

**LOW CAST (DALIT) STUDENT'S ACHIEVEMENT IN
MATHEMATICS FROM PRIVATE AND GOVERNMENT SCHOOLS
IN
MORANG DISTRICT**

**A
THESIS**

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DECLARATION

I hereby declare that to the best of knowledge this thesis is original no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2073/05/04

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ABSTRACT

The prime concern of this study is to find out the Mathematics achievement of Dalit students from Private schools and Government schools. It is also aimed at identifying teachers and Dalit student's attitude towards the management system of Private Schools and Government Schools.

This report has been organized into five chapters. First chapter deals with the background of the study, statements of the problems, objectives, significance and hypothesis. The second chapter deals with review of related literature. Third chapter deals with population, sample, instruments, procedure of data collection and statistical tools. Fourth chapter contains the results and interpretation of the study and summary of the study. Fifth chapter deals finding and recommendations.

The population of the study consist 8 Private schools and 4 Government schools, 12 mathematics teachers, 12 school management committee members and 48 Dalit students of secondary and lower secondary level selecting two boys and two girls from each school from Belbari municipality, Dangihat and Bahuni VDC of Morang district.

The main objectives of the study:

- I. To compare the Mathematics achievement of the Dalit students from Private schools and Government schools.**
- II. To compare the Mathematics achievement of Dalit students from Government schools with respect to gender.**
- III. To compare the Mathematics achievement of Dalit students from private schools with respect to genders.**
- IV. To identify the teachers' attitudes towards the school management system of Private schools and Government schools.**
- V. To identify the Dalit students' attitude towards the school management system of Private schools and Government schools.**

Descriptive and comparative analyses are applied to analyze the teachers and Dalit students attitudes towards the school management system. Z - Test is applied to compare the Mathematics achievement between Private schools and Government schools as well as gender are compared with schools respectively at 5% level of

significance. The major findings of the study are: Teachers had more positive attitude towards the school management system of Private schools than government schools. Dalit students had also more positive attitude towards school management system of Private schools than government schools. There is significant difference between the mean of Dalit students from Private schools and Government schools; there is significant mean different between the Dalit students from private schools with respect to gender. There is significant mean different between Dalit students from private based schools with respect to gender.

This study can be extensively done to acquire more valid and reliable information extending to national level, students oriented activities are must to make teaching and learning more fruitful. These must be practical use of teacher's trainings and traditional teaching method may be changed, there is most active participation between parents in school and management committee should be devoted to increase the quality of education.

TABLE OF CONTENTS

	PAGE
NO.	
Declaration	
Recommendation	
Approval	
Acknowledgement	
Abstract	
CHAPTER I: INTRODUCTION	1-
20	
1.1 Background of the study	
1	
1.1.1 Relation between school, family and the society	3
1.1.2 Evaluation of private school	6
1.1.3 Government school	7
1.1.4 Vision of private school	7
1.1.5 Effectiveness of private school	8
1.1.6 The school of the 21st century:	9
1.1.7 Schools are center of community education	10
1.1.8 Condition of Dalit student in school	12
1.1.9 Utilizing the private school	14
1.2 Statement of the problem	17
1.3 Objectives of the study	17
1.4 Significance of the study	18
1.5 Statement of the Hypothesis	18
1.6 Limitations of the study	19
1.7 Definition of the related terms	20

Chapter – II: REVIEW OF RELATED LITERATURE	21-
28	
2.1. Empirical Literature	21
2.2. Theoretical Literature	24
2.3. Implication of the study	28
Chapter – III: METHODS AND PROCEDERS	29-
33	
3.1 Research Design	29
3.2 Population of the study	30
3.3 Sample of the study	30
3.4 Tools of the study	30
3.4.1 Observation form	30
3.4.2 Interview schedule	31
3.4.3 Mark ledger (Marks slip)	31
3.5 Validation of the study	31
3.6 Data collection procedure	32
3.6.1 Students View	32
3.6.2 Teachers view	32
3.7 Scoring procedure	33
3.8 Data analysis procedure	33
Chapter IV: ANALYSIS AND INTERPRETATION	34-49
4.1 Comparison of Mathematics achievement of Dalit students from government schools and private schools	34
4.2 Comparison of Mathematics achievement of Dalit students from private schools with respect to gender.	35

4.3	Comparison of Mathematics achievement of government schools with respect to gender.	36
4.4	Some cause that affect in Dalit student's Mathematics achievement.	45
4.5	Teacher's attitudes towards the schools management system of government schools and private schools.	45
4.6	Dalit Students' attitude towards schools management system of government schools and private schools.	46
4.7	Findings of the study	47
Chapter –V: CONCLUSION AND RECOMMENDATIONS :		48-59
5.1	Conclusion	48
5.2	Suggestions and recommendations.	48
REFERENCES		50
APPENDIXES		54

LIST OF TABLES

	Page
4.1 Comparison of mean score of government and private schools Dalit students	36
4.2 Comparison of mean score of Dalit boys and girls from private school .	37
4.3 Comparison of mean scores of Dalit boys & girls from government school.	37
4.4 Statements related on the topics preparing by percentage (% 38	
4.5 Statements related on the topics introduction by percentage 39	
4.6 Statements related on the topics delivering by percentage	39
4.7 Statements related on the topics methods by percentage	40
4.8 Statements related on the topics resources by percentage	40
4.9 Statements related on the topics plat form skills by percentage	41
4.10 Statements related on the topics guiding by percentage	41
4.11 Statements related on the topics performance by percentage	42
4.12 Statements related on the topics Controlling learning behaviour by Percentage	42
4.13 Statements related on the topics use of time by percentage	43
4.14 Statements related on the topics concluding by percentage	43

CHAPTER: I

INTRODUCTION

1.1 Background of the study

Like every other aspect of human invention, mathematics has its origin, and like every technology, and mathematics is at least partly that its origin is based upon needs of mankind. The particular needs are those arising from the wants of society. The more complex the society, the more complex the needs. The primitive tribe has little mathematical needs beyond counting. The complex society intent on building great temples, mustering conquering armies, or managing large capital assets has logistical problems that demand mathematics to solve. The origin and development of education is as ancient as the development of human civilization.

Mathematics is one of the essential parts of the education. Mathematics is obligatory to our daily life. Basic Mathematics is also central to almost all the branches of science and technology. Mathematics is like music or an art. So, we can say that the Mathematics is such a powerful instrument which helps the man to solve many complicated problems shown in our daily life. Hence the quotation "the necessity is the mother of inventions." Mathematics has not only been useful in its own right but also it has enriched the development of other fields of knowledge. So, it is stated that in life, the two things are necessary "teaching Mathematics and discovering Mathematics" In the 21st century; human being, without Mathematics education, is like birds without wings. Mathematical skill should provide support to every society for their development, logical thinking, understanding capacity and efficiency of human beings.

The history of Mathematics education was started from 1st and 2nd world war. The existence of Mathematics education was established from the international conference held on Mathematics education in France. In Nepal, Mathematical education entered into the modern education system after establishing the British type of school at Gol Baithak of Rana rulers approved by European and Indian teachers who later started the formal education system. After ISTIHAR of 1939 A.D, two types of schools named private and public schools came to existence. After the establishment of democracy in 1950 A.D. Many planning and commission came to existence using schools as 'hub' which schools bring public and private

organizations together to offer a range of services and supports to school communities, families and students before, during and after school. The goal of schools is to use the method effectively to assist a community to ensure that children should enter school as well as the other citizens of our democratic nation. Private based schools increase the academic achievement, and improve the social, emotional and physical well being of children and set up strong relationship between parents and families; they make more supportive places for using private and government resources more efficiently.

Government schools represent the best of what can happen, when leaders of education, local government, Using schools as hubs, private schools bring together many partners to offer a range of supports and opportunities to children, youth, families and communities. Partners work to achieve these results: Children are ready to enter school; students attend school consistently; students are actively involved in learning and their community; families are increasingly involved with their children's education; schools are engaged with families and communities; students succeed academically; students are healthy - physically, socially, and emotionally; students live and learn in a safe, supportive, and stable environment, and communities are desirable places to live as well as private agencies concerned with children and families as a organizations form ways and do services oriented business together. These are the sorts of leaders who are working across boundaries to bring communities together to educate their children in schools (Bery 1998).

Education should be equality for all child it should not different according as their cast , religious, economy etc. in the education sector there are dynamic progress by the government but still we cannot found it equal. All the children are not get education they are out of asses of education. Education is the part of life as like a cycle cannot run with one well so the life of people cannot run comfortable without education in the context of our country most of the people are living in remote area so they are backward in education. There are more than 105 ethnic groups all the group are not get education equally. From different means still they are became backward. In the context of education the government provides inclusive education system for all kind of child. But this system is not working in the entire sector. In our country the curriculum development center provide same course and level the remote areas child are out of asses the new technology prescribed by the curriculum development center. All the child of our country have not get the same ability in the

competence as like urban area there are as like a river between urban and remote area so the child of remote area cannot afford the same curriculum.

There are many casts in our country among them lower cast children are found more uneducated then others because they don't have pre education to send their child to get education and there also economically poor and they are still victimize by untouchability. They leave in remote area it means they are far from new technology of education. Still they are believed in traditional way of life. People say "if you want to know you have to go in" it means they have to jump in the pond of education but they have obstacles. They are economically poor they cannot afford they ate discriminated in the society this people are called Dalit in Nepal's context so hopefully this research is important and I decided to research in this field of marginalize people . Dalit in Nepal are a historically state victimized disadvantaged community who have been compelled to lag at the bottom of the social structure and excluded from national development mainstream due to the caste system and extreme Hinduism for centuries. The caste system was introduced in Nepal by King Jayasthiti Malla (1360-95) about 700 years ago. The National Civil Code, 1854, (Muluki Ain)

1.1.1 Relationship between schools, family and the Society

In addition to introducing academic progress, effective schools develop partnership with parents and others to support the learning process and to nurture self-esteem and confidence in young people. Mog Ball, carried out an overview study of the relationships between schools and their communities, to clarify which agencies are involved in schools and families to advance these goals. She found children's entry to school at an earlier age and increasing relationship between primary schools and pre-primary schools as well as lower secondary and secondary provisions are bringing schools into closer contact with social supportive agencies and voluntary organizations with families.

