dropouts failed in three subjects: English, Math, and Science. There are several reasons for high rate of SLC failures from public/community schools. School environment was not encouraging and support for the grade 10 students to be well prepared for the SLC exam. Most schools did not make additional efforts for improving performance of grade 10 students. A considerable number of school teachers reported to be involving many activities including party politics and social works. Some schools lack qualified and competent teachers to teach Science, Math, English and social studies. Students were not properly cared and engaged in teaching-learning activities by school.
- Most of SLC failure boys had no intention to appear the SLC more than two times. SLC failures living in periphery of industry and markets in Terai were found to be employed in factors and hotels. In Mountain belt, most of the students were gone abroad to work. Few of them were found to be engaged in co-curricular as career. Among them, two students were famous in eastern region for singing and football. Most of the students from Mountain belt were lingering with no any decision about career and engaged in some skill based training, mostly computer. In case of girls in all districts, they were continuing to attempt the SLC examination until their marriage. It means parents did not prevent them from attempting the SLC before marriage. In the gap of the result and examination, some of them had taken the skill based training.
- Most of the students, who are appearing the SLC, were taking the tuition and coaching classes for 1-2 months before the SLC. In Mountain belt, students were unfamiliar with any skill based training. In Terai belt, some boys and girls were engaged in skill based training. Most of the failures in Kathmandu had taken the computer training.
- All of the SLC failed students prefer to attempt the SLC for 1-2 times. Girls are seemed more liberal in continuing the SLC examination for another 3-4 years until marriage. The boys preference was mostly determined by socio-cultural and surrounding environment factors. Some of the students of Terai belt and Hill belt show interest in skill based training. None of the students prefer to engage in co-curricular activities as a career despite there were many co-curricular activities in the schools.
- Schools reported that they were planning to conduct the extra classes. They also intend to make regularity of the students. Schools are also planning to build up the teacher-students relationship. Some of the schools are planning to make the discipline in persuasive way. Most of the schools were thinking of initiating the Career Counseling class. One of the schools had a plan to call on the parent's meeting regularly. One of the schools from Mountain belt and one of Hill belt were operating TSLC. Another four schools also thinking about the operated the TSLC in near future.
- Parents were still stuck with traditional thought about SLC. They think that SLC is everything for the

career. If not so happened, most of the parents think the skill based training as additional aspects of career growth. They want their children to engage in some skill based training and make it as career. Most of the parents had no idea about the career in co-curricular activities. Some parents of Hill belt and Terai belt had knowledge about good future of professional career in sport, music and vocational training but they did not want their children to follow these activities. The career in co-curricular activities could not give economic benefits as it takes long time for earning money.

Conclusion and recommendations

In conclusion, SLC dropouts are facing difficulties in getting through in Mathematics, English and Sciences. Multiple factors such as poor teaching-learning environment in public schools, lack of qualified and competent teachers to teach these three subjects, lack of coaching and remedial classes for the students, traditional didactic teaching practices, poor coordination between school teachers, parents and students and so on contribute to high failure rate in the SLC examination. Most of the SLC failures repeat the SLC exam at least two times. Respective schools do not pay attention to those who fail the exam because there is no live connection between SLC failures and schools. Some schools have made additional efforts to improve the SLC results. The SLC failures who are planning to sit the next exam do self-study at home or take coaching class at the time of examination. Other times, they usually hang out and linger around their home with friends. Only a few students participate in vocational skill training, sports, music, dance and singing activities. Most boys intend to go abroad for employment as a large number of youth who migrate to foreign countries in search of jobs.

Schools should create student friendly and good teaching-learning environment through good school management practices and the provision of library, sport and recreation facilities and co-curricular activities. Competent and qualified teachers should be employed by schools to teach difficult subjects: Mathematics, Science and English. School teachers should be regularly supervised and monitored by the concerned authorities to improve their job performances. The teachers should be trained more in innovative and participatory teaching methods and procedures. There should be regular contact and cooperation between schools, students and community. Liberal class promotion policy should be implemented in very practical way. The necessity of 75 percent attendance is only for making accountable to students who are very vulnerable to understand this policy and its objectives. School should make additional efforts for managing coaching/remedial classes for the grade ten students and establishing student support systems. Career counseling activity for the students should be initiated by all the schools. The school should contact SLC failures, manage coaching classes for them and provide counseling on vocational skills and co-curricular activities as professional career. The government should explore and analyse labour market for SLC dropout students and make a link with relevant institute for vocational skill training and co-curricular activities, and creating opportunities for their employment. Finding of this study cannot be generalized at the national level. So an intensive national level study with adequate sampling size needs to be carried out urgently by the Department of Education in order to dig out hidden issues and assess current situation of the SLC failures.

List of Abbreviations

DEO	District Education Officer
DOE	Department of Education
EFA	Education for All
NER	Net Enrollment Rates
NGO	National Government Organization
OCE	Office of the Controller of Examinations
PTA	Parent Teacher Association
SEB	Secondary Education Board
SEDP	Secondary Education Development Project
SMC	School Management Committee

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

The School Leaving Certificate (SLC) examination have been major concern to the state, society, schools, parent and students as it is the gateway to the world of higher education. General public and government view the result of SLC as an indicator of performance of schools and quality of education. High rate of the SLC failing students from public schools shows poor quality of teaching-learning in school. Society considers SLC failures as incompetent, lazy and dull. This type of attitude gives many failed students anxiety and self-disappointment. What does a student do when he or she could not pass most important exam of their life? Those students who become failure in most of the subjects need to wait anxiously till the next year to re-take the SLC exam.

Last year, over 335,000 students failed this threshold examination. Every year nearly three-fourths of the students appearing for SLC examination fail. The SLC failures cannot get the chance to repeat the class in school as they are no longer students of the schools. Consequently, they may remain idle at home and society. Those students who fail a few subjects have to wait for a few months to reappear for supplementary examination. But many of them even cannot pass supplementary examination. In fact, not all children can be good at study and academic field. A sizable number of children develop interest and aptitude in sports, performing arts, fine art and a host of other creative activities. Our education system puts tremendous emphasis on purely academic activities. A negligible numbers of community schools have mere provision of physical facilities for sports, skill training, music, art and other conducive environment for different productive disciplines other than text-book coaching.

SLC drop out youth constitutes the major challenges as majority of them neither can continue their education not find appropriate jobs for themselves. It is imperative for government and civil society groups to ponder on the issues in time so that the problem does not escalate to another unrest or crisis in the country. In the other hand, Unemployment has been a challenging issue over the national economy and human development.

The period after SLC is a very traumatic phase in the life of youths. And for those who fail, the trauma is further exacerbated. They see their colleagues going ahead in pursuit of higher education. SLC failures are rarely sympathized by their families and society as they do not have knowledge and skills to do something productive work in family and society. Many of them do not like to do traditional farming and other jobs followed by their families. They prefer white-collar jobs, which they cannot find due to lack of SLC certificate.

1.2 Statement of the Problem

High rate of SLC dropouts/failures is the consequence of the loophole in the ongoing education system. The results of SLC examinations in recent years have showed a poor performance of public schools as 72 percent of the students who had sat in the examination failed and only 28 percent got through it. This is huge waste of

money and resources invested by the state and families. There are multiple factors responsible for the dismal performance of the state supported schools. Poor school management, inadequate and inefficient school supervision, traditional and didactic teaching practices, low participation students in learning activities and poor job performance of teachers are some of the factors behind the poor performance of public schools. High rate of SLC failures has compelled all the stakeholders to explore what exactly has gone with educational system of Nepal.

It has been cause of the mass unemployment and eventually triggers social evils and unrest. Constrains to access the employment opportunity ruins the economic wellbeing of a person and related dependents and degrade the creativity leading to weak human capital. Available data reveals that poverty incidence and poverty severity are significantly higher in the mass of school dropouts. It is high time to initiate a concrete strategy and action to address issue of unemployment and future of the school dropouts, SLC failures. There should be evidence for formulating strategies with a view to addressing the issues and problems of SLC failures. But status and issues of SLC failures have not been properly investigated and documents by the concerned authorities. Therefore this study attempts to assess the current status of SLC failures/drop out and identify the way to engaging them in co-curricular activities.

1.3 Rational of the Study

Goal of this study is to dig out the status of SLC dropout students and identify the ways to engaging students in co-curricular activities. Most of the SLC failures were not being able to think about their future and the ways they have to engage. If parents and teachers could not guide them well, there will be high chance of deviation on engage in unproductive sector. So, it was very necessity to engage in some of productive sectors like vocational education, co-curricular activities as per their interest.

People think that education was only the ways for career development and for being employment. Parents send their children schools and colleges to get certificates of SLC and higher education degree so that they can get job in formal sectors and eke out their livelihood easily. But education is not only fitting persons for jobs, but also preparation for making livelihood. Vocational/technical education and co-curricular activities prepare students for their sustainable livelihood. There was high chance of getting opportunity of employment in national and international arena for those who have got vocational education. Likewise, the people who engaged in co-curricular activities have been also getting better livelihood. The scope of singing, dancing, sports, literacy and arts are increased in national and international markets. But efforts are not made to link these extra-curricular activities and life-skill training with formal subject specific teaching-learning activities of the school. So, this study is very relevant to find out the status of SLC dropouts and the ways to engaging the dropout students in co-curricular activities.

1.4 Objectives of the study

The overall objective of this study is to assess the situation of students failing SLC examination and to recommend policy changes and institutional reforms that government and the private sector can look into.

The specific objectives of the study are to:

- Assess what students failing SLC in the last three years' examination are doing
- Examine what those failures would prefer to do further
- Examine what the schools that produced large percentage of failed students are thinking and planning to do
- Explore what parents of the SLC fail students want to see happening in the career growth of their kids

CHAPTER II

REVIEW OF PREVIOUS STUDIES

We had reviewed some of the previous literatures which were directly related to this study. It includes the history of SLC examination, secondary education and its problem in today's context.

Secondary education plays an important role in the Nepal's educational system. This level of education has grown rapidly in the past twenty years in terms of the number of schools, students and teachers. Rapid expansion increased the access to secondary education. But the problem of deterioration on quality was still huge challenge for the nation. Recently it has been realized that quality has not kept up with the quantitative expansion of secondary education.

One of the important objectives of secondary education is to prepare the students for higher education. Graduation of a student from the School Leaving Certificate (SLC) examination means, s/he is able to enter in the higher levels with the necessary skills and knowledge. For this, there is a need for gradual upgrading of curriculum content at all levels of education. The school level knowledge should form a trustworthy foundation to proceed towards higher education (CERID,1984).

The School Leaving Certificate exam was conducted externally, outside the control of the institution that does the teaching, at the end of tenth grade, and is known as the "Iron Gate Exam" (CERID,1996). It assumes a important role in the school education system of Nepal. It is used as an official measure of accountability of the schools. So, schools, students, and parents put an excessively high premium on it. The SLC is the hallmark of ten or more years of hard working school life. The ultimate aim of all students is to achieve at least a pass out the exam in the first attempt or first division if possible (CERID,1997).

2.1 Overview of the school leaving certificate exam

The school Leaving Certificate (SLC) exam is the national level exam of the secondary school system, which determines the ability of a secondary level student whether s/he is worthy of promotion to higher level education. As it is the gateway to higher education, it is viewed as a quality of teaching-learning standard of an institution.

There were seven subjects up to SLC 2000 exam. They included the four compulsory subjects: English, Nepali, Compulsory Mathematics, and Science, and three elective subjects. The compulsory subjects are prescribed by the Curriculum Development Center (CDC), while the other three subjects depend upon the choice of the school authorities and students. So the decisions of the CDC and the school authorities mainly determine how students are equipped with required knowledge to cope with higher secondary education. Most of the Schools today are aware of the preference of the students for subjects in streams like science, commerce and computers, Out of 121 public

secondary schools of Kathmandu district. Similarly, 144 out of 187 private secondary schools provide the same subject (District Education Office, Kathmandu, 1999).

The SLC examination that usually spans over eight days is conducted by the Office of Controller of Examinations, Sanothimi, in Baishakh of the Bikram, Sambat, which means the first month in each new year. The exam of each compulsory subject has a general education of three hours. For some vocational and optional subjects, the exam duration is just two and a half hours. For such subjects, the national SLC exam accounts for 75 percent of the marks for the exam, and the schools take responsibility for the internal exams, accounting for the remaining 25 percent of the marks. Results are published after about sixty days.