Partnership with parents means that schools are taking an interest in the area of needy family Previously seen as the responsibility of other agencies. The demand of the curriculum and its familiarity is working which requires a multi agencies and new approach to teachers and school management for resulting in the apartment of the specialist, schools staffs to co-ordinate support and services. The logical extension of these trends in the re-structuring of the school as a base for all of the needs of families. Especially, in the area where there is a high demand for services but very few initiatives suggest some movement towards this full services and school approach. It has been a growth in the nationally developed programmes

of intervention and activities for young people, particularly those deemed at risk in which locally- managed school can participate. There is a little research on comparative usefulness about that programme. These developmental programme suggest that the idea of the holistic school, offering educational resources to the whole community, remains pertinent but it requires investment in school and other additional components for teacher training if it is rapidly growing on that way. Supporting for families: According to this school, it can provide opportunities for helping the families like health, creating homely condition which builds social behavior and school achievement system. Advantage for school: According to this, parents, community and families like employees volunteers may assist children, teachers and management bodies in the other activities as well as classroom. Providing equity education: According to this, for all age groups, learning opportunity may be available within or outside the school environment as well as conventional schools hours. Differing needs: According to this pre- primary and primary schools, support for the children who are directed by the families. In lower secondary and secondary school there is a gradual need to view the child as individual, information, help and experiences which strongly reinforce autonomy and in depending.

The period of middle childhood is not well- served by supporting programmes. There is a little proof of thinking and changing the needs of children in transition period of adulthood from primary to secondary level school period. Youth service involved in secondary education has been resulted in many programmes targeted on children at risk of exclusion from school by drawing specialist agencies. National agencies have promoted them to emphasize their potential lines about the curriculum and experimental learning opportunities. Young people need for personal and development support and have to be tailored to each individualist but many schools may not be having the right place to find it.

Extending institutions: The schools co-operating with families and community agencies provide care before and after the school day. Such an opportunity for children to study support and center understanding and experience of the work. It has brought them into contact with community and neighborhood organizations. Link with business occurs through direct contact with individual companies, visitors, sponsors and other contributors through the co-ordination of local partnerships between education and business and the local and national lines agencies employees or many volunteers to work in the classroom. Businessmen get involved in school as a way of raising their profile in the community and involve in the

preparation of young people in their work. Placing young people, especially for men has been found alternative work situated in as well as improving behaviors and aid personal development. Community contact: Sport facilities are being opened for public use and volunteers from local clubs that are invited to help watching sports personalities are contributing to preventive work on subjects like drug misuse. The number of opportunities are decreased outside the school for young people provided that private series those activities are continued but are often conducted by secondary people in primary and lower secondary level. Outside the schools, there are many places like hospitals; day centers, play groups and environmental projects. Especially, local people and elder people are offered hospitality and entertainment by schools.

Schools are included in a bid to the single regeneration budget and European founding. Some of them have contributed to local planning exercise which have brought children into the personal contact with the wider sense in Government school and private school also provided more sport facilities in their own investment. The following points are useful for supporting the young people with private education.

Presenting learning as desirable at all ages

Giving opportunities for socio-economic interaction.

Enforcing the parents' participation in meeting about their own needs.

Providing learning situations to gain the individual need.

Raising the reputation of the school in the local community.

Making the school more conventional place.

To increase the number of public schools investment, proper premises and staff training are required.

ix. Limitations: The climate of school community concerned with well government policy and other services are being judged in terms of their contribution and achievements of children in school. Many developments indicate that schools can become the base for other agencies. According to this, there are some questions which are as follows: Do the parents and young people find this an attractive idea? Will those who have a little narrow view of school want to gain access to services through it? Teacher training is limited preparation for the private approach. Many teachers find partnership with parents difficult and feel that the curriculum demands all their time; other agencies may not welcome collaboration, especially where they have lost territory to education. Schools have become extremely

security consciousness and cautions about outsiders, with good reason. Curriculum demands and security fears have also been affected the activities in which young people can follow them independently outside the school. There are many national organizations offering specialist programmes to schools. There is a little as well as a systematic review of these programmes to schools. Some work with local agencies for multi agency group. But there is a danger that they are making relationship with schools should be made them. A filter is required to help school select what is most appropriate to add onto the core programme and to judge what is likely to work best 'The local education authority is the obvious intermediary. In those with a coherent home- school strategy, with flexibility for individual schools within a general framework and with the provision of extra to carry it out, good practice is developing' (Ball, 1998)

1.1.2 Evaluation of Private schools

In much of Nepal, the schooling offered by the state governments would technically come under the category of "public schools". They are federal or state funded and has zero or minimal fees. The other category of schools are those run and partly or fully funded by private individuals, private organizations and religious groups. The ones that accept government funds are called 'aided' schools. The private 'un-aided' schools are fully funded by private parties. The standard and the quality of education is quite high. Technically, these would be categorized as private schools, but many of them have the name "Public School" appended to them, e.g., the Galaxy Public School in Kathmandu. Most of the middle-class families send their children to such schools, which might be in their own city or far off, like boarding schools. The medium of education is English, but as a compulsory subject, Nepali and the state's official language is also taught. Preschool education is mostly limited to organized neighborhood nursery in private schools. A boarding school is a school at which most or all of the students live during the part of the year that they go to lessons. The word 'boarding' is used in the sense of "bed and board," i.e., lodging and meals. Some boarding schools also have day students that attend the institution by day and return to their families in the evenings.

Private school takes fee directly from the parents and school management maintains the expenses as well provides salary to the teachers. So parents invested money themselves not by government so parents are serious about the teaching process and output. The first question usually asked about the private school is "what are they?" It is stated "what a private

schools look like?”, what use know about the impart of private schools on the basis of results highlights three recent evaluations of private schools’ initiatives, of this stage, we know that private schools’ initiatives are concerning to the produced positive consequences and increasing number of principals and teacher testifying to their value in helping to improve student learning and strengthen families and communities (Dry foos 1998).

1.1.3 Government school

The national education system is free; the quality of education in government schools is very poor and deteriorating daily. Government schools are affected by frequent closures due to strikes and public holidays and some of them lack even the most basic facilities such as proper classrooms and toilets. For families who cannot afford to send their children to private school, these schools are their only option

Private school is an inclusive term influencing about growing number of school community institution that features both common themes and different approaches or methods in the name of initiatives or support for some of attributes. Caring communities build bridges to Succeed University and assist schools to be a healthy place start community in schools, schools of 21st century and other. Some of them are broad in scope promoting wide spread rehabilitation or adaptation whereas others are single entities programmes which are being initiated at the level wise and nation wise or state level, local level. Individual school community also verse in their goals. Some specific aim to improve academic achievement and other focus primarily on health and behavioral outcomes or enhanced family functioning or the coalition that recognizes that each school is unique; it has developed well- developed schools. (Dry foos 1998).

1.1.4 Vision of Private school

A private school building is open to students' families and the community before, during and after school within seven days in a week. It is jointly operated through the partnership between the schools systems and one or more community agencies. Families, youth, principals, teachers neighborhood residents help to design and to implement the various activities which promote highly educational achievement and youth development. The school is oriented towards private encouraging the teaching learning process of students through community services and service learning. Before and after school, learning

component encourages students to build up their classroom experiments as well as performance, expand their horizons, contribute to their communities and have fun. A family supports and helps with child rearing employment, housing immigration and other services are readily available at college faculty and students, business people, youth workers, neighbors and family members come to support and bolster what schools are working hard to accomplish and ensuring young people for an academic interpersonal career success. Ideally a full- time private school co-coordinator works in partnership with the principal. This person is responsible for the delivery of and array of support provided by local agency partners and participates in the management team for the school overturns Trust of the private school's consciously integrate activities in several areas to achieve the desired results, quality education, positive youth development, family support and private engagement in decision making and community development.(Dry foos 1998).

The private school operators are taking the benefit of parents' predicaments. Many parents living in urban area have no other choice than sending their cilds to private schools. This is so due to poor quality education in government run schools. Had government run schools provide quality education, no parents would have sent their kids to private schools. Most surprisingly even after pouring in so much money in the education sector, the standard of education of government schools has made no significant progress...the money has gone down the drain.

Most interestingly there are so many schools across the country, but the fees schools charge is not completive...it is all time high. Normally when the number of business organizations increase, the prices should come down. But it seems that the law of demand and supply does not apply to private schools. No matter how many schools have been opened, but the overall expenditure on students is subject to be risen. Ultimately, poor parents have to withstand the worst of fee hike

1.1.5 Effectiveness of private school

Policy makers and practices want to know what kinds of positive changes private schools can make. We believe that private schools should be seen as vehicles for educational reform. So improved learning experiences and achievement must be a long term measure for the effectiveness of this increasing movement. In addition to test scores, learning and achievement - related indicators include rates of attendance, promotion, graduation, suspension

and expulsion. It is important to note that community schools are designed to affect, not using educational outcomes but other outcomes as well as such outcomes include improved social behavior and healthy youth development, better family functioning and parental involvement Which enhance school and community climate and access to support service? These outcomes have value in and of themselves in addition to affecting educational outcomes. (Dry foos 1998)

1.1.6. The school of the 21st century

The school of the 21st century is a model of based child care and family supported services that transform the traditional school into a year round, multi-service- center provides high-quality, accessible services from early morning to early evening. The ultimate goal of the school of 21st century is to help and provide affordable, accessible and high-quality services for all families, regardless of income level and to ensure the optimal development of children. While each 21st century school varies according to the local needs and resources, the model consists six core component, parents outreach and education. Pre-school age programs, before & after school and variation program for school age children, health education and services between training for child care providers and information & communication services. Children at age 3 years who participate in 21st century start kindergarten more active to learn as evidence by their scores in kindergarten screening tests. Additionally, children who participate in 21st century for at least three years evidence have higher scores in Mathematics and reading more achievement tests than children in compassion to non 21-C school. 21st century experience significantly stressless as measured by the parental stress index; they spend less money on child care, and they miss fewer days of work.