Before the SLC exams of 2000, the results of SLC exams were published under the heading of top ten list, first division, second division, and third division. But system of publishing names of securing the top ten position in ranking was abolished in the SLC exam of year 2000. They were published only as boy's topper, girls topper, first division, second division, third division (Gorkhapatra Sansthan, 2000 and Kantipur Publications, 2000).

Prior to 1998, the eligibility of the students to appear in the SLC exam was solely divided by the district level exam (sent up exam) conducted by the District education Office about two months before the SLC exam. A pass in the district exam entitled the student to appear in the SLC exam. Since 1998, schools have been given the authority to conduct the send up exams for SLC.

2.2 Study Opportunity after SLC Exam

In general, a first class SLC pass student desires to join the Science and technology streams in Nepalese institutions or chooses to go abroad for further study. There are a lot of options regarding Science and technology. A report by University Grants Commission (1996) shows a table of data indicating a 2.5 percent increase in the number of students entering Science and Technology from 1990/91 to 1993/94 in Tribhuvan University alone. These data show that the number of students desirous of studying Science is increasing annually; furthermore, the percentage of students opting for Science would have been much higher if there were resources for admitting large number of students in the cheaper public campuses.

Science education in Nepal is different from other fields of study in its content and requirements. It is considered the most difficult of all available options in higher levels, but it is the stream, which gives a lot of opportunities. This is why admission to the Science stream after SLC is considered as privilege. Parents feel that their long-standing dream has come true with the admission of their children into the Science stream. Without knowing the exact tenacity required for studying Science, students enter into a fierce competition to get admitted into Science programs. So it is not surprising to see that Science schools set up high percentage as admission requirements for Science programs. Moreover, the fees for Science are higher than for any other streams. Though this has been attributed to

high investment required by schools to conduct Science classes, there is often a feeling that they are charging high fees because of its high demand.

In spite of the enthusiasm of the students to study Science, whole-hearted effort to excel in their studies, the performance of students in the final exam of Science has not been satisfactory. This is evident from the large number of dropouts and repeaters each year being added to the list of the students. This not only gives an unnecessary load to the universities, it also creates financial problems for the schools (Ministry of education, HMG/Nepal (MOE), 1999).

A research related to sequence of curriculum was carried out in 1984 by CERID (1984), but that focused on the requirements fulfilled by a subject in secondary level on the same subject of the Proficiency certificate level. It is important point to note that curriculum relationships are not only longitudinal. There are also cross-sectional relationship among several subjects. Several subjects at the lower levels are the bases for one particular subject at the higher level. Studies regarding such relationships and their reflection on the students' scores at the higher levels of education have never been investigated. The importance given by the media, society, and professional organizations to the results of the SLC exam makes one feel as if it is everything, as if it is going to determine the performance of the students throughout their life.

2.3 Review of Secondary education in Nepal

The major objective of secondary level education, according to the revised syllabus of 1981 (as cited in CERID, 1996), was to prepare for general and technical higher education. By providing a wide variety of subjects to choose from, the curriculum aimed at allowing the students to think about their fields of study at the higher education at an early stage. To generate respect for labor and to produce productive citizens were other two important objectives (as cited in CERID, 1988, p.25). It also aimed at enabling students to opt a higher education major with the provision of a wide variety of subjects to choose from.

A research entitled "A study on secondary education in Nepal" (CERID, 1988) found out that extensive importance given to SLC exam often perturbs the students to resort to unfair means to pass. SLC has served to widen the gap between those who are successful and those who fail as between privileged few and the unprivileged many. The study has stressed that lack of proper training and mutual contact among professional teachers has hindered reforms in exam systems. It agreed that sincere efforts were needed to develop standardized tests that require intellectual exercise in terms of knowledge transfer. Commenting on the grave shortcoming of the curriculum, it states, "Although there is a generalization about the importance of making the curriculum consistent with the needs of the learners, the present curriculum is, in most cases, prescriptive and lacks flexibility to become relevant to the learners. (p.36)

2.4 Research on SLC Examination in Nepal

A lot of research has been done with the focus on SLC exam in Nepal, which is one of the most talked about subject in the educational system. CERID (1997) carried out a study in order to examine the impact of SCL exam in classroom practices, analyze the questions asked in SLC and during classroom teaching by classes and level, and find out the instructional emphasis of the teachers and the students in the teaching –learning processes.

The study concluded that

1. Because of SLC, the whole of the education system focuses on SLC only and nothing else.
2. The teaching learning process of three years i.e. grades 8,9, and 10 focused on the preparation of SLC exam only.
3. SLC exam just played the role of a road map, which served as a guide for directing the teaching learning processes with the curriculum assuming only a second role
4. Students are concerned about which lessons are more likely to be asked in the exam. If certain lessons do not seem important, they prefer to skip those lessons and concentrate on the more important ones.
5. Questions asked in SLC unfailingly get repeated year after year, especially in Science and Mathematics. There are certain chapters and topic from which, questions are never asked though they are in the curriculum.

The study further recommended “Research should be conducted on the validity and reliability of the examination process as a measure of achievement in terms of acquisition of secondary education, as a predictor of success in higher education and as a preparation for various employment opportunities” (p.29).

Another report, “SLC exam in Nepal’ (CERID, 1994) made the following comments regarding the SLC exam results. Upon completion of SLC, the high school teachers will be keenly aware of the publication of its results. It will be big news when SLC results are published in national newspapers. Schools securing highest positions are considered as prestigious. Teachers are proud of their prestige. Students securing top positions are considered as future stars. They will be busy in giving interviews to pressmen. Next day they will see their photo on the front pages of those papers. Prizes are nationally awarded to the schools and the stars to honor their success. The policy-makers appreciate the prestigious schools by awarding national prizes. On the other hand, they penalize the poor performing schools by withdrawing grants.

The paper further stated that most of the students of grades 9 and 10 were studying science because of their personal interest in the subject. The possibility of getting an opportunity to study medicine or engineering at higher level was another inspiring factor. Other students thought that science would make them, reasonably knowledgeable in the present socio-economic context. A small number of students said that their guardians wanted them to (p. 39).

The study found that teaching systems were always traditional in schools and no attempt was made to improve on those methods. It further recommended that the school and SLC evaluation systems need to be modified. The modification should discourage recall learning and emphasize rational learning. There should be a provision for evaluating the practical skills and scientific reasoning aspects. For this, the introduction of standardized test items and the inclusion of practical exams in the SLC exams are necessary. It also suggested the revision of SLC curriculum in such a way that it focuses on the students' growth and development of practical and problem-solving skills.

In the Nepalese education system, it has been a very long time since Nepal started the School Leaving Certificate (SLC) Examination. Tracking back to the origin, it was in 1990 Nepal began to administer the SLC exam in Nepal. Until then Nepalese students had to go to India for similar exams after completing 10 years' study at school level.

Since then many changes have taken place in the SLC exam along with a change in the contents for teaching and methods of delivery at school level. In addition, changes in the structure and management of school education also took place during this time. Despite all these changes, the SLC exam has remained as a major event in the Nepalese education system. The SLC exam is administered to the students who complete 10 years' study at school and pass the senior exam administered either by a school or a district education board formed locally. Unlike many other exams, this exam takes a form of major event in Nepal because in each district a committee involving the CDO, DEO and the Head of Police is formed to look after the exam as a supervisory team, and the media highlights this event in the way that this exam becomes a national event. Many scholars are of the opinion that media unnecessarily highlights SLC exam in the name of IRON GATE by putting strong pressure on students to strive very hard to get through it by hook and crook. Sometimes it happens that in order to lead the students pass the exam, not only the students themselves but also their relatives including parents work hard to help them use unfair means in the exam hall. The Ministry of Education has been working on the reform of the exam, but most reform initiatives have been directed towards administrative reforms; very little has been done on how to make it academically and technically reliable and valid. Absence of such works led it to be merely an administrative tool ignoring how effective it could have been in influencing academic reform had it been made a good exam. In a way, SLC has been made an exam full of tension which students want to get through by any means.

We have not been serious about the impact of making the SLC exam such a national event. One would wonder how would the SLC be different from other exams? Being unable to get through it is like not being able to pass any other yearly exam because both exams cause students to retain at the same level for a year. It is therefore argued that the SLC exam should not be given that much of importance in the media and attempts should be made to make it an exam without tension. This is possible only if we change the contents and methods of the SLC exam. The present exam may

make some reference to it though it would be in a minor focus. In this context, the present study has involved some issues related to the SLC exam which will be discussed later in the report.

Mathema (2006) on one of his study stated, —There are few annual events in Nepal that generate as much public interest and media attention as the publication of the School Leaving Certificate (SLC) examination results. Mathema additionally stated that SLC examinations are important for the overall secondary school system in Nepal which not only influence the pedagogical exercise of the secondary school schools but also provides indicator to measure the comparative competence of secondary schools of various types located in different parts of the country. It was 1933 when first SLC examination was held in Nepal and coincidently at that same year Nepal experienced deadly earthquake that killed many lives of Nepalese people so it has been funny issue in Nepal that whenever anyone heard of SLC they become afraid (Wagle, 2057, p: 61). Moreover, Shrestha (2065) stated SLC as the most important root of secondary education in the educational system of Nepal which is even portrayed as an 'iron gate' to higher education and further opportunities in the job market. In public perceptions, SLC is an important event in the lives of students and success in the SLC examinations is crucial for students who intend to pursue higher studies to qualify for professions that depend on such qualifications. Furthermore Mathema has classified the importance of SLC results into analytical and cultural rituals of which analytical side is more concerned with education pundits, school administrators, journalists, and commentators in the media discussing SLC results to highlight the performance of schools and individuals while cultural side is more concerned with public felicitations of SLC toppers in different places.

SLC board at its initial stage followed the system of two Indian Universities with their rules and regulations but later on need of SLC board was felt. Nevertheless, the SLC board was established in 1934, with the Office of the Controller of Examination (OCE) as its secretariat to test the proficiency of the graduates of Durbar School with the efforts of Rana and indeed the setting up of the SLC board was a landmark of the Rana times. Similarly, All Round National Education Committee (ARNEC) which was set up in 1961 during Panchayat period recommended that SLC examinations in districts should be conducted by Zonal Education Officers (ZEO) as per the instructions of the Department of Education (Mathema, 2006).

National Education System Plan (NESP) 1971-1976 that came up with macro plan embracing all levels of education, primary to university and influencing all sub sectors of education recommended the improvement of SLC examinations and decentralizing the conduct of examinations. Similarly, the Education Act, 1971 made a provision for the district-level Examination Committee to the SLC examination with absence of OCE. Equally important was the National Education Commission (NEC) 1992 which identified a number of problems with the SLC examination and the OCE. NEC moreover implemented the recommendations regarding the management of the SLC examination to be decentralized at the regional level, timely publications of the SLC results and training programs to subject experts

for the technical evaluation. In addition Secondary Education Development Project (SEDP) 1997, which was funded by a loan from the Asian Development Bank (ADB) and the grant from the British Government focused on the improvements on four areas. One of the important objectives of SEDP was reform in SLC known as A Strategic Plan for Examination Reform. However, document made under this plan named as —A New SLC for the year 2058 BS and beyond, 1997|| widely criticized the previous SLC

Examinations and recommended for the better reform in SLC Examination. Not only SEDP, Secondary Education Perspective Plan (SEPP), 1997-2001 which was loaned by ADB and granted by DFID included the SLC related objectives (Mathema, 2006). However, different institutions from different perspectives focus for the drastic reforms in SLC exam so that the outcome of the SLC results will be fruitful to provide livelihood earning skills to both those who pass and fail the examinations.(Shrestha, 2063, p: 37). Likewise Hada (2057) focused on the major four challenges of SLC ranging from decentralization of SLC to Strict management of government on the security system for the fair examination. Moreover, (Mathema, 2006) also addresses the challenges of SLC its possible options to improve the challenges which are listed below:

- i. Decentralization of management of SLC to the regional , district and school levels
- ii. Increase investment in public sector secondary education
- iii. Provide more specific teacher training
- iv. Making the curriculum more practical oriented Clarifying the location of SLC in the overall objectives of teaching and learning in the secondary schools in Nepal
- v. Simplifying the SLC exam in sense of reducing the number of subjects examined, making all the subjects optional, adopting a subject pass and certification system
- vi. Finding mechanisms to do continuous evaluation of students by reducing the need to rely on a single end-of-the year three-hour exam
- vii. Reforming the school system below the SLC level by which low performing students are encouraged to explore other options for learning livelihood earning skills, etc.