The addition of early childhood & childhood classes to the school has had a positive impact in teaching practices with teachers in the primary and lower secondary grade incorporating the best aspects of early childhood classroom. The expanded services have improved their standings within the larger community as evidenced by more positive public relatives, the passage of significant bond issues and a substantial reduction in school vandalism (Dry food 1998).

1.1.7. Schools are center of community education

Developing a sense of community and activating the educated community are important process in which the community is thought as belonging to all the people who reside there. The people with their problems and the total community resources become central to all educational program in a community education setting the schools which are served as centre for education and their programmes which are directed towards the entire community for their improvement. Hence, the community education can be considered of as a process which involves all the people of different location and assumes that the whole society is or can be engaged in education. That's why, if it is accepted that the schools belong to all the people, In a wider view the school can effectively serve them in more ways. This means better utilization of the untapped skills and resources in the community as noted in chapter 2 and making them better use for the unused and available school space & equipment.

The community education process also implies that education has an impact upon the locality in which it is utilized. The successful community education program reflects the unique nature of community and it serves the needs of most residents. The process has four major components. Provision of diverse educational services to meet varied learning needs of community residents of all ages. Involvement of the citizens in participatory problems solving and democratic decision making. Development of interagency co-operation and various public private partnerships to reduce duplication of efforts and improve effectiveness in the delivery of human resources. Encouragement of the community improvement efforts that make the community more attractive to both current and prospective residents and business. A philosophy that describes the schools education process as "learning is a continuous, lifting experience and need" This implies process that begins at home by birth, continues in the schools, and is perpetuated in the educative community throughout life. Various principles support this life long process.

Self determination All local people have right and responsibility to be involved in determining community needs and identifying community resource that can be used to address those needs.

Self help People are better served when their capacity to help themselves is encouraged and developed. When people assume responsibility for their own well being, they become part of the solution and build independence rather than dependence.

Leadership development The training of local leaders helps various skills such as problems solving, decision making, group process for going self-help and community improvement efforts.

Localization Services, programmes and other community involvement opportunities that are close to the place where people live have the greatest potential for a high level of public participation, whenever possible these activities should be decentralized to location of easy public access.

Integrated Delivery of services Organizations and agencies that operate for the good public goal can meet their own goals and better serve the public by collaborating with other organizations and agencies that are working towards common goals.

Maximum use of all resources Full use of the physical, financial and human resources of every community must be co-coordinated if the diverse and needs and interest of the community are to be met effectively and without duplication.

Inclusion Community programmes activities and service should involve the broadest possible cross section of community residents the isolation of people by age, income, social class, sex, race ethnicity, religion or handicapping condition inhibits in the full development of the society.

Institutional responsiveness Private institution exists to serve and is obligated to develop programmes and services that meet continuously changing public needs.

Lifelong learning Learning begins by birth and continues until death. Formal and informal learning opportunities should be available to residents of all ages in wide variety of community settings; Such principles and the development of continuous learning efforts should be based on utilizing the total community as a teacher because the neighborhood

school is a common denominator of community life for most people and it can be utilized as a vehicle for the planning organization and implementation of educational programmes relevant to the entire community.

The schools have a capacity for greater leadership and utilization. Most of them are experiencing now a days. For example, school administrator and teachers could take a greater leadership in building for community solidarity. Most of the schools can also be used more as centers of educational services for people of all ages. In its ultimate goal, the school as a system can be used to encourage the community towards constructive change by assisting community residents for solving various problems basic to community living. In a traditional view, the school is limited primarily to facilitate academic learning through day programmes for children and youth in the broader view the school is being promoted. In this chapter, the private school suggests quite a different approach to education. The private school is usually open for many hours each day and school personnel work to both youth and adults for solving community and social problems. Hence, this chapter is purposed to present the community as an important part of communities' educational process obviously there are various numbers of private originations and institution that are very important for successful country education programmes but the concept of private school has evolved from utilizing the school as centre of private education and even change. The pirate involving its schools and the number of other agencies must become interdependent if education is to help, meet the many needs of modern, changing society. (Available on www.communityschool.org)

1.1.8 Condition of Dalit student in schools

Children of Dalit families are vulnerable and often discriminated against even in their formal schooling. Due to economic backwardness their access to education is very poor and a significant numbers of Dalit school age children are out of school. Even if their family allows them to attend school rather than work with the family the parents are usually unable to buy uniforms, books and stationery for their children. Some recent government programs such as scholarships and free textbooks, however, are now helping to increase the enrolment of Dalit children.

Being stigmatized as Dalit further induces them to drop out. Various examples of prejudiced behaviour of school authorities have been documented such as deliberately failing Dalit children while granting the top position only to high caste students; Dalit children not

permitted to drink water; rude manner of addressing them; putting Dalit children in separate lines; throwing school mid-day meals to these children wrapped in paper while serving it to others on a plate. Now a days a bit progressive on the behaviour towards Dalit studenta.

The issue of child labour is also acute among Dalit community. Nearly one in every three children in Nepal is a child labourer; and an estimated 1 million children are engaged in hazardous and exploitative activities. As a result of caste-based discrimination and extreme poverty, children of Dalit households are especially vulnerable to this sort of exploitation. They are over-represented in the number of child labourers involved in bonded labour, commercial sex, and activities similar to slavery.

In recent days, due to the disregard of their arts and skills, many Dalit are giving up their occupation which has also worsened their livelihoods. In addition, lack of modernization and limited access to markets has put these occupations in danger. Globalization and the flood of cheap international products have further threatened the Dalit's traditional occupations. Developing social respect for these occupations of Dalit and making them competitive in the market is a challenging issue in the economy of Dalit. Nepal is another South Asian country known to have a caste system. Nepal is also the poorest country in South Asia, with an overall poverty rate of 31 percent, 10 percent in the urban areas and 35 percent in the rural areas (World Bank, 2009). Many of Nepal's discrimination against Dalit in the educational system is a widespread problem in caste-affected countries. social exclusion, and physical abuse transcend all levels of education, from primary education to university. Illiteracy and drop-out rates among Dalit are very high due to a number of social and physical factors.

Legislation on the area is limited, and measures that have been taken are often inadequately implemented. Governments are recommended to take specific measures to ensure equal access to education for Dalits in accordance with international human rights principles. There is as significant gap between the share of the Dalit population in relation to illiterary rates and enrollment shares. In Nepal, the literacy rate of Dalits increased from 17 % in 1991 to 33.8% in 2001. At the same time the national literacy rate had increased to 54%. The share of enrollment of Dalit and indigenous peoples in Nepal is also lower than their population size. Dalits and indigenous peoples comprise approximately 57% of the total population but their children's representation in primary school is 34%.The national enrolment in higher education is 17.6%, but Dalits, average is 3.8%.Only 15% of the total Dalit population in Nepal has educational Attainment, which is almost half of the national

average. Dropout rates, especially in the first grade, are high. The completion rate is equally low in primary schools, especially for Dalit girls(IIDS, 2009).The forms of structural discrimination and abuse that Dalit children face in schools are often so stigmatising that they are forced to drop out of school. One of the main issues is the discriminatory practices conducted by teachers. Caste discrimination affects an estimated 260 million people worldwide, the vast majority living in South Asia. It involves massive violations of civil, political, economic, social and cultural rights. Caste systems divide people into unequal and hierarchical social groups.

Both types of schools had provide scholarship for dalit students most of private school provided 10% to 100% scholarship in their school to support the marginalized students to promote them and for the government school their provided more scholarship then private sector. According to the norms of government government school provides scholarship to the dalit students.

1.1.9 Utilizing the private school

Creating a room for each school, hiring private school co-coordinators and advertising several adult educational classes will not automatically solve all educational problems or even win educational financial support for education. Utilization of private school concept for improving a society requires careful planning, co-ordination and especially adoption of any resulting educational program to the particular society in which they are being implemented. Private school program first requires some careful planning and analysis of the educational needs. This will involve such processes or actions as initiating social surveys, using communities and advisory boards for study and planning and understanding the power structure of community leaders can be involved in decision making. Chapter VI discusses in greater dial, various action processes and models social study/analysis techniques and power structure analysis, methodologist.

Any private school program might be designed by utilizing, various kinds of input to the planning process. First, information form an assessment of social needs is used. Second, evaluation of education already available in the school and in the society is made. This evaluation process becomes continual after the programmes begin and made as a contrast feed back of information for future programme planning. Thirdly, input is sought from the type of community advisory committee charged with assisting in the development of educational program. A cautionary note needs to be made at this point. These charge with

designing private education utilizing such inputs need to keep such information as current as possible because community needs are in fact moving target. The time required to administrator, a successful program can become extrusive but slighting the input side of the planning process is not good tradeoff.

The private school co-coordinator in cooperates with other school personal to design educational activities based in various inputs. Then, the program is administered by the director, the private educational staff and any other necessary people. The program can be success usually depending a great deal on the co-coordinator's ability to balance programs outputs and corresponding requirements on staff time with any inputs utilized in designing the programs and activities. Thus a balance between evaluating working with advisory councilor accessory social needs and actually administering the program is necessary. private advisory council inputs are important to successful social education program for several reasons. First, the council should consist of representatives from all parts of society can be taken as another purpose for forming a council to involve both parents and other residents in developing educational programs for people of all ages within the society. Councilors can provide information on educational needs and interests, identify potential community leaders and give advice on educational programs. They can also help improve co-operation and understanding between school personal and community citizen, assuming that members receive adequate orientation, training and knowledge about their roles.

Social residents can also be used in many ways distinct from an advisory role. Assisting with youth programs, helping furnish the private room, and instructing some adult education causes are some ways citizens can be involved with private school's education programmes. As it was noted in the preceding chapter, involving community members in the planning and implementation of programmes with personal payoff will help to strengthen the community and assist in its adaptation to social change. Final success of the private school in helping to meet various community needs entails co-operation and interaction between people and agencies both horizontally and vertically.