Moreover, (Shrestha, 2058, pp: 40- 41) addressed some of the basic issues in secondary education relating to the improvement SLC exam like: management issues, curricular issues, teacher training issues, politicization issues, community participation issue and financing issues.

Khaniya (2011) stated that in the Nepalese education system, it has been a very long time since Nepal started the School Leaving Certificate (SLC) Examination. Tracking back to the origin, it was in 1990 Nepal began to administer the SLC exam in Nepal. Until then Nepalese students had to go to India for similar exams after completing 10 years' study at school level.

Since then many changes have taken place in the SLC exam along with a change in the contents for teaching and methods of delivery at school level. In addition, changes in the structure and management of school education also took place during this time. Despite all these changes, the SLC exam has remained as a major event in the Nepalese education system. The SLC exam is administered to the students who complete 10 years' study at school and pass the secondary exam administered either by a school or a district education board formed locally. Unlike many other exams, this exam takes a form of major event in Nepal because in each district a committee involving the CDO, DEO and the Head of Police is formed to look after the exam as a supervisory team, and the media highlights this event in the way that this exam becomes a national event. Many scholars are of the opinion that media unnecessarily highlights SLC exam in the name of IRON GATE by putting strong pressure on students to strive very hard to get through it by hook and crook. Sometimes it happens that in order to lead the students pass the exam, not only the students themselves but also their relatives including parents work hard to help them use unfair means in the exam hall. The Ministry of Education has been working on the reform of the exam, but most reform initiatives have been directed towards administrative reforms; very little has been done on how to make it academically and technically reliable and valid. Absence of such works led it to be merely an administrative tool ignoring how effective it could have been in influencing academic reform had it been made a good exam. In a way, SLC has been made an exam full of tension which students want to get through by any means.

We have not been serious about the impact of making the SLC exam such a national event. One would wonder how would the SLC be different from other exams? Being unable to get through it is like not being able to pass any other yearly exam because both exams cause students to retain at the same level for a year. It is therefore argued that the SLC exam should not be given that much of importance in the media and attempts should be made to make it an exam without tension. This is possible only if we change the contents and methods of the SLC exam. The present exam may make some reference to it though it would be in a minor focus. In this context, the present study has involved some issues related to the SLC exam which will be discussed later in the report.

CHAPTER III

METHODOLOGY

The researchers have made use of following methodological strategies to completed the study

3.1 Sources of data

Data required for this study were collected from both the primary and secondary sources and qualitative and quantitative techniques of inquiry were used in the study. Primary data was collected from students, teachers, head masters, local stakeholders, DEO as well as other district and national level stakeholders. Secondary data were collected through review of relevant documents available at DEOs and Department of Education

3.2 Study design

Descriptive cum exploratory type of study designs along with combination of qualitative and quantitative methods was employed in this study. Qualitative method was used to explore views of teachers, parent and students about SLC failure students. Quantitative data were analyzed and interpreted quantitatively and presented and displayed in **different tabular form.**

3.3. The target population

The target population for this study was students who failed in the SLC in 2067, 2068 and 2069. The head-teachers, teachers, SMC members, parents of the public/community schools were also included in the study. TOR of this study was considered while determining target population.

3.4. Sampling Strategies

Three districts from three ecological belts of Nepal were selected as sample for the study. These districts were selected considering the high number of SLC dropout students. Taplejung was selected from the mountain ecological belt and eastern region, Kathmandu from hill belt and central region and Rupandehi from Terai belt and western region. The sample size was 90 in which 30 respondents from each of three districts were selected purposively considering objectives of the study. Ten students from each of three districts were included in the study. Likewise 10 parents and 10 school teachers including SMC members from each district were included in the study as sample. Following table shows distribution of sample respondents in three districts.

Table 1 Distribution of Sample districts according to ecological belt and region

S.N.	Districts	Ecological belt	Region
1	Taplejung	Mountain	Eastern
2	Kathmandu	Hill	Central
3	Rupandehi	Terai	Western

Following table shows the estimated sample size of the respondents in given area.

Table 2: Distribution of respondents according to its types

S.N	Types of Respondents	No. of Sample districts (a)	Total respondents in each district (b)	Total No. of respondents in the whole study $c=a*b$
1	SLC dropout students	3	10	30
2	Parents	3	10	30
3	Teachers	3	6	18
4	SMC Members	3	2	6
5	Other stakeholders	3	2	6
	Total	3	30	90

3.8 Data Collection tools and techniques

Interview, Group Discussion and Observation were main research tools and techniques.

Interview: Interview was the main tool and technique of data collection. SLC failing students, Head teachers, SMC members and parents were informants of the study. Interview guidelines containing guiding questions were prepared before going to the field (See Appendix)

Focus Group Discussion (FGD): Group discussion with school teachers in each school organized in order to explore their views and experiences towards teaching-learning situation of schools and SLC results, and SLC failure/dropout students. FGD chelist containing questions/issues of discussions were prepared.

Observation: Unstructured observation was done in order to record the existing school facilities such class room situation, teaching materials, library, and facilities for extracurricular activities.

The listing of tools and their frequency while conducting the survey were as follows:

Table 3 Types of the tools for the study

S.N	Tools	Respondents	Frequency in each district	No. of districts	Total
1	Interviews	SLC dropout students, Parents, Other stakeholders	20	3	60
2	Focused Group Discussions	Teachers, SMC members	2	3	6
3	Observation	Schools' infrastructure, relevant documents			
4	Interaction	DoE Officials, Professors and other concerned personnel	1	3	3

In order to achieve the objectives of the study, Interview and focused group discussions with the dropout students, parents and teachers, SMC members were carried out. Observation was held during the field visit in each districts. Interviews with students, teachers and parent in the field were conducted using interview guidelines. It includes set of guiding questions. A focus group discussion is a process in which a group of people are asked about their perceptions, opinions, beliefs, and attitudes towards the subject matters. It was done for the teachers only.

3.5 Process adopted for the survey

The teams of Project coordinator (Team leader), senior researchers and field researchers had worked together as a team during the whole process of the study. The following steps were envisioned for the study. The team had prepared interview guidelines, check list for FGD and observation as specified by the objectives of the study.

3.6 Staff Selection and Training

Overall three teams were formed for three districts and each team comprises two members: one senior researcher and one field researcher. The three senior researchers were selected who have at least M.Phil. Degree in Education from recognized university. The three field researchers were selected on the basis of having Master degree in Education from recognized university. Priority was given to those who had similar experiences along with higher educational qualification. They were invited to express their interest and availability to work in the current assignment. A short interview was taken to ensure that they are appropriate for this work.

Intensive training focusing on research process and methods was given to senior researchers and field researchers for one day. During training, theoretical knowledge and practical skills on process of data collection were imparted to the field researchers. During training session, mock interview was made for several time exchanging among interviewers and respondents.

3.7 Field Work

Field study team was mobilized in Taplejung, Kathmandu and Rupandehi district in order to collect the required data from field. Upon arrival of the selected district, field study team initially met District Education Officer and explained the purpose of the study. Three schools with the high numbers of SLC failures were selected in consultation with the staff of District Education Office. The study team visited the teachers and headmaster of the selected schools. Interview with school teachers and head teachers were conducted using interview guidelines. Three SLC failing students were identified and contacted for interview with information provided by the school. Likewise, each of the selected schools invited a few members of School Management Committee for interview and discussion. The required information was collected through interview and discussion. Information regarding school facilities were collected through the direct observation.

The research team made necessary arrangements including logistics, travel, and accommodation for collecting data in the field. The team of field researchers followed the given arrangements and schedule from the team leader in the process.

3.9 Methods of Quality Control

Quality assurance received special attention. As such the plan is to assure quality at different levels. First level of quality assurance requirements were made clear during training to senior researchers and field researchers so that they understand the questionnaire and all other field requirement properly. We ensured the best ethical standard while doing the field study.

Second level of quality assurance was done by the team leader regularly who checked the work of senior researchers and field researchers at field. The team leader also checked the questionnaire filled by field researcher and also provided guidelines and feedback as required. Senior researchers kept running to ensure the selection of respondents as per the sampling scheme. He/she also visited the field to ensure the quality performance of field researchers in the field. He/she was also responsible for checking the completed questionnaire randomly for consistency and completeness. Another level of quality assurance was ensured in designing analysis procedure.

CHAPTER IV

DATA ANALYSIS AND FINDINGS

Chapter 4 deals with the data analysis and presentation of the study. It presents analysis of the both qualitative and quantitative data collected through interview, FGD, observation and interaction programme.

There are five sections in this chapter. The first section presents the status of the SLC in the sampled districts. The second section presents status of the students who failed in the last three years examination. The third section presents the preference of the failed students what they do in future. The fourth section presents the schools' plans to address the current situation of the school. At last, the fifth section presents the parents, expectation on the career of their children in near future.

4.1 The status of the SLC in the sampled districts

4.1.1 The overall picture of the SLC results for the last three year

About 44 percent of students appearing SLC examination in 2070 passed SLC and this rate increased by 2 percent compared to the results of previous years at the national level. Only 28 percent from public and community schools passed the SLC in the year of 2070. Result of SLC examination is very poor as compared to private schools of Nepal. It indicates the poor and dismal performances of public schools Nepal.

Table 4 : Result of SLC of the three consecutive years 2067, 2068 and 2069

District of	2067	2068	2069
Taplejung	58.10	63.83	18.38
Kathmandu	87.36	82.04	81.78
Rupandehi	64.3	59.5	58.44
Total in whole Nepal	55.5	47.16	41.57

As shown in Table 4, more than 80 percents of students sitting SLC examination in Kathmandu district passed the exam. SLC result is poor in Taplejung and somewhat better in Rupandehi, Terai District. In Taplejung, SLC pass rate decreased by 10 percent from 28.9 percent in 2067 BS to 18.38 in 2069 BS. SLC pass rate decreased by 6 percent in Kathmandu and 4 percent in Rupandehi for the last three year.

4.1.2 The status of SLC result in three consecutive year 2067, 2068 and 206 in the sample schools

The result of the both schools of mountain belt was not so good. Both of school had pass rate below district pass rate. By analyzing both of school's pass rate, in 2069, the pass rate is drastically fall on the base on 2068. One of the head teachers of the mountain belt said that students did not study seriously, so it more students had been failed. He also confessed some of weakness of the schools for being more failed. In case of hill belt, the result one of the schools is good and pass rate was higher than the district average and another had lower pass rate than district average. Because of the schools were in urban area as compare to other schools, the results of these schools were good as compare to other sampled school. As so, the schools of Terai belts had very lower pass rate in compare with district average. The head teachers of both schools said that the average district pass rate is very low in 2069. So, our school had also got worse result.

Table 5: The result of SLC of the Sample school in three consecutive year

Ecological Belts	Schools	2067 Pass % (Total)	2068 Pass % (Total)	2069 Pass % (Total)
Mountain Belt	School 1	23.35 (86)	33.73 (83)	10.98 (82)
	School 2	25.00 (80)	57.00 (72)	5.76 (52)
Hill Belt	School 1	90.09 (101)	75.51 (98)	84.61 (91)
	School 2	68.51 (54)	84.37 (64)	61.53 (52)
Terai Belt	School 1	7.67 (78)	13.33 (75)	18.75 (32)
	School 2	42.55 (47)	35.41 (48)	13.73 (51)

4.1.3 The subjects failed by the most students

At the national level, over 90 percent of the students who could not pass the SLC failed in mathematics, English and Sciences. In the schools of the Mountain belt and Terai belt, most of the students failed in three common subject English, Math, and Science. The overall data of failed percentage of students in whole Nepal and the sampled districts are as follows:

Table 6 The failed percentage of the students in three districts in three consecutive years

Year	OVERALL			KATHMANDU			RUPANDEHI			TAPLEJUNG		
	ENG	MATH	SCI	ENG	MATH	SCI	ENG	MATH	SCI	ENG	MATH	SCI
2067	26.38	29.62	24.49	4.20	7.01	7.932	14.28	27.5	24	31.02	13	9.73
2068	32.23	38.79	35.70	6.05	11.77	10.72	22.91	29.03	27.4	11.17	16.3	25.9
2069	35.21	42.09	44.48	5.17	10.68	13.45	20.28	27.3	30.8	62.31	66.9	68.6

Source: Office of the Controller of Examinations (OCE), Sanathimi

The failed percentage is high in three subjects in 2069 as compare to other two years 2067 and 2068. In Kathmandu, the failed percentage is very below than the national data. In Rupandehi also, the failed percentage in all three subjects is comparatively low than the national data. But in Taplejung, the trend is little different. In two years, 2067 and 2068, the average failed percentage data is low as compare to overall national data. But it is significantly high all three subjects in 2069 as compare to national data.

In the case of sample schools, significant numbers of students were found as failed in these three subjects. The head teachers of Terai and Mountain belt districts said that most of the students failed in very commonly in English, Math and Science. These subjects were very tough for them. They also said that weak base in lower classes was one of the most important cause of being failed in these subject. The head teachers of one of the school from hill belt said that most of the students failed in Science and Social Science. One of the head teachers said that these two subjects were very tough for the students last year. Mostly students failed in these subjects due to questions coming from out of course. He said that very few numbers of students remained as failed in his schools. He further said that very few students were failed in three subjects. So, Most of the students passed in the supplementary exam. Math, English and Sciences are most difficult subject for the students from public schools as these three subjects are not taught properly from the very beginning and job performances of Math, Science and English teachers are poor.

4.1.4 Main causes of being failed in SLC

One of the headteachers from mountain belt said that the students could write and read letter and some words only in 3-4 class. He questioned that what can we expect from such students in SLC. Now, the Liberal class promotion was executed, students did not attend the class regularly. They had no any fear of being failed. To make regular in class room, the provision of 75 percent attendance was there, but it was limited on only in paper. Students did not fulfill the provision. Despite this, we were compelled to pass them because of political, social pressure. Another head teacher from Terai belt highly opposed the liberal class promotion policy. This policy had ruined the psychology of the every students. He said that it may be better for the students who had educated parents and understood the importance of education and its future. But it had very negative effects in case of the students with poor family background. One of the teachers of Terai belt raised a question that what is the meaning of the examination if all students had to upgrade class? Which factors motivate the students to study? Previously, there was no any motivation factor, there was fear factor that compels them to study at the time of exam. He further stated that this is the situation of without any motivational and fear factors.

Qualified and competent teachers teaching at secondary level are inadequate. Teachers teaching at the lower level are compelled to teach grade nine and ten students. There is lack of student support system in public schools. System of upgrading students without assessing student performance is also contributed to high rate of SLC failure in public schools. Students studying at grade 10 do know and understand basic concepts of Math, English and Sciences. Student performance in these three subjects is very poor from the very beginning.

Discussion with Teachers, Rupendahi

Teachers are making their efforts to teach grade 10 students. But most students pay less attention to their study. Many students think of making passport and going to abroad for earning after completing high schools. We do not have support and remedial teaching systems to the negligence students. Moreover, our examination system is defective. Fragmented questions in some subjects like science make student confused. Students do not attempt all the pieces of fragmented questions. All these are responsible for poor results of SLC examination.

Head Teacher from Taplejung

In addition one of the teachers of Mountain belts said that although liberal class promotion policy was made by government with thinking the benefits of the students, schools, society, it did not work in the schools of poor and rural community. Another teacher said that when a child did not get supportive environment for pursuing his area of interest, which oftentimes s/he might not even be able to express their interest of the study clearly and also could not get parental approval. This is an added reason why students in their early years fail academic examination. He also confessed that these three subjects were very tough for the students. Mostly students failed in these subjects. He further said that it is not the problem of the selected schools; it is the problem of whole government schools. SMC members and parents hold somewhat different views toward high failure rate in SLC.

Some teachers in school of rural areas do not teach student sincerely. Most teachers do not make extra efforts for grade 10 students. Some teachers pay more attention to their households. Some teachers have been active members of political parties and do get involved in activities of political parties. They do not pay attention and care to students having poor performances.

Dussion with SMC and Parents Taplejung

I failed the SLC exam in this year because I was not well prepared for sitting the exam. I did my best efforts for it. But it may not be sufficient cause of my failure. Moreover, school did not manage coaching classes for grade 10 students. Teachers did not take much care of whether students pass or fail the

SLC. They do not motivate us to study. School environment is not encouraging for the study and learning. My home environment was not supportive for the study.

Interview with a SLC dropout student

Analysis of data collected from teachers, SMC members, parent and students reveals that multiple factors are responsible for high failure rate of SLS students and poor performance of public schools. School environment is not encouraging and support for the grade 10 students to be well prepared for the SLC exam. Most schools do not make additional efforts for improving performance of grade 10 students. Quality of teaching is sub-standard due to traditional pattern teaching. A considerable numbers of school teachers are found to be involving many activities including party politics and social works. Some schools lack qualified and competent teachers to teach Science, Math, English and social studies. Most students are not sincerely engaged in their study. Students do not have opportunity to improve their performance because of lack of remedial teaching to poor students.

4.2 The activities which the failing SLC students in the last three years' examination are doing

All together 10 dropout students, 8 girls and 2 boys were participating in the interview in district of Mountain belt. Among them, 7 students were from 2069 batch, 2 from 2068 batch and only 1 from 2067 batch. Likewise, Among 10 dropout students, 6 girls and 2 boys were participating in the interview of the Hill belt's district. Among them, 7 students were from 2069 batch, 1 from 2068 batch. All together 10 dropout students, 7 girls and 3 boys were appeared in the interview in the district of Terai belt. Among them, 6 students were from 2069 batch, 3 from 2068 batch and only 1 from 2067 batch. By analyzing the above data, it depicts that 75 percent were girls and 25 percent were boys who appeared in interview.

All the girls who participated in interview had given the SLC exam in the last year. Only 3 boys had appeared in last year's SLC exam. The data shows that 4 boys had totally dropout the SLC examination. Among the students who appeared in last year SLC were waiting for the result. This fact described that girls were more committed on the study. The headteachers and teachers of all of the schools said that girls were more committed than boys to appear in SLC again if they failed. In the interview we found that most of the girls were ready to appear in the exam until they succeeded. But it was not found in case of boys. Most of the parents were also convinced with this fact that girls were more committed than boys. It was found that more than 21 out of 24 students who had appeared in Last year SLC, had taken the tuition classes for the preparation of the SLC. Among the interviewees, 4 students had not appeared in SLC. Two of them were engaged in work in nearer factory and remaining two boys lingering in the home. Besides that, some of them had taken the skill based training such as tailoring, embroidery and computer.

As recalling the headteachers, teachers saying, most of the boys who failed in 2067 and 2068 were not attempting the SLC. In case of mountain belt, most of them went abroad for the labour work. Those students who failed the SLC exam in last year, were staying in the district for attempting the SLC. They had already given the exam and waiting for the result. They were engaged in household work and stayed idle during the leisure period between SLC and result. In case of girls, the situation was little different. Most of them had got married who attempt the 2067 and 2068 SLC. The students who had not married, most of them had tried SLC last year. More than 95 % of students who failed last year, had appeared in the SLC of last year. Most of the students had taken the tuition class during the gap period for 1-2 months near the SLC exam.

In schools of hill belt, 6 out of 8 students who appeared in interview had appeared in the SLC exam last year and waiting for the result. All the students were from 2069 SLC batch. Most of them were engaged in one of skill oriented training especially computer class. But only one boy who did not appeared the SLC was engaged in plumbing training. One girl who did not appear in SLC had taken the embroidery training after the SLC. In addition, all of them who attempted the SLC, had taken the tuition and coaching classes during the gap period. The teachers also had same type of experiences. One of the teachers said that they had not so much contact with students of 2067 and 2068 batch. Students who were interested to take the exam, they come and attempted the exam. He further said that this is city area and community schools are full of students of migrant people. May be this is one of the reasons for not contact so much.

In the schools of Terai belt, among 10 students, 8 students had attempt the SLC of 2070. One boy each from 2068 and 2069 did not appeared in SLC of 2070. About the query about the dropout from SLC, boy from 2068 said that he had already engaged in work in one of the restaurant of Madhuwalya. Another boy from 2069 said that he was staying idle till date and planning to join any skill based training and join any industry near to his home. He also said that he had not much interested to appear in SLC. He also said that his senior who had passed the Bachelor level, were staying idle with no work but others who had not passed the SLC were engaged in works in local factories. So, he was going to take the skill based training and he expects that he can get better opportunity with this skill. One of the teachers of Terai belt said that among boys who appeared 2070 SLC also had no an intention to continue the SLC if they were been failed. But the scenario was different in case of girls. Girls were seemed more interested to pass the SLC. They said that they did not abandon to attempt the SLC although it was very tough for them. One of the students said that If it had not been, she will try next year. Such mentality was seen in all of the girls who participated in the interview. Most of them believed that they can pass the SLC one day. It was also seen that all of the girls were taking the tuition outside the schools in weak subject such as English, Math and Science.

Most of students failing a few subjects usually prepare themselves to sit the next exam. Student failing several subjects do not appear the next SLC exam. Some of the SLC dropout students work in factory, hotel and restaurant. Some go to India and Gulf

countries in search of jobs. Some students from agriculture family background support their parents in farm activities. Some get involved in sports, music and additional activities. Only a few dropouts remain idle and hanging out around village.

Teachers from Rupandehi

Most of the SLC dropout boys got passport and planned to go to foreign countries for employment. Some go to India in search of jobs. Most of the SLC failing girls got married with parent consent and some got married with their own decision. Both girls and boys are interested to learn vocational skill training so that they can get jobs in Nepal as well as abroad easily. But there is no opportunity to get vocational skill training in rural areas of mountain and hill district.

Teacher from Taplejung

The head teacher of one of the schools in Terai belt said that most of the dropout students were engaged in work in factory and hotels nearby their village. They were familiar with the culture of working in factory. So, they were mentally prepared to work hotel, restaurant and factories. Such a situation is created by situation of unemployment between educated people in that society. Even master and bachelor degree holders in their village areas were found to be unemployed. So, the students had negative thinking about the study higher education. He recalled one of the students' saying that "Even Ramakant sir (Bachelor degree holder) had no any jobs and lingering/ hanging out in the village, what about us? So, I had no intention to give SLC repeatedly. In spite of this, I want to work and earn money in early period and set up his own business later." Most of the parents' views were compatible with the students view. They want that their children especially boys engage in any work and earn money rather than continuing the study. Most of the parents of mountain belt said that their sons were gone abroad such as Qatar, Saudi Arab, Malaysia etc. They were seen happy with their son's earning. They said that they did not want to send their children abroad. It was better if they could study more. But they were not good in study and it was better to send abroad rather than lingering in the home. Such types of views were found in most of the parents of Terai. They said that their sons were not so good in study. So, it is better to join any industries around the area. But they stressed that before join the industries and hotels, it was better to receive any skills which help in having better works and better earning. But in case of girls, parents said that their daughter were staying home and waiting for the result. They said that there were no several alternatives for doing something at home and their home town. It was better if they continue the SLC while staying at home.

According to the schools of mountain belt, only 3-4 students who failed in the SLC were engaged in the co-curricular activities. One of the teachers said that one of girls had participated in Under 14 international football competition in Sri Lanka. He further said that one of the boys was famous for singing in the whole eastern region. He had sung

many songs and participated in several stage performances. Another girl was also famous around the eastern region for her dance performance. But this type of enthusiasm was not seen in the schools of Hill and Terai belt.

4.3 Preferences of the dropout students

Most of the students had preferred to appear in the SLC one times again. But usually boys were seen not interested to repeat the process again and again. But most of the girls were more determined to complete the SLC in any cost if all environments supported. Most of them had prioritized the skill based training with hand to hand with SLC examination.

Despite this fact, the boys of mountain belt preferred to go abroad for work. Two boys who appeared SLC in last year were also did not want to appear SLC further if they were failed. One of them said that SLC is very tough to them. Last year, he was failed in 5 subjects. If this year also it happens as last years, there is no meaning to try it again and again. Particularly, he was very weak at English, math, science. So, he thought that it is wisdom that to clear the one line rather than wasting time in SLC. Another boy said that the economic condition of his house is very weak. He can write and read now and it is enough for him. So, he prioritized the earning than the education. Both of them were totally unknown about the skill based training. Both parents and teachers views were very compatible with two boys saying. One of the parents said that He had no any money to continue the study of his son. So, he had no intention that his son appear in the SLC again. Instead of preparing next SLC exam, he wanted to send his son abroad for earning. He also said that his son is also very interested to go abroad. His elder brother was asking him to come to abroad since last year. Likewise, one of the teachers said that going abroad and earning has been a culture of youths. So, it would not be surprised for any one if SLC failed students are preparing for going abroad.