National Assessment of Educational Progress (NAEP) reading and mathematics scores between public and private schools when selected characteristics of students and/or schools were taken into account. Among the student characteristics considered were gender, race/ethnicity, disability status, and identification as an English language learner. Among the school characteristics considered were school size and location, and composition of the

student body and of the teaching staff. In particular, if the student populations enrolled in the two types of schools differed systematically with respect to background characteristics related to achievement, then those differences would be confounded with straightforward comparisons between school types. The present report examined results from the 2003 NAEP assessments in reading and mathematics for grades 4 and 8. NAEP draws nationally representative samples of schools and students. In 2003, over 6,900 public schools and over 530 private schools participated in the grade 4 assessments. Over 5,500 public schools and over 550 private schools participated in the grade 8 assessments.

Society played a vital role to the school education development process. Before 2028 B.S., Schools were established and managed by society. The national education system has no any progressive change to include society in school management. In the contest of Nepal, it is view of the importance of decentralization that the government adopted the policy of decentralization in the ninth plan; emphasis was laid on capacity building for self governance of local bodies and making them accountable to the local people in matters of delivery of services. The plan was paved for the introduction of decentralization and entrancing the local participation in the management and operation of educational institutes and for transforming the management of the schools to the local bodies by bringing the local self governance Act, 1998 into face. The Act entrusted to VDCs and municipalities bear the responsibilities to developed, manage and supervise basic and primary education programmes.

Moreover, the seventh amen direct of the education Act empowers school management committees by resting them. In power and authority for regarding to decision making similarly, the tenth plan repeats the commitment that decentralization policy reform will be continued and that local bodies and local community will be involved in the planning management and operation of the educational programmes of the local level. All these indicate the government is willing to shift the school management responsibility to the local bodies and communicating. In compliance with the sprit of decentralization policy, attempts are now being made to focus on decentralization managements of primary education by involving local people and organizations. Similarly emphasis has been given to local capacity building and to the promotion of micro planning process. Recently, the government made a decision to transfer the management of public schools to the community. In this connection the government has developed and produced directives for these schools so that they will show their interests in the matters of management transfer (Upadhaya 2004)

1.2. Statement of the problem

The study is mainly concerned with the differences in Mathematics achievements of Dalit students from Private school and Government schools. The study is taken specially to determine.

- Mathematics achievement of Dalit students from Private school and from the students of Government school.
- Mathematics achievement differ on Private school with respect to Dalit student on gender.
- The Mathematics achievement differ on Government school with respect to Dalit student on gender?
- The attitude of teachers from private school differ from the teacher of Government school towards management?
- The attitude of Dalit students from Private school differ from the Government school?

1.3 Objective of the study

This study was intended to accomplish the following objectives:

- To compare the Mathematics achievement of the Dalit students from Private school and government school.
- To compare the Mathematics achievement of private school with respect to Dalit gender.
- To compare the Mathematics achievement of government school with respect to Dalit gender.
- To identify the teacher's attitude towards the management system of private school and government school.
- To identify the Dalit student's attitude towards the school management system of private school and government school.

1.4 Significance of the study

Policy makers and practitioners want to know that "what kind of positive changes, private schools can make?" we believe that private schools should be seen as vehicles and achievement must be a long term measure for the effectiveness of this growing movement. In addition to test scores, learning and achievement - related indicators include rates of attendance, promotion, graduation, suspension and expulsion. It is important to note that private school are designed to affect not only educational outcomes but also other outcomes include improved social behavior and healthy youth development, better family functioning and parental involving entranced school and community climate and access to support services. These outcomes have value in and themselves. In addition to affecting educational outcomes, further research study has some of significance as follows.

- Private School is helpful for a positive or negative input of this implementation towards educational system.
- None of the research has been done in this area. So it is considerably valuable for the proper consequences.
- It is one of the major ways for Dalit student's achievement in Mathematics. So, it is taken under study.

1.5 Statement of the Hypothesis

There is difference between the achievement of Dalit students of private schools and government schools on the topic "Dalit Students achievement in the Mathematics from private and government schools." The study attempts to seek the result of following research, hypothesis and statistical hypothesis.

Research hypothesis

- There is no significance difference between the Mathematics achievement of Dalit students private school and government school.
- There is no significance difference between the Mathematics achievements of Dalit student from private school with respect to two genders.
- There is no significance difference between the Mathematics achievements of Dalit students from government school with respect to gender.
- There is no significance difference in teachers' attitude towards the school management system.
- There is no significance difference in Dalit student's attitude towards school management.

Statistical Hypothesis

I. $H_0: \bar{x}_1 = \bar{x}_2$

$H_1: \bar{x}_1 \neq \bar{x}_2$

Where \bar{x}_1 and \bar{x}_2 are the parametric mean achievement of Dalit Students from private Schools and government schools of Dalit students.

II. $H_0: \bar{x}_3 = \bar{x}_4$

$H_1: \bar{x}_3 \neq \bar{x}_4$

Where \bar{x}_3 & \bar{x}_4 the parametric achievements are mean achievement of Dalit boys and girls from government schools

III. $H_0: \bar{x}_5 = \bar{x}_6$

$H_1: \bar{x}_5 \neq \bar{x}_6$

Where \bar{x}_5 & \bar{x}_6 are the parametric mean achievement of Dalit boys and girls from private schools?

IV. H_0 : There is no significance difference in teacher's attitude towards school management.

H_1 : There is significance difference of teacher attitude towards school management.

V. H_0 : There is no significance difference in Dalit student's attitude towards school management systems.

H_1 there is significance difference in Dalit student's attitude towards the school management system.

1.6 Limitation of the study

The study is limited in 2 VDC Dangihat and Bahuni and 1 municipality Belbari of Morang district. included grade 6 to 10's dalit student's of private schools and government schools. The study includes only 12 selected schools from Morang district in which 8 from private schools and 4 from government schools involving 2 VDC and 1 municipality of Morang district. The data of this study is generated through questionnaire, interview and class observation form.

1.7 Definition of related terms:

1.7 Definition of related terms

Government schools: The school conducted by the leadership of any institution, society, teacher and inspiring people is known as government school. Investment and facilities are provided in school by the government in government school.

Private schools: the schools registered by the rules of government and run by private investment is known as private school, which charge free to the parents on the limitation of indicated by government norms.

Dalit : The marginalized people known as low cast people who are victims of untouchability.

Rural area: The village area which is backward for the development and has fewer facilities is known as rural area.

Semi Urban: The area which is outside the Belbari municipality but not remote from the transportation facilities.

Teacher: The Mathematics teacher who is teaching in secondary level of selected schools.

Students: The fellows who are reading in grade 6 to 10 of selected schools.

Educationalist: The persons who are headmaster, supervisor of school, chairman of school Management committee.

Management committee members: The members of school management committee.

CHAPTER: II

REVIEW OF RELATED LITERATURE

In order to get a better understanding of the subject, one's study is essential and helpful to survey the literature and studies relevant and related to it. Related studies provide the researcher support in making his problem more relative, practice, researchable and meaningful. Having these advantages in mind, the researcher has revised the relevant literature in the field of comparative achievement in Mathematics and other school subjects. During past a number of dissertation and published articles dealing with achievement of students in Mathematics has been reported in the literature. A study of Dalit student's achievement of Mathematics from government school and private school in Morang district at secondary has not studied in the research programme. In my opinion, perhaps this programme is not studied until implementing it in secondary Mathematics curriculum. With this assumption some wave on attitude towards Mathematics is presented here. Five decades a number of dissertation and published articles dealing with achievement of students in Mathematics have been reported in the literature. With this assumption some wave on attitude towards Mathematics is presented here.

2.1. Empirical literature

I. Higgins (2005 A.D)

states that "the impact of learning environment on students are achievement, engagement, affective state, attendance and well being". It draws a body of literature, which is mainly based in the U.S.A and the U.K. The analysis of the range of evidences such that the existing research that exists on the impacts of environment in teaching and learning trends to focus much more upon some elements (Example: noise) and fail to synthesis understandings (Eg. The implication of noise and temperature research tends to conflict) cultural and geographical differences also highlight the importance of sensitivity to context. For these reasons, it is very difficult to make the judgment about which areas are "worth" focusing on. There is clear evidence that extreme of environmental elements (Eg. Poor ventilation of excessive noise) have negative effects on students and teachers and that improving these element has significant benefit. However, once school environment come up to minimum standard, the evidence is less clear out. Our evaluation suggests that the nature of improvement made in schools may have to do with the specific element close for change with how the process of change is

managed. There also appears to be strong link between effective engagement with staff, students and other uses of school buildings and success of the environmental change in having impact of behavior and well being. Then it concludes that with a number of recommendations for the future research fill the gap in existing knowledge.

II. Prasad and Gaijan (2008)

A Critical Exploration Dr.M.B.Gaijan's two articles exhibit Dalit consciousness in Tagore's poetry and Roy's *God of Small Things*. Dalit-empathy and Dalit-angst is displayed in Tagore's poetry and Roy's novel respectively. The book ends with his third article on *Shosh – a Gujarati Dalit Novel*. Symbolically speaking, it is not the end, but the beginning of new Dalit literature. It is one of the six articles on Gujarati Dalit literature in this book. Dalit literature has travelled a long day's journey into nights. The revengeful Dalit voice becomes the voice of humanist in *Shosh*. This last article opens a new chapter in the Dalit literature. It seems to say that the literature, which began as a protest literature, has matured to encompass humanity and aesthetic justice. The book is edited so meticulously that it has almost everything that one need to read when it comes to Dalit literature. A must read book for student and researchers of Dalit literature.

The book opens with Darshna Trivedi's article. It sets the tone of the entire critical exploration on Dalit literary theory. She quotes form Rig Veda to recent Marathi poems to prove her argument, which she does quite successfully. She has critically examined the origin of the term Dalit, compared Dalit literature with mainstream literature and concluded her article with future of Dalit literature. Her article opens with the angst-ridden voice (quoted form a Marathi Dalit Poem):

“I reject your culture. I reject your parmashwar centred tradition. I reject your religion based literature.”

Prof. B.S.Nimavat's article takes us back to 13th and 14th century. In his article, he explored into the realm of Chokhamela, the Maharashtrian saint in the Bhakti tradition. He deals with rarest of the rare incident, Mahar guru and Brahmin disciple. The beginning of his article is quite effective. He quotes Prof. Gangadhar Pantawane:

III. Ford (2004 A.D) Examines the

"effect of class size on pupils attainment and class room processes in English school's in years 4 to 6". These findings are drawn from a large scale of study of class size and pupils about ratio differences, which followed of pupils through out key stage 2(KS2) in the range of class size found to occur in schools as well as systematic observations and case of studies of selected school's with large and small classes. Amongst the key, findings of this study are: No evidence was found that children in smaller classes made more progress in Mathematics, English or Science even after allowing for the characteristics of pupils in small and large classes. Pupils eligible for free schools meal were found to make less progress than those not eligible in both literacy and Mathematics during KS2 and fall still for the behind during KS2. Pupils with special educational needs were found to make less progress in both Mathematics and literacy. Girls were found to make more progress in attainment in literacy, whilst conversely boys were found to make more progress in Mathematics. There was no evidence that any of the characters of teachers such as their age, level of experience, length of time in the current school had any influence upon pupil's attainment in any discipline during the years 4 to 6. As a result, for KS2 were similar to those for reception and KS1.

They can not meet the needs of all the children in their class. There were number of suggestions from the questionnaire and case studies concerning way in which class size could affect the quality and effectiveness of teaching. Space and equipment became less available as the number of pupils increases and threaten effective teaching. Pupils in large classes KS2 were found to have more passive role in contact with the teachers. Conversely in smaller classes pupils are more likely to interact in active way with teachers initiating contact responding to the teachers and sustaining interaction with them. In order to understanding the effects of number of children in a classroom, differences between mixed ability classes and increasingly common practice of setting classes by ability need to be taken into account. Result showed no differences between classes and sets in terms of academic attainment and few differences in teacher and pupil's behavior.

IV. Nndswo (2013)

Dalits in Nepal are a historically state victimised disadvantaged community who have been compelled to lag at the bottom of the social structure and excluded from national development mainstream due to the caste system and extreme Hinduism for centuries. The caste system was introduced in Nepal by King Jayasthiti Malla (1360-95) about 700 years ago. The National Civil Code, 1854, (Muluki Ain) legalized the caste system and established it as the basis of social mobility. It laid out detailed codes for inter-caste behaviour and specified punishments for their infringement. Such discriminatory legal system and hierarchical social structures, in course of time, formed as a rigid 'value system' and 'codes of social behaviour and practices'. This value system and attitude is still dominant in every sphere of the society, which is propelling 'untouchability' and 'caste-based discriminations' though it is constitutionally and legally prohibited. Caste based discrimination and untouchability are also in practices within Dalit community that is intra-Dalit discrimination.

According to the government's figures, Dalits comprise 13 percent of Nepal's total population. However, Dalit civil society claims it to be about 20 percent; a demographic survey conducted by NNDSWO provides evidence to the claim. Within the Dalit community, there are dozens of sub-caste groups from the hills (*Hill Dalits*), the Tarai (*Tarai/Madhese Dalits*) and Newar community (Newar Dalits).

2.2. Theoretical Literature

V. Upadhya (2004)

done his research entitled "Management Transfer of community schools". Including 16 schools in Morang ,Banke, Palpa and Kavre district and attained discussions with Headmasters, Teachers, school management committee of community management school, parents, local authority and local organization, district education offices, selected school's supervisor of sample district and research person of selected school cluster. He found that headmaster, school management committee members and municipality were the major actors for the management transfer of community schools, aspect ion of community members in participating in the school's affair and their aspiration for involving the decision making process, motivated them for the management transfers, expectation to get the additional human beings as well as financial resources for improving schools facilities and quality of instructions motivated

school authority to hand over the school's management to the community, lack of awareness in parents and community people prohibited giving momentum to the process of management transfers teachers union antonyms forbade the effort to speed up the process of management transfers current insurgency and conflict situation. Further more resisted the effort of management transfers, management transfer of school stands on weaker legal base, community managed school was able to enhance the access of davit and tribal children, teachers regularity was appeared as a satisfactory in community managed school, stake holders concern with local school rose gradually, local monitoring in community managed school has not evolved yet, community managed school still depends upon the traditional sources of funding for running the regular as well as development programs local bodies and NGO's supported community managed school but their support depended on their wish and desires, community managed school still requires standing as an organized on their wish and desires, Community managed school still requires standing as an organized educational institute. Municipalities were not appeared as capable enough for running the local educational program.

VI. **Action Aid Nepal, (2001)**

This is based on an estimate using the official 2001 Census made by the Feminist Dalit Organization (FEDO). This estimate does not include the Newars. They are considered to be part of the indigenous population. See Sharma, Khagendra, Gyanu Chetri and Sita Rana, *A Modest Study of the Current SocioEconomic Situation of the Lowest Status Caste and Tribal Communities in Nepal*, Save the Children (Kathmandu: Save the Children-US, 1994), and Bhattachan, Krishna B., Kamala Hemchuri, Yogendra B. Gurung, Chakraman M. Bishwokarma, *Existing Practices of CasteBased Untouchability in Nepal and Strategy for a Campaign for its Elimination* (Final Report), ActionAid Nepal (Kathmandu: ActionAid Nepal, 2001).

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Gurung, Chakraman M. Bishwokarma, *Existing Practices of CasteBased Untouchability in Nepal and Strategy for a Campaign for its Elimination* .

VII. Spielhofer (2002)

examined the impact of school size and single sex education on pupil's performance and opportunities using national value added data sets, which content with individual pupils data across 979 primary and 2954 as secondary school. The impact on the performance in secondary school was measured with reference to GCSE results including GCSE average point score and English, Mathematics and total Science score. The analysis also investigated the impact on opportunity available to the students in secondary schools, in terms of entry to higher key stage 3 tiers and GCSE subjects almost all primary school were mixed but an analysis of key stage 2 results was undertaken to investigate the possible impact of primary schools size. However, school size was not found to have any significant impact on performance when other factors were taken into account. Key finding from this research include;

Pupils in large schools have an access to a wider range of GCSE option.

Medium size schools obtain better results than very large or very small schools.

Girls schools help to counter traditional sex stereotyping in subject choices.

Girls in single sex comprehensive schools perform better than those in mix grammar school.

Overall the finding form this study suggest that girls and some extent boys can benefit academically form attending singe sex secondary schools and that schools size has some impact on academic attainment and opportunity.

VIII. Wilson (2002 A.D)

States that “the Scottish Executive Education Development, reviews the U.K and international literature published during the past twenty three years on the effects of class size on teaching practice and on pupils behavior and attainment”. Below are some of the main findings of this study review.

Does class size impact on pupil’s attainment? There is sufficient evidence particularly for the U.S. to show that reductions in the class size are associated with improvements in pupils achievement, major benefit are seen in reductions in the class size to below 20 pupils to one teacher. U.S. evidence show that using full time class room assistance in regular class sized as a mean to achieving a lower pupil, adult does

not appear to increasing pupil achievement, conflicting, evidence arises from some British studies which indicate that the attainment decreases in class size 20-50 and begin to level out with groups of over 30 pupils.

How does class size manipulation impact on teaching practicing? Teachers believe that class size affects their teaching practice, particularly in way in which they organize program within class group and the amount of time they can devote to children. Teachers report feeling less stressed and more able to cope with there is a difference between the way of teachers claim they could organize their classes if the class size were reduced and their actual class room practice.

What affect does class size reduction have no pupils learning? There is limited evidence on the effects of class size on pupils learning and Observational studies so little evidence of collaborative learning. Most pupils appear to learn individually. A similar lack of evidence also pertains to the effects of class size reduction, on pupil's motivations, attendance and behaviour.

IX. Vigholes (2000)

explains that “the London school of economics and Exeter University is part of a wider education within the department for education and employment of the link between the school resources and results”. The majority of the research reviewed was American. A number of British studies were discounted because the data was not considered to be robust enough to be reliable. Overall, this review showed that it is impossible to demonstrate from existing research that extra spending per pupil has a positive and significant on pupil’s outcomes. Whilst class size did influence results, its effect was small. Experienced teachers had a greater effect on pupils outcomes than class size. Although the, level of training was discounted as a factor, pay and experience of the teachers had an important influence on results. The effect was most marked when teachers were both experienced and well paid. However, according to the Reynolds of Exeter University, "The conclusions are necessarily tentative because there are large differences between the American System and our own. It is impossible to certain that what works in the one county will transfer to another".

2.3. Implication of the study

Review of the related researches have provided me with a deep insight on several aspects, such as setting concrete objectives, determination of topics subtopics, selecting methods and procedure of the study, data collection, analysis and so on. Beside this, review has supported me to have in depth understanding on equality on academic sector as well as for the further research related to this it is important. Though I have utilized the ideas of the researchers whose works I have reviewed. The studies mentioned above have analyzed the equality on solving the discrimination problems.

CHAPTER: III

METHODS AND PROCEDERS

Methodology means a way in which information is gathered. It includes the method, procedure and techniques used to collect and analyze information.

For designing of methodology, Studies and representative groups is selected on which the true experiment are done. Whatever the population and the sample different tools and techniques are applied. These techniques are selected and applied in different phases of the study. Thus, the framework of the methodology contains population, sample instrument and statistical procedure. This chapter describes the design of the plan and procedure of the study, which are to be carried out to achieve the objectives of the study. For the population, eight private schools and four public schools are selected from semi urban and rural area of the Morang District. According to the sample instrument, observation form for the class of grade 6-10 in Mathematics class, interview based on 12 Mathematics teachers, students of grade nine and ten of each school and educationalist from each school. The main purpose of the study is to study of Dalit students achievement based on the private schools and government school. The descriptive method and quantitative approach both applied in this research. The main procedure of the study is described as Research Design, Population of the study, Sample of the study, Instruments, Validation of the study, Data collection procedure, Scoring procedure and Data analysis procedure.

3.1. Research Design

Comparative descriptive and survey type methods are used to collect the factual information. This study was intended to find out the difference between private and government schools Dalit students. So it was mixed design with qualitative and quantitative approach. The researcher used the comparative techniques as the theoretical and mathematical and interview schedule the result were analyzed.

3.2. Population of the study

The private schools and government schools Dalit student of class 6-10 including semi urban and rural area with Belbari municipality of Morang district, were the population of the study. There are 539 government school and 384 private schools in Morang district out of total 923 schools of Morang district 4 government and 8 private schools of two VDC Dangihat and Bahuni and one municipality Belbari and their class 6 to 10 Dalit students are the population of my study.