The situation of Hill belt is different from mountain belt. Two boys of hill belt had their different preference sector. One of them wanted to make career in computer work. But he only saw the scope of the computer as typing and graphics work only. Another boy had not decided his preference yet. While we requested him, he said that possibly, he wanted to work in transportation as driving. So, he was searching the driving training institute. If it is not possible, he will try to join the bus as conductor.

The situation of Terai belt is also totally different from above two belts. Most of the boys were seemed interested on working in the nearer factory. They did not see any scope other than that. Also they were totally known about the skill based training in Bhairahawa and Butwal. Very few of the students had interest in going abroad. One of the girls of Terai belt said that staying idle in home only to appear in SLC is very hard to them. Also because of economic condition of home, she was engaged in some of home based works like knitting, tailoring. But she was planning to appear in next SLC if he could not get succeed in this time also. She was utilizing only the gap period of the result and the exam.

Most of the respondents did not want to be engaged themselves in co-curricular activities such as athletics, cricket,

football, dancing, and singing. One girl preferred to be leader in future and she participated in social activities and gave speech to audience.

4.4 The schools plan

All the schools had only one intention that how to improve the performance of the school in SLC. They had put on their plan and thinking as follows:

- **The adequacy of physical infrastructure and human resources**

In mountain belt, schools had not enough resources such as well laboratory, well library. Such schools are planning to demand such facilities to the government and other concerned authorities. A headteacher said that laboratory, library were very important to enhance the knowledge of the students. Till now we had nominal library facilities without sufficient books for students. There was no any equipment and no more books in the library. But all subject had the subject teachers in the school of mountain belt. The playground of schools were not sufficient to play all students. Two schools visited in Kathmandu had good laboratory and library. But, it was seen that these were properly not used efficiently in one of the school. In both schools, the subject teachers were enough. The playgrounds of both of the school were not enough. In the school of Terai belt, it was seen that one of the schools had not laboratory. In this school, library is not also in good condition. One of the classrooms is made partition to build up the library. This school had not enough playing area. This school had also not enough subject teachers. Lower secondary teachers had to teach secondary level students. As a result, teachers are overburdened and the students could not get the quality education from the teachers and they get failed. Another schools had adequate resources such as laboratory, library. But, it was seen that these were properly not used efficiently. In this school, the subject teachers were adequate. One of the school of Terai belt had enough play ground.

- **Conduction of extra classes**

Most of the students of Mountain and Terai belts were failed in more than two subjects especially Math, English and Science. One of the teachers of school in mountain belt said that most of the students had abandoned the SLC due to failed in more than two subjects. They had to appear in all subject if so happened. They had lost their confidence if they had to give all subject. The headteacher of same school said that these three subjects are headache for all the schools of rural area of Nepal. He further said that the base of these subjects was very weak of every student. They only got pronounce of the word in class 5-6, they can do multiply in class 7 and they have knowledge about the some feature of living and non living things in class 6-7. In this situation, how can they pass the SLC? He questioned. So, they had to conduct the extra tuition classes in these subjects for 2-3 months. These classes did not solve the whole problem but

ease little bit to the students. These schools had a plan to mitigate this problem by conducting the tuition and coaching classes for those weak students in whole years. In the school of Hill belt, the scenario was little different. Also in this belt, most of the students were failed in these subject but they were failed two or less subject. So they gave the supplementary exam in following months and get passed within 2-3 months. So, very less students were remaining as failed students. One of the teacher in this belt said that students themselves go to tuition class which they got failed. So, school did not start the tuition classes. But school had added one extra English class for support for English subject in regular basis. Parents of Hill belt had also supported in this issue of extra classes. They said that they were also very serious about their children's career, if possible they want their son passed the SLC. If not, then they go to another alternative. But they were very concerned about the cost of tuition fee. One of them said that his economic condition was not so good, so he may be unable to bear this cost if it is very high.

Regularity of the students

Most of the headteachers, teachers and SMC members of Mountain and Terai belts had opposed the provision of liberal class policy. They thought that this provision had made the student more weak. One of the headteacher of Terai belt said that because of provision of liberal class and upgrading grade without passing class test, students did not regularly attend the school. They were not serious in examination also. Students think that they will upgrade the class in any cost, why they should diligently study. He further said that studying more at the time of exam has been the culture of Nepali students. Because of this policy, most students do not study sincerely even in exam time. He also said that 75 percent attendance cannot be implemented effectively due to political, social pressure in his school. Most of the teachers supported the saying of headteachers and said that the students were very irregular in schools due to liberal class policy. Although there was provision of 75 percent attendance for class up gradation, students were not serious about the attendance. So, the school had planned to take the stringent action about the 75 percent attendance. They also opposed the provision of passed all the students in grade 10. This factor ruined the result of the SLC examination. They demand the provision of sent up examination for better result in the SLC. In the school of hill belt, there was not raised any issue about the liberal class policy. The Chairman of SMC said that they did not compromise with the 75 percent attendance of the students. If students had not fulfilled the criteria, we failed them. So, this policy was not headache for them. Same type of saying was found in the headteacher of another school of hill belt. But both of schools had demanded the sent up examination. One of the headteachers said that we had good result in SLC if sent up examination was implemented.

- **The teacher-students relationship**

Among all the sample schools, 5 out of 6 schools were not serious about the strengthening the teacher-students relationships and its effects on student's performance. They did not think about this matter. One of the headteachers said that there was already had such type of relation. Teachers teach the students and students learn from teachers. Beside that he was unfamiliar about the strengthening the relation and its effects on student's performance. Most of the SMC members, headteachers, teachers and students had not heard about such type of relation. But this concept had been found in one of the school of mountain belt. The headteacher, teacher and SMC member of that school had one stand on building up the good teacher-students relation in new way for improve the schools achievement. Teachers confessed that students were studying on very conventional environment. Teachers thought that they were superiors and students had no any knowledge. Students were also perceived the teacher as all in all superior. So, there was big gap teachers and students. They said that one kind of informal bonding between teachers and students was lacking which reluctant the learning achievement of students. They also said that they have felt very difficult to call them today because of no any informal bond with them. So, they were trying to fill-up the gap by conducting more informal meetings and programmes. Most of the students said that one kind of fear was there while they confront the teachers and they hesitated to ask any questions.

- **To make the discipline in persuasive way**

Almost all the stakeholders of this study had confessed that discipline was the utmost factors to increase the student's performance. One of the headteachers said that discipline in school was important but the ways to make discipline was more important. There was persuasive and apprehensive way to maintain the discipline. He stressed that apprehensive way to maintain the discipline, was more dangerous for students, teachers, schools. It invited the awkward environment in the school which ultimately ruined the student's performance. On observation of schools, It was found that that there was lack of discipline in the students of all the schools. They had accepted the fact that lack of discipline had ruined the student's performance and further said that students were not so much aware about the wrong doing and its effect in the life. In today's context, the students were not obeying the schools rules and regulation. So, all of the school had plan to make the students more disciple on school's rule and regulation. All the headteachers had accepted the fact that discipline should be made in positive way rather than giving stringent punishment. They believed that discipline make the students obey with the schools and more attachment with schools will increase. So, all of the school are planning to make discipline more effectively by persuasive way in school.

- **Career Counseling**

The career counseling shows the way for the future to the students. But, unfortunately, none of the school had thought about this serious issues. One of the headteachers of Terai belt said that the teacher themselves had no so much knowledge about the career, how can they give the counseling to the students. He further said that today's world is dynamic and there are a lot of scope of career in the world. The teachers were still unknown about the career and its way to achieve. So, first of all, the government should give the training of career counseling to the teachers. Then they impart to the students. He also said that he will convince the teacher that they should counsel the student they can. He also promised that he should put this issue in next year's school plan.

So Before this field visit, they did not think about such a topic. Some of the teacher knew about these themes. But they did not think in dip. So, all of the headteachers, teachers had said that they will counsel the students about their career path. All of them felt that it was very important for all the students. This small effort can make the change of whole life of the students.

- **Call on the parent's meeting**

All of the schools had formed the Parents-Teachers Association (PTA) in their school. But some of the school did not maintain the regular meeting of PTA. One of the schools of Mountain belt had called on the PTA meeting regularly from last year. Once a month, the school had called the meeting. Other schools were no so regular in calling meeting. The headteacher of the school which called PTA meeting regularly said that, this type of meetings were very helpful to increase the student's performance. The parents will share the problem of their children and the teacher will share the situation of their children. They also share how to improve the student's and school's performance. Some decision will be taken in this type of meeting. Because of participation of both main stakeholders, any programme can be implemented effectively. That's why the performance of SLC in this year is better than last year. So, the school is planning the increase the number of meeting. Other headteachers also felt that this type of meetings were helpful to enhance the performance of the school. One of the headteachers said that most of the parents did not participants regularly his school. He had called so many times such type of meeting monthly but all efforts go in vain. He share his experience that to convene the PTA meeting monthly is very tough. Others schools also did not convene such type of meeting regularly.

- **Efforts to operate the TSLC**

Two schools had TSLC programme, one from mountain belt and one from hill belt. In the school of mountain belt, the programme was very demanding. Even the students from the boarding school had showed interest

to admit in this programme. Some of the parents who did not admit their children in government school before, were so interested to admit their children in TSLC programme. One of the teachers of that schools said that the demand of technical subject is so high in this school. Parents think that after this course, the students can easily get the job. So, most of the parents were attractive in this school. The headteacher of same school said that this type of programme should be put in all of the schools with different subjects. Then students can enroll with their interest subject. Now they had no options other than engineering. In the school of Hill belt, the charm was not seen. In this school, the electrical engineering was launched. No more students were interested in this subject. So, This schools had plan to add another demanding subjects in coming year. The schools which did not have TSLC, were also interested to operate this programme and they were struggling to bring this programme in near future.

4.5 Parents perspective on future career of their children

Almost all the parents want that their children could pass the SLC exam in first division. Most of them also committed that they support their failure children to continue giving the SLC exam until they desire. This fact shows that still parents had also viewed SLC exam is taken as very important in the career of the children. Most of the parents thought that their children's future will be ruined if they could not pass the exam. They also thought that their children had to live their life like them if they could not pass the exam.

About the career growth, most of the parents were not so conscious about the career of their children. They said that their children had been failed one or more times. So, they want that if their children could not pass the exam in near future, they should join any income generating activities. Most of the parents had only approached on the instant works rather than the career growth. More of them were interested in the work which had immediate benefits. No one of parents had seen the future in career of co-curricular activities.

One of the parents from Mountain belt said that he did not see any good future if his children could not pass the SLC. He want his son go abroad and send him money immediately. He further said that his economic condition is very poor. He could not waiting more for his son to pass the SLC and put him ideal at home. He needs the immediate benefits from which he could rear another 2 sons and 1 daughter easily. Likewise, another parent had also same kind of view. He said that his son did not take interest to study. He did not hope that his son will pass the SLC. He further said that it is enough that his son can read and write the text. There was very less opportunity in his place. So, he had prioritized that his son goes abroad rather than working in the Nepal. In case of girls, most of the parents had ambiguous view about the attempt of the SLC. Almost all parents were not so much interest on repeating the SLC. But there was also no any way to restrict them until their married. Most of them had said that they continue their daughter's SLC if they were interested but it was for until they get married. Among them, one parent was serious about her daughter's education. He wants that her daughter will continue her study till master level. He said that her

daughter had been failed in SLC last year. But he hopes she will pass in this year. She did more hard work in this year. If possible, he will continue her study until B.A., M.A.. He had dream over her daughter to engage reputed work such as banking, government jobs. Among them another one of the parents was interested to send her girls to abroad for work. He said that economic problem is one of the big hurdles for continuing her daughter's SLC. It was not sure that she had completed the SLC. In other hand, he had to lose the opportunity cost if she began to work in abroad. So, he decided to send her to abroad. This type of views was received while interviewing the teachers and students. Boys said that their parents had indirectly forced to go abroad for earning rather than continuing the SLC. Most of the girls said that their parents were not in mood to stay them in the house. Their parents want them to get marriage as soon as possible rather than attempting the SLC. If marriage not possible, they did not hurdle in attempting the SLC again. Teachers also had same kind of views. One of the teachers said that the youngsters of the districts were more motivate to go abroad for earning rather than continuing the study. He had confirmed the saying of both parents and students view.