3.3. Sample of the study

The sample of the study was determined by the random sampling from Morang district. The schools were selected on the basis two VDC with one municipality. Researcher had listed all private schools and government schools in rural and semi urban area and had taken four schools from government and eight schools from private based schools with class 6 to 10 students from each school. 12 Mathematics teachers, 12 educationists, 9 management committee members from each school, including 5 Dalit students of grade 6 to 10 were included to collect the information.

3.4. Tools of the study

Every study requires tools to collect the data. Observation form, interview and mark ledger are taken as main instruments.

3.4.1. Observation form

Observation form is an evaluation technique in which one or more persons watch performances of skill procedure, psychomotor activities perception on a measurement tool.

Observation is one of the techniques to collect information in any research. The researcher found many important aspect of study by observation. Observation conducted in natural setting and gave more reliable data for the studies. Predetermined frame of the observation form was used to collect the information. The research tool of the observation form consists the topics of preparing introduction, developing content, methods of teaching, resources, plat form skills, guiding performance, controlling, use of time and concluding for each school of government schools and public schools of semi-urban and rural area of Morang district. Research tool of the observation form has been given in the Appendix A.

3.4.2. Interview schedule

An interview is a conversation between two or more people where question are asked to obtain information about the interviewee. Interview can be divided into two parts that are interviews of assessment and interview for the information. Interview is also one means of data collection. A formal face to face by meeting in which the interviewer asks some questions with clients and are replied by them. Interviewees were encouraged to respond towards the questions for better report. There are many types of interview; especially direct interview was conducted with clients in this study. In these techniques, the researcher not only asks the question but also observe all behaviour and ways of answering to the respondents. The interview schedule was managed with the support of the supervisor. The interview schedule was given in Appendix B. The interview being base on;

➤ Questioner for the teachers

The questionnaire was piloted on the teacher to check its suitability as well as efficiency Questioner paper prepared to take the information about the Dalit students from the side of teacher. Gave them to fill the required information specially about the professional development of teacher, management system, classroom teaching , personal claim concern, student participation, class participation of Dalit student including every required information about the attitudes of the Dalit student questioner is applied to complete the research. . Hence the researcher showed them to the supervisor and prepared for the final administration according to his suggestions. Questioner is Manson on APENDIX B

3.4.3. Mark ledger (Marks slip)

Mark ledger which was already recorded by the schools was used in this study. The mark ledger of the final examination of (2071 B.S) were recorded for this study to compare the Dalit students achievement.

3.5. Validation of the study

The questionnaire was piloted on the grade 6 to 10 students to check its suitability as well as efficiency. Then some of the questions were modified, some of them were removed and some of them were re-arranged. Hence the researcher showed them to the supervisor and prepared for the final administration according to his suggestions as well mark ledger of last

final examination is observed. Interview is taken as schedule and some examination, interview; questioner is effectively applied to collect the valid result.

3.6. Data collection procedure

Researcher visited each of the sample school. Researcher informed the sample schools before they went to the school. The researcher observed Mathematics classroom by taking permission of Headmaster and Mathematics teacher of respective schools. Then, he observed all the school environment, Mathematical equipment, content analysis, teaching strategies. During this time, researcher conducted the interview with students, Mathematics teachers, Headmasters and Management committee members on the basis of interview schedule. The interview schedule was used to find out the teachers and students' attitudes, schools management system of government schools and private schools. The researcher also had taken mark ledger of those schools with the permission of headmaster. Especially, the marks ledger of final examination -2072 in different private based schools and government schools of grade 6 to 10 Dalit students were carried out for this study.

3.6.1. Students View:

About the condition of dalit students in school Binita B.K. of Mount Everest English boarding school (Dangihat) said that "At the present condition the time of science and technology, the caste discrimination is being decreased as compare to the time of 19th century. But also there are plenty of areas where we and our parents are highly dominated. In the sector of education we are highly motivated by different organization but also still girls and boys are treated unequally and given quite different opportunities in education."

Rupesh Darji of Laxmi higher secondary school said that "In this 21st century still we victimized of untouchability still we realized social discrimination in our society but in school on nay business feelings."

3.6.2. Teachers view:

According to the view of Dharma Gautam teacher of crystal public academy "By the education of discrimination on the basis of cast from constitution given a lot removable of discrimination in Nepalese society. But also the concept is still remaining most of the students are not able to maintain their educational status still now in the sector of education and their

performance in education may be by the economic condition of family or unfavorable condition for study in their family." As well sitaram khabas mathematics teacher of Siddhartha memorial academy said that " Now a days it is reforming day by day there is no any discrimination to the lower cast students in our school some of the 1st , 2nd positions students are also from Dalit students."

3.7. Scoring procedure

For the analysis of every items of observation form named as NO. (Not observed), NA (Not applicable), NI (needs improvement) OK (all right), EX (Excellent) were consisted in the various topics of observation form of each classes. If the value of anyone item has more than 50%, the given statement is strongly in favor to the problem. If the percentage is less than 50%, it is weak favor to the statement.

3.8. Data analysis procedure

The statistical tools of Z-test was used to find out the significant difference between mean scores of Mathematics achievement on government schools and private schools as well as Mathematics achievement with respect to the gender issues of Dalit students. In the case of two normal populations with unknown variance for independent sample, the z-test was used

to compare the Mathematics achievement in the form. $Z = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$ in which the level of

significance of the study was 5% in this test.

Where \bar{X}_1 = mean of marks of Dalit students in government schools. \bar{X}_2 = mean of marks of Dalit students in private schools. n_1 = number of items in the first sample n_2 = number of items in the second sample, s_1^2 = variance of first sample and s_2^2 = variance of second sample

CHAPTER: IV

ANALYSIS AND INTERPRETATION OF DATA

The collected data were analyzed and interpreted to find out Mathematics achievement at Dalit students from government schools and private schools, attitudes of Dalit students and teachers towards school management system. It had already mentioned that observation form, interview schedule and marks ledger were the tools for the study. Descriptive analysis had been done to describe the attitudes of Dalit students and teachers towards school management systems. Z-test was applied to compare the Mathematics achievement between government schools and private schools and similar test for those both schools to compare with respect to the gender of Dalit students.

This chapter deals with analysis and interpretation of data obtained from sampled population of the study. The analysis of the data was carried out under the following major facts. Comparison of Mathematics achievement of Dalit students from government schools and private schools. Comparison of Mathematics achievement of Dalit students from government schools with respect to genders. Comparison of Mathematics achievement of Dalit students from private schools with respect to genders. Some causes that affect the Mathematics achievement. Teacher's attitudes towards the school management system. And Dalit Student's attitudes towards the school management system.

4.1. Comparison of Mathematics achievement of Dalit students from government schools and private schools

The first objective of the study is to compare Mathematics achievement of students from government schools and private schools. For this purpose, the researcher analyzed on the basis of marks ledger of 117 Dalit students of private schools and 433 Dalit students of Government schools.

The mean, standard deviation and corresponding Z value of the score obtained by government school's and public school's Dalit students of secondary level of grade 6 to 10 are presented in the table 4.1.

Table 4.1**Comparison of mean score of government and private schools Dalit students;**

Group compared	Sample size	Mean	S.D	Z-value
Private school	117	42.13	12.92	2.93
Government school	433	37.97	16.08	

Critical value $Z_{0.025} = 1.96$ (for $n \geq 30$) on the basis of mark ledger of final examination 2071 in the table no 4.1 shows that the mean score of Dalit students from private schools is 42.13 and the mean score of Government schools is 37.97. That gives the absolute mean difference from Private schools have the higher score than government schools on the Mathematics achievement. The standard deviation of government schools and public school are 12.92 and 16.08 respectively. The obtained z-value is 2.93 which is greater than the tabulated z value with 5% level of significance. But null hypothesis can be rejected. Hence, the mean achievement of government schools and private schools shows significance difference.

4.2. Comparison of Mathematics achievement of Dalit students from private schools with respect to gender

For this purpose, the researcher conducted analysis on the basis of score of 62 boys and 55 girls. The mean, standard deviation and corresponding z- value of the score obtained by boys and girls are presented in the table 4.2

Table 4.2**Comparison of mean score of Dalit boys and girls from private school.**

Group compared	Sample size	Mean(x)	S.D	z-value
Boys	62	43.14	13.68	9.04
Girls	55	41.00	11.92	

Critical value $Z_{0.025} = 1.96$ (for $n \geq 30$)

On the basis of mark slip of final examination of 2071, in the table no 4.2 shows that mean score of boys and girls is 43.14 and 41.00 respectively. That gives the absolute mean difference between boys and girls is 2.14. The mean score of boys has been a little bit higher than the girls in mathematics achievement. The standard deviation of boys and girls are 13.68

and 11.92 respectively. The obtained z- value is 9.04 which is more than the tabulated z- value (1.96) at 5% level of significance. Hence, the null hypothesis can be rejected. That is, it is concluded that the mean achievement of Dalit boys and girls from private schools shows significance difference.

4.3 Comparison of Mathematics achievement of government schools with respect to Dalit gender

The third objective of the study was to compare mean scores of public schools with respect to gender. For this purpose, the researcher did analysis on the basis of score of 199 boys and 234 girls. The mean standard deviation and corresponding z-value of the score obtained by boys and girls of public school are represented in the table 4.3.

Table 4.3
Comparison of mean scores of Dalit boys & girls.

Group compared	Sample size	Mean	S.D.	z-value
Boys	199	44.92	13.44	9.2
Girls	234	32.05	15.81	

Critical value: $Z_{0.025} = 1.96$ (for $n \geq 30$) on the basis of Dalit students mark slip of class 6 to 10 , in the table no. 4.3 shows that the mean score of boys & girls from government schools are 44.92 and 32.05 respectively. The mean of score of Dalit boys had the higher score than Dalit girls in Mathematics achievement. The standard deviation of boys and girls are 13.44 and 15.81 respectively. The obtained z-value in 9.2 which is greater than T-value (1.96). Hence, the null hypothesis is rejected. Thus, the mean achievement of boys and girls is significantly different.

4.4 Some cause that affect in Dalit student's Mathematics achievement.

It was already mentioned that the interview schedule was applied to collect the information. The class observation form was also applied to observe the 12 classrooms of selected schools in grade ten. To collect the information from each school of government schools and private schools in municipality semi urban and rural area, the observation form is mainly used and researcher has got the information which are given below.

Table 4.4**Statements related on the topics preparing by percentage(%)**

Topic	Statements	NO	NA	NI	OK	EX
Preparing	Instructor prepared for the class	-	5	45	50	-
	Content is reviewed	5	-	30	65	-
	Equipment is set up	-	10	30	60	-
	Facilities are arranged appropriately	5	5	45	45	-
	Researcher are available	5	10	50	35	-
	Supplies are in place	5	5	45	45	-
	Class Arrangement is in correct way	-	-	30	70	-

From the table 4.4 while studying the first statement on the topic of “preparing, it is concluded that instructor fully prepares for the class, content is reviewed, equipment is set up and class arrangement is in correct way are OK, facilities are arranged appropriately and researcher available are needed for improvement.

Table 4.5**Statements related on the topics introduction by percentage**

Topic	Statements	NO	NA	NI	OK	EX
Introduction	Session starts on time	-	-	30	70	-
	Motivation is provided	-	5	30	65	-
	Inspiring the students in positive way	5	5	30	60	-
	Overview/review/preview provided	5	5	60	30	-
	Objectives are provided	-	-	50	50	-

According to the 8th statement, it is concluded that 70% schools session start in time and 30% of schools need improvement.

For the statement 9th, 65% schools are ok for the motivation provided, 30% need improvement and 5% not applicable.

According to 10th statement, inspiring the Dalit students in a positive way is better. For the statement 11th, 60% teachers need improvement for the overview/ review/ preview provided. For the statement 12th, 50% teachers had provided the objectives effectively.

Table 4.6**Statements related on the topics delivering by percentage**

Topics	Statements	NO	NA	NI	OK	EX
Delivering	Content is accurate	-	-	10	90	-
	Materials are presented sequentially	-	-	40	60	-
	Examples are provided for the concept	-	-	35	65	-
	Summarizing the content	5	5	45	45	-

With reference to the statement 13th, 90% content is accurate. For the statement 14th, 40% need improvement for the materials presented sequentially and 60% need ok. For the 15th statement, 65% of the Mathematics teacher providing the concept is ok and 35% needs improvement. According to the 16th statement, 5% not observed and 5% not applicable for summarizing the content and 45% - 45% is ok and needs improvement.

Table 4.7**Statements related on the topics methods by percentage**

Topics	Statements	NO	NA	NI	OK	EX
Methods	Learners actively involved	-	-	45	55	-
	Equality behave to students	5	5	35	55	-
	Clear and concise instruction provided	10	10	35	45	-
	Creativity use in selecting	-	-	45	55	-
	Methods used proficiency	-	-	55	45	-
	Methods change every 15 minutes	10	10	35	45	-
	Briefing activities are conducted	-	-	35	55	-

In the response of 17th statement, 55% are ok and 45% needs improvement for the learners activities. In the 18th statement, 55% are ok, 35% needs improvement and 5/5% not observed and not applicable equality. For the 19th statement, clear and concise instruction provided by the teacher is very low. For the 20th statement 55% are ok and 45% need improvement for the creativity use in selecting. For the 22nd statement, the teaching methods changing way is below 50%. For the 23rd statement 55% are ok and 35% need improvement.

Table 4.8**Statements related on the topics resources by percentage**

Topics	Statements	NO	NA	NI	OK	EX
Resources	Visual are used extensively	-	-	65	35	-
	Resources add to the learning experience	5	5	35	55	-
	Resources are used in efficient way	5	5	45	45	-
	Care instructions are followed for resources	5	5	55	35	-

According to the 24th statement, 65% need to improvement and 35% ok. According to the 25th statement, resources added to the learning experience is ok. For the 26th ,statement, the used resources are not in efficient way. For the 27th ,statement care instructions are needed improvement.

Table 4.9**Statements related on the topics plat form skills by percentage**

Topics	Statements	NO	NA	NI	OK	EX
Resources	Nervousness managed	5	5	35	55	-
	Eye contact good	-	-	35	65	-
	gestures are non-distraction	5	5	45	45	-
	Voice is clear and audible with inflections.	5	5	35	55	-
	Enthusiastic and positive towards topic skillful.	5	5	45	45	-
	words are understandable to the audience	-	-	40	60	-

According to the 28th statement, 55% schools teacher manage the nervousness. For the 29th statement, eye contact is 65% ok. For the 30th statement, gestures are non-distraction is needed for improvement. For the 31st statement, 55% of the teachers' voice is clear. For the 32nd statement, Enthusiastic and positive attitude towards topic is needed for improvement. And for the 33rd statement, 60% are ok.

Table 4.10**Statements related on the topics guiding by percentage**

Topics	Statements	NO	NA	NI	OK	EX
Guiding	opportunities provided for questions	-	-	45	55	-
	Open ended question used.	5	5	35	45	-
	Un-answered question research/reported	10	5	45	40	-
	Questions referred back to learners	5	5	45	45	-
	Learners guided to reach answers themselves	-	-	55	45	-
	Feed back given to the learners	-	-	45	55	-

According to the statement 34th, 55% are ok and 45% need improvement. For the statement 35th, open ended questions are not properly used. For the statement 36th, Un-answered questions research is low. For the 37th statement, feed back given to the learner needs improvement.

Table 4.11**Statements related on the topics performance by percentage**

Topics	Statements	NO	NA	NI	OK	EX
performance	Adequate guided practice provided	-	-	45	55	-
	Encouragement and development feedback provided	-	-	55	45	-
	Instruction moves among learners	5	5	35	55	-
	Proper works habits encourage	-	-	45	55	-
	Adequate independent practice provided	-	-	35	65	-
	Safety emphasize	5	5	45	45	-
	Performance evaluated (observation, test, questions)	-	-	35	65	-

According to the 40th statement, 55% performance is ok, for 41st statement, 55% performance needs improvement, In 42nd statement, 55% performance is ok, for statement 43rd 55% for the performance of proper work- habit encourage is ok. For the statement 44th, 65% performance is good for the adequate independent practice. For the 45th statement, the performance of

safety emphasized is needs improvement. For the 46th statement, 65% is ok for the performance of evaluation by taking class test.

Table 4.12

Statements related on the topics Controlling learning behaviour by percentage

Topics	Statements	NO	NA	NI	OK	EX
Controlling learning behavior	Expected behaviour communicated	-	-	65	35	-
	Behaviour monitored	5	5	35	55	-
	Appropriate feedback provided	5	5	35	55	-
	Control of the learning environment is maintained	-	-	55	45	-

According to the 47th statement, the controlling of learning behaviour is 65% needs improvement for the statement of behaviour monitored 55% is ok, for the statement of 49th, 55% is ok for the controlling learning behaviour and for the statement of 50th, control of the learning environment is maintained 55% which is proper improvement is needed.

Table 4.13

Statements related on the topics use of time by percentage

Topics	Statements	NO	NA	NI	OK	EX
Use of time	clear directions provided	-	-	65	35	-
	learners kept “on-task”	5	5	35	55	-
	Class room problems handled efficiently	5	5	35	55	-
	Focus on learning objectives	-	-	55	45	-

According to 51st statement, 65% clear directions provided by the teacher is properly improvement, for the 52nd statement, learners kept “on- the task” is properly use of time is 55%, for the 53rd statement, 55% class room problems are handled by teachers efficiently. And for the 54th statement about the learning, objectives needs improvement by using proper time.

Table 4.14

Statements related on the topics concluding by percentage

Topics	Statements	NO	NA	NI	OK	EX
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Concluding	content and objectives reviewed	5	5	35	55	-
	Previous provided	-	-	45	55	-
	Session end on time	-	-	30	70	-

According to the statement 55th ,55% is ok for the content, an objectives reviewed, for the statement 55% is ok for the previous matter, for the statement 57th ,70% is ok on the session ending of each class as the concluding,

Professional development of teachers

To accept teaching as a profession, training was essential for the development of teaching profession. Trained teacher could teach according to the objective centered for maintaining quality education. If teachers were untrained, the achievement couldn't gain appropriately. So for the Mathematics achievement, training of teachers affects much as well as well treaded teacher equal behave to all students.

Management

Teacher's agreed that Management System was not differed in Mathematics classroom before and after government-schools. The psychological concept of the teaching is a positive development which increases according to their responsibility. There was different in the schedule, period of time or duration and text books before and after government school. "The relation between Mathematics teachers and management committee was improved in private schools than of that earlier in private schools. None of the teachers made the future plan of schools improvement as well as mathematics learning improvement. The management system was better in municipality and semi-urban than rural area's schools. The instructional material related to Mathematics teaching was rarely available and even available materials were not properly managed.

Class room teaching

Most of the teachers showed the good performance in teaching and all students were friendly in both semi urban and rural area no one of them found discrimination on cast at the time of teaching. The class room management was not sufficient for Mathematics teaching. Although the teacher wanted to move every corner of the class rooms but the rooms were congested. Most of the teachers were used descriptive method and didn't select the appropriate examples that concerned the context. The system of questioning the problems by Dalit student was not so good. All students were hurried to ask the question at once. Because

of unavailability of the teaching materials was not seemed quiet and effective to draw all the attention in teaching learning activities, they has to use materials as much as possible. The class work and home work checking system was little improved. Some Mathematics class room was affected by other environment. In semi urban areas schools, the sound pollution was little bit high. The relation between teacher and Dalit students was very excellent condition in all schools of government students freely questioned to the teachers with any hesitation.

Parents claim concern

Parents' involvement in School was essential to improve children achievement parents' participation in children's learning process. The awareness of education was seen in all societies. So must of parents see their child in school. In semi urban, most of the Dalit students are coming from poor family background. Their parents are busy in their work so they could not participate in school. Very few parents who visit mathematics teacher for children problems are illiterate in rural area. So they for their child knowledge to progress of their children in mathematics do not achievement.