In Hill belt, there were mix responses toward it. In case of boys, some of the parents want their children to go abroad and earn money. One of the parents said that he want his son go abroad if he could not pass the exam. He further said that earning is very high in abroad with compare to here. But he still wants his son firstly pass the SLC if possible. Some of them want their children to get some technical skills and make it as career in their life. One of the parents said that SLC is not so big issue in today's context. If there is skill in hand, there is not hard to earn money. There is high demand of skill manpower in the country. So, he want his son first grabs any skill which he is interested and utilized in the country as possible. Otherwise, there is huge demand of skill manpower in abroad. In case of girls also, parents had gave priority for skill based training and utilize it for earning. One of the parents said that she want her daughter first complete the SLC. If not possible, she want her daughter to go for skill based training such as tailoring, embroidery, knitting etc. She further said that there is high demand of skill like these in the market.

In Terai belt, most of the parents want their children to engage in any work in near factory and support economically in the family. We found that most of the parents were not aware of the scope of the works more than factory works and going abroad for works. One of the parents said it was better if his son passed the SLC. If no, it was better he should join any work in nearer factory. If he did not want to join there, it was better to go abroad for some years. He did not want his son appearing the SLC more than two times. He further said that it is time waste that attempting the SLC more and more. One of the parents had given priority to the skill based training before joining the works. He said that there was very different between skill and unskill manpower. The wage was also highly difference between them. So, he want that his son should take the training before joining any works. He had also no intention of making appear his son in SLC more that two times. He further said that one chance need to be given them. If they cannot it is totally time waste to waiting for SLC. Two students who were interviewed, were also engaged in the work in nearer factory. They said that their parents did not support so much for appearing in the SLC this year. So, they had already given

the SLC, if not succeeded, they did not want to appear again. Both of them said that the economic condition of family was also no such good. So, it is responsibility to help to the parents economically. The teachers had also same kind of view regarding the boys. But the scenario of girls were almost same like others belt. There was not so much hurdle from parents in appearing SLC till marriage to girls. Between the gap period, parents wanted them to grab any skill and help them economically either in small scale in this belt.

Among all the parents in the sampled districts, no one parent had wanted that their children make the career in co-curricular activities. It was seemed that 3-4 students, who had made the career in co-curricular activities, had made their career with their own interest rather than parent's interest. After some name and fame had happened, then parents also supported them in some extent. Regarding the career in co-curricular activities, almost all the parents had same kind of views. They said that there was not any certainty in the career in co-curricular activities. If succeeded, then only there were hoped of making career. It was also time taken for succeeded in co-curricular activities. One of them question that when will their children give them their earning while it takes more time in building the career in co-curricular activities. He also said that getting name and fame in local level is not enough for livelihoods. It only makes lingering the life between previous status and future dream. As a result, they will get frustration.

At last, most of parents wanted their children to succeed in SLC. If not so happened, they wanted their children engaged in any works which make some earning to help economically them. Most of them did not want that their children followed the co-curricular activities as career.

CHAPTER V

MAJOR FINDINGS

In this chapter, the findings are presented below as specific to research questions.

1. The status of the students who failed during last three years

Most of those boy students who failed the SLC in 2067 and 2068 went abroad for the labour work. Those students who failed the SLC exam in last year, were staying in the district for attempting the SLC. They were engaged in household work and stayed idle during the leisure period between result and SLC. Very few were remaining in the village. In case of girls, the situation was little different. Most of them had got married who attempt the 2067 and 2068 SLC. The students who had not married, they were trying to attempt the SLC. But More than 95 % of the SLC failures last year had appeared in the SLC of last year. Most of the students had taken the tuition class during the gap period for 1-2 months near the SLC exam. According to the school, 4-5 students who dropout the SLC were engaged in the co-curricular activities.

Most of the students who appeared in interview had tried the SLC exam and waiting for the result. All of them had attempted the SLC in 2069. Most of them were engaged in one of skill oriented training especially computer class. But two boys were engaged in plumbing training. One girls had taken the embroidery training during the gap period. In addition, all of them had taken the tuition and coaching classes during the gap period. The schools had not so much contact with the students of 2067 and 2068 batch. Very few of them had attempted the SLC this year. But the exact situation of them was not found by schools also.

Most of the students who attempted the SLC last years were appeared in interview. Most of them were girls and they had attempted the SLC last year and waiting for the result. Between the period of result and SLC last year, only two of them had taken the skill training. Out of them two boys were presented in Interview. Both of them had appeared the SLC in 2068. They did not give SLC repeatedly. Now they were engaged in the work at near factory. According to the teachers, most of the boy dropout students were engaged in factory work. Very few were gone abroad for work. Most of the girls students who appeared in 2067 and 2068 were got married. Some of them were staying idle at home. Some of them had tried the last year SLC. According to the school, none of them had engaged in co-curricular activities as a career.

2. Preferences of the dropout students

All of the boys students prefer to go abroad for work. The students who appeared in last year SLC, were also did not want to give SLC further. Also they were totally unknown about the skill based training. But most of the girls had

intention to give the SLC again. They did not lose hope. All of the boys who appeared in interview prefer to gain the skill and make the career in that. According to teachers, most of the students prefer to go abroad. But before that, they want to receive the skill from the training institute. Most of the girls students prefer to attempt the SLC as possible by home environment. If it is not possible, then they want to go for skill based training. Among all the students, no one is interested to make the career in co-curricular activities

Most of the boys were seemed interested on working in the nearer factory. They did not see any scope other than that. Very few of the students had interest in going abroad. In case of girls, they prefer to give SLC repeatedly as they can. If not possible, they want to grab the skill and make the career on that profession. In Terai belt also, Most of the respondents not want to make the engage in co-curricular activities such as athletics, cricket, football, dancing, singing. One girls had put preference on being leader in future. So, mostly she was participating on social activities and giving speech.

3. The school's plan for improving SLC

All the schools had only one intention that how to improve the performance of the school in SLC. They had put on their plan and thinking as follows:

- **Conduction of extra classes**

Most of the students of Mountain belt and Terai belt were failed in more than two subject especially Math, English and Science. So, they had to appear in the exam of all subject in following year. So there was high chances of dropout in these districts. In Hill belt, the scenario was little different. Also in this district, most of the students were failed in these subject but they were failed two or less subject. So they gave the supplementary exam in following months and get passed. So, very less students were remaining as failed students. So the schools of Mountain belt and Terai belt had plan to mitigate this problem by conducting the tuition and coaching classes for those weak students in whole years. One of the school of Mountain belt had plan to conduct of such classes for a whole year to the students who had failed more than 2 times.

- **Regularity of the students**

Most of the headteachers, teachers and SMC members of Mountain belt and Terai belt had opposed the provision of liberal class policy. They thought that this provision has made the student more weak and it decrease the quality of education. They said that the students were very irregular in schools due to liberal class policy. Although there was provision of 75 percent attendance for class up gradation, students were not serious about the attendance. So, all of the school had planned to take the stringent action about the 75 percent attendance. They also opposed the provision of passed all the students in grade 10. They demand the provision of sent up examination for better result in the SLC. In Hill belt, there was not raised any issue about the liberal class policy. But they also demanded the sent up examination.

- **The teacher-students relationship**

It was found that the headteacher, teacher and SMC members of one of the schools had one stand on build up the good teacher-students relation in new way for making the improve the schools achievement. Teachers confessed that students were studying on underdog way. Students were also perceived the teacher as all in all superior. They said that one kind of informal bonding between teachers and students was lacking which reluctant the learning achievement of students. Most of the students had also seemed one kind of fear while they confront the teachers and they hesitated to ask any problems.

- **To make the discipline in persuasive way**

It was found that all the headteachers, teachers and SMC members felt that there was lack of discipline in the students. They had accepted the one fact that lack of discipline had declined the student's performance. Students were not so much aware about the wrong doing and it's effect in the life. In today's context, the students were not obeying the schools rules and regulation. So, all of the school had plan to make the students more disciple on school's rule and regulation. All the headteachers said that discipline should be made by motivating the students in positive way rather than giving stringent punishment.

- **Career Counseling**

None of the school had raised the issues about the career of the students. Before this field visit, they did not think about such a topic. Some of the teacher knew about these themes. But they did not think in dip. So, all of the headteachers, teachers had said that they will counsel the students about their career path. All of them felt that it was very important for all the students. This small efforts can make the change of whole life of the students.

- **Call on the parent's meeting**

One of the schools of Mountain belt had called on the parent's meeting twice a year. The school is planning the increase the number of meeting. The headteacher felt that this type of meetings were very helpful to enhance the performance of the school. Last year, He experienced that this type of meeting enhanced the SLC result. Others five schools did not give so importance in such type of meeting

- **Effort to operate the TSLC**

Two schools had TSLC programme, one from mountain belt and one from hill belt. In the school of mountain belt, the programme was very demanding. Even the students from the boarding school had showed interest to admit in this programme. Some of the parents who did not admit their children in government school before, were so interested to admit their children in TSLC programme. In the school of Hill belt, the charm was not seen. These schools had planned to add another demanding subjects in coming year. The schools which did not have TSLC, were also interested to operate this programme and they were struggling to bring this programme in near future.

4. Parents wants to see happening in the career growth of their kids

Almost all the parents want their children pass the SLC exam. All of them also committed that they support their children to give the SLC until they desire. This fact shows that still SLC exam is taken as very important in the career of the children. Almost parents think that their children's future will be ruined if they could not passed the exam. They thought that their children had to live their life like them if they could not pass the exam.

In the query of if they could not pass the exam in some consecutive year and they did not take interest, what they want to see their children in the career growths, most of the respondents of Mountain belt said that they will send their boys to abroad for work. The employment opportunity was very low and the return of employment was very low, so they want their children to go abroad. In case of girls, almost 80 percent parents had no any alternative than getting them married. But one of the parents was interested to send her girls to abroad to work. Another one of the parents whose son was famous in eastern region with singing career, was satisfied with his son's career. In Hill belt, there were mix responses toward it. Some of the parents want their children to go abroad and earn money. Some of them want their children to get some technical skills and make it as career in their life. Very few parents want that their children should support them in their works. In Terai belt, most of the parents want their children to engage in any work in near factory and support economically in the family. Some of them give priority in taking the skill based training and make it as a career.

CHAPTER VI

CONCLUSION AND RECOMMENDATION

6.1 Conclusion

- In case of boys, most of them had no intention to appear the SLC more than two times. After that, culture, surrounding environment had determined the intention and doing of students. In industrial area of Terai belt, most of the students are engaged in factory located nearby their village after dropout. In Mountain belt, most of the students go abroad to work. Only a few dropout students follow co-curricular as professional career of life. Among them, two students have been famous in eastern region for singing and football. Most of the failure students from Kathmandu valley were lingering with no any decision about career and engaged in some skill based training, mostly computer. In case of girls in all districts, they prepare to sit the SLC examination repeatedly until their marriage. It means parents do not prevent them from attempting the SLC before marriage. In the gap of duration between the result and examination, some students attend the skill based training.
- Most of the SLC failing students, who planning to appear the next SLC exam participated in coaching classes for one to two months before the SLC exam. Students from mountain belt are not familiar with any skill based training. In Terai belt, only a few boys and girls participate in the skill based training. Most of the students from Kathmand had taken the computer training.
- All of the SLC failed students prefer to attempt the SLC for 1-2 times. Girls are more likely to repeat the SLC examination for another 3-4 years until marriage. The preference of boys was mostly determined by socio-cultural and surrounding environment factors. Some of the students of Terai belt and Hill belt show interest in skill based training. None of the students prefer to make co-curricular activities as a career despite there were many co-curricular activities in the schools.
- Schools are planning to run the extra classes targeting grade 10 students. They also intend to promote the regular attendance of the students. Schools are also planning to build up the teacher-students relationship. Some of the schools are planning to make the discipline in persuasive way. Most of the school are interested to initiate the Career Counseling class. One of the schools has planned to call on the parent's meeting regularly. One of the school of Mountain belt and one of Hill belt were operating TSLC. Another four schools also thinking about the operated the TSLC in near future.
- Parents still think of traditional thought about SLC. They think that SLC is everything for the career. If not so happened, most of the parents think the skill based training as additional aspects of career growth. They want their children to engage in some skill based training and make it as career. Parents do not have any

idea about the career in co-curricular activities. Some parents Kathmandu and Terai belt have some knowledge and information about the future career of their children but they did not want that their children to follow so. The career in co-curricular activities could not give economic benefits. It takes long time for earning money. Only a few boys and girls engaging in sports, music, dance and singing can earn sufficient money for the short period time if they become famous among the people. Although most of the parents do not want their children leave the country for the work, a large number of young and youth go abroad in search of jobs and good earning due to lack of employment opportunity in the country.

6.2 Recommendation

Generic recommendations

- Teachers training, sufficient subject teachers, good management practices of schools, and quality teaching along with regular supervision of teachers' job performances by the concerned authorities to improve their job performances. should be adopted in all the school to improve the SLC results in all the schools.
- Liberal class promotion policy should be implemented in very practical way. The necessity of 75 percent attendance is only for making accountable to students who are very vulnerable to understand this policy and its objectives. So, the teacher accountability model to this policy should be adopted for effectiveness of this policy.
- The teachers should be trained more in innovative and participatory teaching methods and procedures. The students can perform well if they are encouraged and motivated to learn and study in school and out of schools. So, all the teachers should be trained with such type of methodology. For this the infrastructure such as library, laboratory and other practical rooms is needed.
- The career counseling is not only for the failed students, but also for all students. The career counseling in the class will motivate the students to study more and more for better future in their interested subject. Ultimately, they will study hard and succeeded in SLC exam.
- The teachers-students relationship is more importance for the better results. So, schools should incorporate the compatible model to build-up the strong teacher-students relationship such as informal tours, picnic, informal interaction programme. This type of model build –up the informal relation and mitigate the fear of teacher and ultimately it enhances the learning capability.
- Schools should increase the class hours of the study. With coordinating different stakeholders, it should decrease the unnecessary holidays and vacation.

Way forward to School

- The school should identify the interests, aspiration and capabilities of the students from the early period and should counsel them in such a manner. By analyzing such interest of the students, school should give such environment to groom their ability in their interested subjects.
- The school should increase the co-curricular activities as much as possible. The schools should inform the students about the scope of co-curricular activities as career from the very beginning.
- The school should contact SLC failures, manage coaching classes for them and provide counseling on vocational skills and co-curricular activities as professional career.

The ways forward to Government

- The government should explore and analyse labour market for SLC dropout students and make a link with relevant institute for vocational skill training and co-curricular activities, and creating opportunities for their employment. Institutional arrangement to provide the training to such dropout students should set up as per requirement in concerned districts. For this database Inventory on job related information needs to be arranged in sustainable way.
- This content of this research is very important in context of track the SLC failure student to the way of productive sector. This small scale study has brought key issues and revealed a glimpses of the status of SLC failure and their engagement .This research and its sample size is very small and cannot be generalized the findings and conclusions in the whole context of our country. So, intensive national level study with adequate sampling size need to be carried out urgently by the Department of Education in order to dig out hidden issues and assess current situation of the SLC failures.

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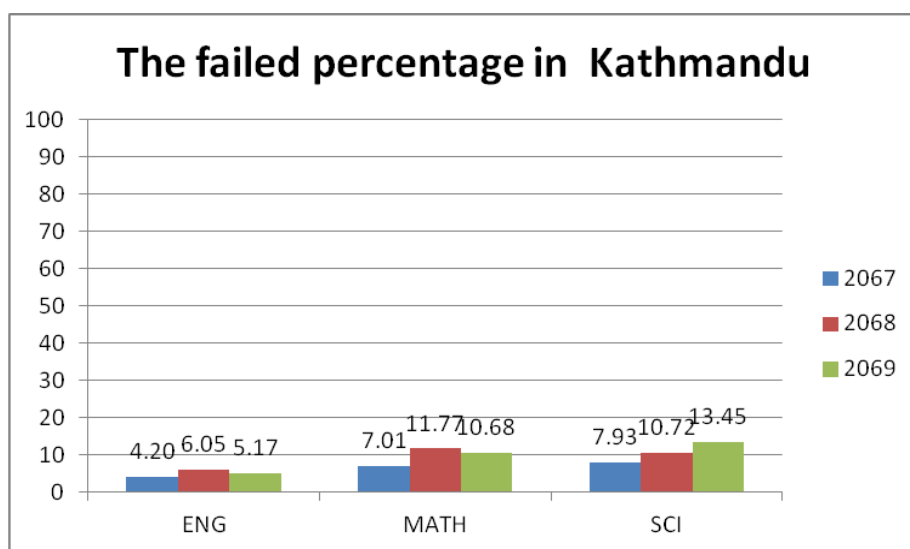
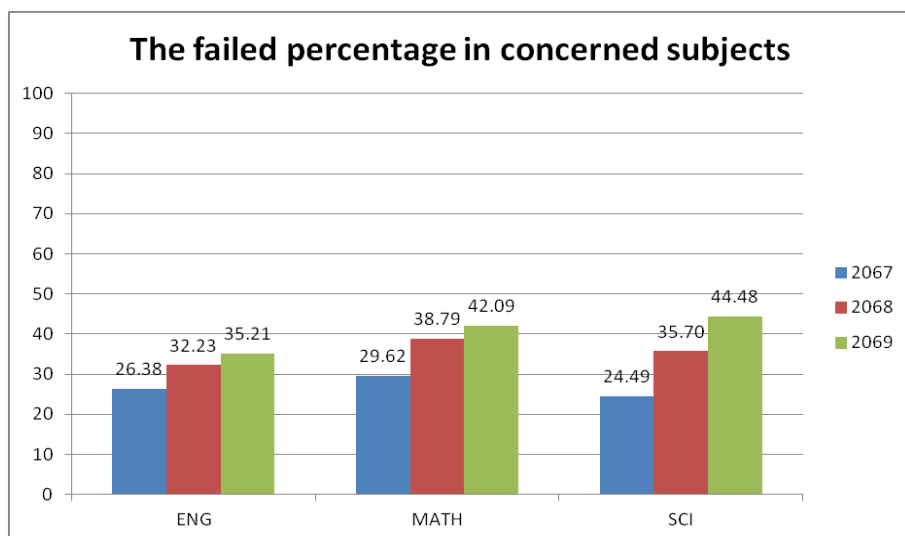
Annexes

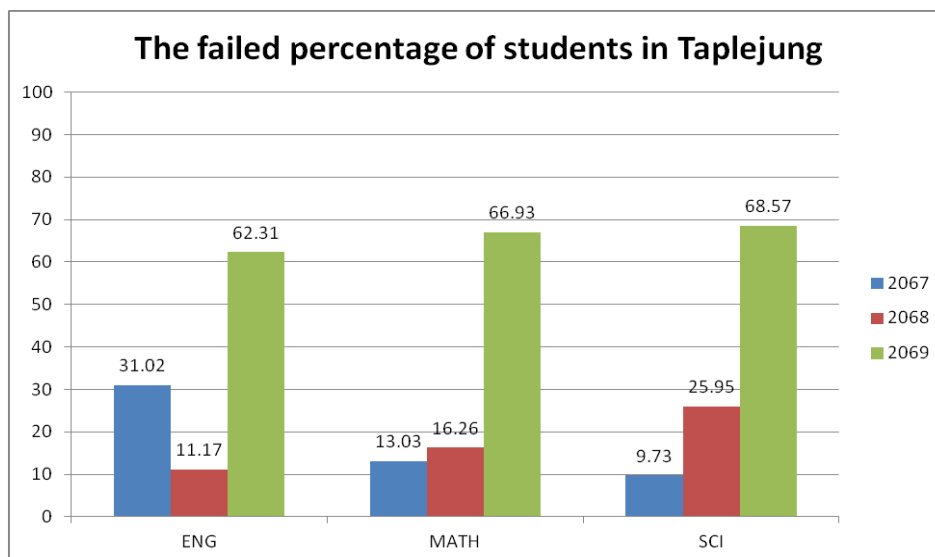
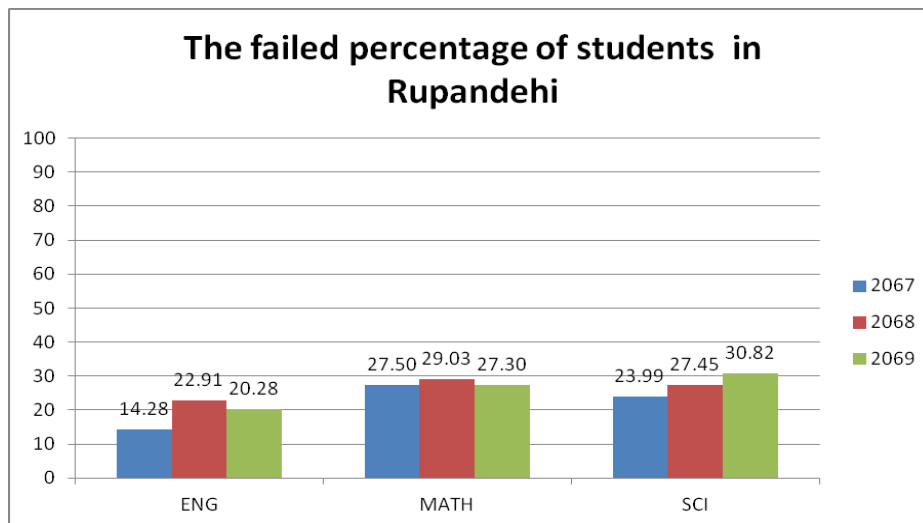
The number of appeared Students in three consecutive years

SLC	APPEARED			
	ALL	KATHMANDU	RUPANDEHI	TAPLEJUNG
2067 BS	397833	29474	10833	2856
2068 BS	419121	32074	13026	2713
2069 BS	404010	31503	12441	2377

The overall number of failed students in three consecutive years in as whole country and three sampled districts

SLC	OVERALL			KATHMANDU			RUPANDEHI			TAPLEJUNG		
	ENG	MATH	SCI	ENG	MATH	SCI	ENG	MATH	SCI	ENG	MATH	SCI
2067	104960	117857	97436	1237	2067	2338	1547	2979	2599	886	372	278
2068	135085	162583	149606	1940	3774	3439	2984	3782	3575	303	441	704
2069	142233	170067	179707	1630	3364	4237	2523	3397	3834	1481	1591	1630





Source: Office of the Controller of Examinations (OCE), Sanathimi

Tools of the Study

परिशिष्ट 'क'

शिक्षकका लागि प्रश्नावलीहरु

शिक्षा विभागद्वारा संचालित अध्ययन शीर्षक **"A Study on the status of SLC dropout and identifying ways to engaging students in co-curricular activities"** को लागि तपाईंहरुको महत्वपूर्ण उत्तर/सूचना सुभाष र सल्लाहको अपेक्षा गर्दछौ । यहाँहरुको सहयोगको लागि धन्यवाद दिँदै तपाईंहरुले प्रदान गर्नु भएको सूचना/उत्तरलाई गोप्य राख्दै यस अध्ययन पूरा गर्न मात्र प्रयोग गर्नेछौ ।

नाम (ऐच्छिक) :

उमेर :

ठेगाना :

लिङ्ग :

विद्यालयको नाम :

शिक्षण अनुभव :

शैक्षिक योग्यता:

पढाउने मुख्य विषय:

विशेष रुची :

१. तपाईंले यस विद्यालयमा कहिले देखि शिक्षण गर्न थाल्नु भयो ? विद्यालयमा शिक्षण सिकाई क्रियाकलाप कसरी सञ्चालन हुदै आएको छ ?

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२. तपाईंको विद्यालयले कक्षा १० मा अध्ययनरत विद्यार्थीहरुलाई अध्ययनशिल बनाउन र एस.एल.सी. मा राम्रो नतिजा ल्याउनका लागि के के गर्ने गरिएको छ ?

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३. तपाईंले शिक्षण गर्ने विद्यालयमा एस.एल.सी. मा कति जना विद्यार्थीहरु अनुत्तीर्ण भएका छन् ? तिनीहरु अनुत्तीर्ण हुनका कारणहरु के के होला ?

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४. एस.एल.सी. मा अनुत्तीर्ण हुने विद्यार्थी र तपाईं बीचको शैक्षिक सम्बन्ध कस्तो थियो ? के तिनीहरु तपाईंबाट सहयोग लिने प्रयास गर्दथे ? वा तपाईं देखी टाढा रहने प्रयास गर्ने गर्दथे ? अन्य सम्बन्ध.....

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५. यसरी धेरै विद्यार्थीहरु एस.एल.सी. मा अनुत्तीर्ण हुनुमा कसको कमजोरी/दोष होला ? विद्यार्थी तर्फबाट के के कमजोरी भयो ? शिक्षक पक्षबाट के कति कमजोरी रह्यो ? विद्यालयको तर्फबाट के के कमजोरी भयो ? अविभावकबाट के कमजोरी भयो ? जिल्ला शिक्षा कार्यालय तथा राज्यबाट के कति कमजोरी भयो ।

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६. विद्यार्थीहरु एस.एल.सी. मा अनुत्तीर्ण भएपछि कुन क्षेत्रमा लागि रहेका छन् ?

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७. एस.एल.सी. मा अनुत्तीर्ण हुने विद्यार्थीहरु पढाइको अतिरिक्त के गर्न मन पराउँछन् ?

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८. तपाईंहरूको विद्यार्थीहरूले एस.एल.सी. अनुत्तीर्ण भएपछि कुनै सीप मुलक तालिमप्रति आर्कषित भएको पाउनु भएको छ ? किन ?
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९. कसले (नेपाल सरकार, जिल्ला शिक्षा, अभिभावक, विद्यार्थी र शिक्षक) कस्तो भूमिका खेल भने यि (एस.एल.सी.) अनुत्तीर्ण विद्यार्थीहरूको राम्रो भविष्य निर्माण गर्न सकिन्छ ? वा धेरै भन्दा धेरै विद्यार्थीहरू एस.एल.सी. उत्तीर्ण गर्न सकिन्छ ?
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परिशिष्ट 'ख'

एस.एल.सी. अनुत्तीर्ण विद्यार्थीहरूका लागि प्रश्नवली

शिक्षा विभागद्वारा संचालित अध्ययन शीर्षक रू. कतगमथ यल तजभ कतबतगक या वीनृ मचयउयगत बलम षमभलतषथप्लन धबथक तय भलनबनप्लन कतगमभलतक प्ल अय(अगचचअगविच बअतष्वप्तषभकू को लागि तपाईंहरूको महत्वपूर्ण उत्तर/सूचना सुभावर सल्लाहको अपेक्षा गर्दछौ । यहाँहरूको सहयोगको लागि धन्यवाद दिँदै तपाईंहरूले प्रदान गर्नु भएको सूचना/उत्तरलाई गोप्य राख्दै यस अध्ययन पूरा गर्न मात्र प्रयोग गर्नेछौ ।

नाम (ऐच्छिक) :

उमेर :

ठेगाना :

लिङ्ग :

विद्यालयको नाम :

एस.एल.सी. दिएको मिति :

ठेगाना :

रुची :

१. तपाईं (विद्यार्थी) ले यस विद्यालयमा कति कक्षादेखि पढ्न शुरू गर्नुभयो ?

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२. तपाईंको विचारमा त्यसबेला देखि एस.एल.सी. दिने बेलासम्म अध्ययन अवस्था कस्तो अनुभव गर्नु भएको छ ?

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३. तपाईं यस विद्यालयमा पढ्दा विभिन्न खेलकुदका कार्यक्रमहरु आयोजनाहरु कसरी हुन्थ्यो ? यदि हुन्थ्यो भने कस्ता कार्यक्रमहरु हुन्थे ? र तपाईं कसरी यस्ता कार्यक्रम संलग्न हुनुहुन्थ्यो ?

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४. जब तपाईंलाई एस.एल.सी.मा अनुत्तीर्ण भएको कुरा थाहा भयो त्यसपछि किन र कसरी अनुत्तीर्ण भए भन्ने लाग्यो ? कारण दिनुहोस् ?

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५. तपाईं एस.एल.सी. अनुत्तीर्ण भए पछि अहिले के गर्दै हुनुहुन्छ ?

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६. तपाईं एक पटक एस.एल.सी. मा अनुत्तीर्ण भएपछि फेरी एस.एल.सी. को परिक्षा दिनुभयो ? के फेरी परिक्षा दिने सोचमा हुनुहुन्छ ?

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७. तपाईं एस.एल.सी. मा अनुत्तीर्ण हुनुमा कस्को कमजोरी/दोष छ भएको जस्तो लाग्छ ? यदि लाग्छ भने ती के होलान् ? आफ्नो कमजोरी के के भयो ? विद्यालयक कमजोरी के भयो ? शिक्षकको कमजोरी के भयो ? भन्नुहोस ।

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८. तपाईं एस.एल.सी. मा अनुत्तीर्ण भएपछि पढाइको अतिरिक्त के के गर्न मन पराउनु हुन्छ ?

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९. तपाईंहरू जस्तो एस.एल.सी. अनुत्तीर्ण हुने विद्यार्थीहरूका लागि विद्यालय, अभिभावकले र सरकारले के गरी दिए राम्रो हुने थियो ? बुँदागत रूपमा लेख्नुहोस् ।

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परिशिष्ट 'ग'

अभिभावकको लागि प्रश्नावलीहरु

शिक्षा विभागद्वारा संचालित अध्ययन शीर्षक बाल कृतगमथ यल तजभ कतबतगक या वीरु मचयउयगत बलम प्मभलतषथप्लन धबथक तय भलनवनप्लन कतगमभलतक प्ल अय(अगचचअगविच बअतष्वप्तभकू को लागि तपाईहरुको महत्वपूर्ण उत्तर/सूचना सुभावर सल्लाहको अपेक्षा गर्दछौ । यहाँहरुको सहयोगको लागि धन्यवाद दिँदै तपाईहरुले प्रदान गर्नु भएको सूचना/उत्तरलाई गोप्य राख्दै यस अध्ययन पूरा गर्न मात्र प्रयोग गर्नेछौ ।

नाम (ऐच्छिक) :

उमेर :

ठेगाना :

लिङ्ग :

छोराछोरी पढेको विद्यालयको नाम :

योग्यता :

एस.एल.सी. दिएको मिति :

पेशा :

१. तपाईहरुले कति वर्षको उमेरमा छोरा/छोरीलाई विद्यालय भर्ना गर्नुभयो ?

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२. तपाईको छोरा/छोरी अहिले के गर्दै हुनुहुन्छ ?

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३. तपाईको छोरा/छोरी पढ्नको अतिरिक्त के कस्ता गतिविधिमा सङ्लग्न भएको वा ध्यान दिएको पाउनु हुन्थ्यो ?

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४. तपाईंहरूको छोरा/छोरी एस.एल.सी. मा के कारणले अनुत्तीर्ण हुनुभयो जस्तो लाग्छ ?

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५. तपाईंहरूको छोरा/छोरी एस.एल.सी. मा अनुत्तीर्ण हुनुमा विद्यालय, अभिभावक, विद्यार्थी यी तीन पक्षको कति दोषी छन् ? भन्नुहोस् ।

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६. तपाईंहरूको छोरा/छोरी एस.एल.सी. अनुत्तीर्ण भएपछि के क्रियाकलापमा लाग्नु भएको छ वा के क्रियाकलापमा लागे हुन्थ्यो जस्तो लाग्छ ?

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७. नेपाल सरकार, विद्यालय, विद्यार्थी वा तपाईं (अभिभावक) हरु कस्तो भूमिका भयो भने एस.एल.सी. मा अनुत्तीर्ण हुनेको भविष्य सुनिश्चित गर्न सकिन्छ ?

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परिशिष्ट 'घ'

विद्यालय व्यवस्थापन समितिको लागि प्रश्नावलीहरु

शिक्षा विभागद्वारा संचालित अध्ययन शीर्षक रू. कतगमथ यल तजभ कतबतगक या क्षेत्र मचयउयगत बलम षमभलतषथप्लन धबथक तय भलनबनप्लन कतगमभलतक प्ल अय(अगचचअगविच बअतष्वप्तष्वकू को लागि तपाईंहरुको महत्वपूर्ण उत्तर/सूचना सुझाव र सल्लाहको अपेक्षा गर्दछौ । यहाँहरुको सहयोगको लागि धन्यवाद दिँदै तपाईंहरुले प्रदान गर्नु भएको सूचना/उत्तरलाई गोप्य राख्दै यस अध्ययन पूरा गर्न मात्र प्रयोग गर्नेछौ ।

नाम (ऐच्छिक) :

उमेर :

ठेगाना :

लिङ्ग :

विद्यालयको नाम :

योग्यता :

पेशा :

१. कहिले देखि यहाँ विद्यालय व्यवस्थापन समितिमा संलग्न हुनु भयो ?

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२. एस.एल.सी. मा विद्यार्थीहरु अनुत्तीर्ण भएका छन् यसमा कस-कसको कमजोरी होला ?

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३. विद्यालयले एस.एल.सी. मा अनुत्तीर्ण हुने विद्यार्थीहरुलाई के कसरी सहयोग गर्ने योजना बनाएको छ ?

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४. कसरी यी एस.एल.सी. अनुत्तीर्ण विद्यार्थीहरुको भविष्य निर्माण गर्न सकिन्छ ?

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५. बढी भन्दा बढी एस.एल.सी. मा विद्यार्थीहरु उत्तीर्ण गर्न कस-कसले के के गर्नुपर्ला ?

परिशिष्ट 'ड'

शिक्षकहरूका लागि समूहगत छलफलका बुँदाहरू

१. शिक्षणको शुरुवात र अनुभव
२. एस.एल.सी. दिने विद्यार्थीहरूको लगन र मेहनत । उनीहरूको लागि विद्यालयले गरेका प्रयत्नहरू ।
३. एस.एल.सी. मा अनुत्तीर्ण हुने विद्यार्थीहरूको संख्या र अनुत्तीर्णको प्रवृत्ति/कारण
४. एस.एल.सी. मा अनुत्तीर्ण हुने विद्यार्थीहरूको भविष्य
५. एस.एल.सी. अनुत्तीर्ण भएपछि विद्यार्थी लागेको क्षेत्र
६. यो विद्यार्थीहरूको भविष्य निर्माण गर्न गर्नुपर्ने सुधारहरू

परिशिष्ट 'च'

विद्यार्थीहरूका लागि समूहगत छलफलका बुँदाहरू

१. पढाईको सुरुवात
२. एस.एल.सी. सम्मको पढाईको अवस्था/कक्षा १० मा पुगे पछि गरेको मेहन तथा प्रयासहरू/विद्यालयले गरेको गतिविधिहरू ।
३. एस.एल.सी. सम्मको खेलकुदमा भाग लिए/नलिएको अवस्था
४. एस.एल.सी. दिएको वर्ष
५. एस.एल.सी. अनुत्तीर्ण हुनुको कारणहरू
६. एस.एल.सी. अनुत्तीर्ण हुनुका कमजोरीहरू
७. एस.एल.सी. अनुत्तीर्ण भएपछिको योजना मन परेको क्षेत्र
८. अब नेपाल सरकार/विद्यालय/आमाबुबा/तपाईंको भूमिकाले तपाईं भविष्य निर्माण

परिशिष्ट 'छ'

अभिभावकका लागि समूहगत छलफलका बुँदाहरु

१. छोरा/छोरीलाई विद्यालय भर्ना गरेको उमेर
२. कक्षा १ देखि कक्षा १० (एस.एल.सी.) सम्मको पढाईको अवस्था
३. छोरा/छोरीले पढाईको अलावा अन्य क्षेत्रमा ध्यान
४. एस.एल.सी. दिँदा गरेको मेहनत
५. एस.एल.सी. अनुत्तीर्ण हुनका कारणहरु
६. एस.एल.सी. अनुत्तीर्ण पछि छोराछोरीले अंगालेको क्रियाकलाप/व्यवसाय
७. छोरा/छोरीहरु भविष्य बनाउने विषयमा भूमिका

परिशिष्ट 'ज'

एस.एल.सी. अनुत्तीर्ण विद्यार्थीको अवलोकन फारम

क्र.सं.	नम	प्राप्त नम्बर								जम्मा
		विषय								
		१	२	३	४	५	६	७	८	
१										
२										
३										
४										
५										
६										
७										
८										
९										
१०										

परिशिष्ट 'भ'

एस.एल.सी. अनुत्तीर्ण विद्यार्थीको अवलोकन फारम

क्र. सं.	नाम	भविष्यको योजना						जम्मा
		फेरी एस.एल.सी. दिने	फेरी एस.एल.सी. नदिने	अन्य पेशा गर्ने	सीप सिक्ने	राजनीति गर्ने	कला/खेलकुद क्षेत्रमा जाने	
१								
२								
३								
४								
५								
६								
७								
८								
९								
१०								

परिशिष्ट 'अ'

एस.एल.सी. अनुत्तीर्ण विद्यार्थीको अवलोकन फारम

क्र. सं.	नाम	व्यक्तिगत अनुभव									जम्मा
		घर परिवार			विद्यालय			समाज			
		राम्रो	मध्यम	कमजोर	राम्रो	मध्यम	कमजोर	राम्रो	मध्यम	कमजोर	
१											
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१०											