Attendance / Regularity

Nearly 25% of the Dalit students are absent in the schools. Most of the Dalit students are not able to go schools everyday because of their poverty. The irregularity is the very serious problems of low achievement. It was happened mainly in private schools. All the government schools followed the student's uniform system and some schools followed the teacher's uniform all so. Most of the students were seen in the school's uniform and private school strictly followed school uniform.

Teaching strategies

Mathematics teaching base on discussion method but most of the teachers apply lecture method. They described process most of the without given facts and concept. Instructional materials are rarely setup in the classroom. Teaching equipment is not available in the all schools. Mathematics teacher do not seem willing to use available materials also. Even though, there is very good environment among the students and teachers for teaching and learning activities and they have the close relation.

Learning management

The physical facilities of the class room are in very poor condition. Selected class rooms have low facilities. Most of the schools have a small size of blackboard or whiteboard and difficult to complete the problem of Mathematics once at a time. Most of the students seem actively participate in learning activities. The furniture management is not sufficient for all students. The interaction activities are highly appreciable. Students are seemed without shame and fear. The Mathematics text book is applied in teaching learning activities. In semi-urban area, the sound pollution disturbed the class room teaching.

Assignment policy

The assignment is given in the class work and homework. Assignment on Mathematics is highly necessary. Most of the teachers have given class work as well as completion of the topics as for practice but given assignment are not checked. Checking system is one of mathematic learning process. Some teacher had checked homework carelessly. So the homework did not seem as practical.

Extra Curricular Activities

The extra curricular activities has been conducted by the teachers in the schools that will be the best performed by the students. They are highly participating in co-curricular activities. Some rewards are also been seen in the office of most of the schools related to the activities. Especially the activities were not related to Mathematics teaching and learning. Private school has given more priority then government school for extra activities.

Parent's role

It was already mentioned that parents involvement in education is essential for children's learning improvement after government schools system but illustrate what parent's awareness was developed. Some of the parents couldn't visit the school because of their own obligation. Some parents claimed that some of the public schools had gone to government system getting One Lakh donation. The government had provided one Lakh donation for one level government school to improve and construct their quality and infrastructure respectively. But most of the schools are not still managing properly. In semi urban area, most of the teachers were lazy to teach in Government schools. It was little changed in government system but in private school parents are very active they directly paid fee in

school and for the well teaching learning activities they suggests to the school and takes the feedback from school side too.

Management committee role

There is a provision to construct one management committee to conduct the school. In government schools, this provision is legally established. The members of this management committee must be elected with the support of parents in practically. It is rarely seen. To improve the quality of education in school, the committee's role was very important. The management committee, which was tasked to do, was not workable for school's improvement at all.

Hence, the above-mentioned causes directly or indirectly affect the Mathematics allurements. The study concluded that parents' participation in children's learning process was essential. The causes are applied to improve Mathematics achievement after government system, the relation extended district office to central office. In rural and semi-urban area, some schools were facilitated with the help of donation and had improved their physical as well as management aspect.

4.5 Teacher's attitudes towards the schools management system of government schools and private schools.

The fifth objective of the study is to identify the teacher's attitude towards the school management system of schools. There are four samples for government schools in Morang district. All teachers in sampled schools are the sample for the study to the entire attitude towards schools' management system. The interview schedule and unstructured observations were applied to collect the information about teacher's attitude. The sampled schools were drawn equally from semi urban and rural areas. In semi urban and rural areas, the management committee was active in public schools. Most of the children of committees' members were studying in private schools. The management committee also seemed a little responsible to the government schools because of the arbitrarily elected members of school management committee" Right man in right place" was rarely seen.

In rural area, the management of government schools seems much more responsible than that of semi urban schools. Most of the children of community member are studying in the same schools. In the schools, there was hardly relation among the community members and teachers. Most of the teachers even did not recognize the committee members in private school. But in the government schools, the situation was little improved. The rate of

responsibility of feeling was very high in semi urban government schools then the private schools, it seemed some low positive. In the semi urban area, most of the teachers were not seemed responsible. The rules and regulation were strictly followed in government schools of both areas. Rules and regulations are strictly followed in private school but the salary of teacher is not well then government school. So the attitude of private school's teacher to the school not seems very well. Consciousness to do something to the school was raised among them. All the teachers, after government system, hoped that they would get there where not any type of training is given for teachers. The interaction activities were increased in government system. Most of the teachers agreed that the system was established after government schools; Hence the study concluded that the teachers attitudes towards schools management system of government schools were highly positive than that of the private schools.

4.6. Dalit Students' attitude towards schools management system of government schools and private schools.

The sixth objective of the study was to identify the Dalit students' attitude towards school management system of government schools and private schools. For this purpose, all the Dalit students studying in grade six to ten from sampled schools were considered for the study. The interview schedule was used to collect the necessary information and also unstructured observation was used. The regularity of Dalit student's was poor in Government schools whereas in private schools, it was a little bit improved. In private schools, the rules and regulations for students were found more disciplined than government schools. Co-curricular activities were more highly practiced in private school is systematic than government school. Some awards related to co-curricular activities won by students were also seen in the school's office.

The extracurricular activities were highly conducted by private schools than government schools. The assignment given to students was not properly checked in government schools but in private school it seems good. It was little bit improved in government schools. The relation among teachers and students was very friendly and child friendly environment is created in private schools then government school. It was little bit practiced in government based schools. In semi-urban area infrastructure of schools seemed quite improved. The sound pollution was very high and even disturbed the classroom teaching. In semi urban, it was less acceptable than in rural area. In rural area, the environment was very good, calm and peaceful. The classroom management was also good in rural area and acceptable in semi urban area. The classroom size were very small, the

blackboard size and colors were also very poor in government schools. In private schools in furniture in classroom, posturing-management-rotation- process of students were better improved. It was very poor in semi urban area for furniture management and rotation process after government system, class-room management was in improving stage. Hence, the study concluded that students attitude towards management system of private schools was positive but pitiable in government schools.

1.7 Findings of the study

From the collected data from observations, interview and marks ledger, are given the following consequences as the finds that, There is significant difference between the mean score of Dalit students mathematics achievement from government schools and private schools. There is significant difference between mean score of Dalit students at grade 6 to 10 from government schools with respect to genders. There is significant difference between the mean score of Dalit students at grade 6 to 10 from private based school with respect to gender. Teachers had more positive attitude towards the school management system of government schools than that of private based schools. Dalit Students had more positive attitude towards the school management system of private school than government schools.

Teachers were well known about the teaching strategies but most of them followed lecture method in teaching activities in both private and government school. The instructional materials were not used according to the situation. However, the teachers were trained and qualified but they did not apply the new trends of teaching style in their daily classes. Most of the management committee members were busy in another field and could not come to the school regularly. Parents' involvement in government school was very rare then private school. The dropout problem was one of the factors of low achievement. Nearly 15% in government school and 3% private school schools, Dalit students did not seem to continue their education. The assignment checking in both types of schools was not systematic. The schools did not provide different types of materials for children's physical development. It was not seemed that the class rooms were also not properly managed for Mathematics teaching. The blackboard condition and size was very low step. But the private schools there were quite improved.

CHAPTER: V

CONCLUSION AND RECOMMENDATIONS

This chapter deals with findings and recommendations are intended for the further study.

5.1. Conclusion

Different plans, programs, projects and strategies have been implemented for the improvement of the quality of the government schools education in Nepal. But the desired results have not been achieved till now. Poor school building, lack of classrooms, unavailability of the textbooks in time, lack of school at proper place and so forth are physical factors contributing for the poor performance Likewise, centralized curriculum for the diverse population, traditional method of instruction, lack of dedication from teacher's side, traditional strategy in teaching learning, are some of the educational factors hindering the quality of the government schools. Moreover, poverty and deeply rooted exclusion of caste, gender and marginalized groups from the society are also contributing for poor performance. Unless and until this centralized mass education is not to localized individual education system by implementing the discussion, problem posing, creative and thinking pedagogical strategies in the classroom, school would never be successful and qualitative. In other words, fixed treatment doesn't produce desired results: needs multiple treatments.

5.2 Suggestions and Recommendations:

Since this study was limited in some schools within Morang district, the findings of this study can be generalized for the only Morang district. But it could not be for all levels or national wise. So, for considering these limitations, the following suggestions and recommendations had been made.

- I. The study was conducted in Morang district. It can be extended to national wise to get more validity and reliability.

- II. A similar study can be done for higher secondary level in Mathematics achievement as well as in other subjects.
- III. Most of the teachers used traditional methods in teaching learning activities. So, it should be changed.
- IV. There is lack of student's - centered method which is applicable for daily life Mathematical problem in text book. So, at lower secondary and secondary level specifying the group works is essential as practical as behavioral Mathematics learning.
- V. Teachers' load should be minimized so that they should have time to check assignment properly and they could conduct other students' centered learning approach.
- VI. The selection of management committee's member should be systematic and fair.
- VII. Qualified teachers should be selected for the teaching learning activities. And teacher training programme should be conducted in private school.
- VIII. The participation of Dalit parents in schools must be improved.
- IX. The government should apply the new education programme as soon as possible to solve all problems created in teaching learning activities.
- X. Physical facilities should be supplied in the class room as much as necessary.
- XI. School need to be provided with a separate mathematic classroom where equipment such as graph board and teaching materials should be stored in proper way.
- XII. The number of students should be minimized in the classes and equal participation should be given for all students.

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APPENDIX -A CLASS OBSERVATION RECORD FORM

Name and Address of the school.....

Grade.....

Subject:.....

Theoretical or practical class? T.....

P.....

Class size: Number of students.....Male.....Female

Observation's Name.....

Date:.....

Place a tick mark in the underline area every time behavior is observed. Place and x mark in the underlined every time an important behavior is committed.

No – Not Observed NA = Not Applicable NI – Needs Improvement

OK – Acceptable performance EX = Excellent Performance

PREPARING NO NA NI OK EX

- 1.instructor is prepared for class.
- 2.session content is reviewed.
- 3.equipment is set up.
- 4.facility is arranged appropriately
- 5.resources are available.
- 6.supplies are in place
- 7.class arrangement is in correct way.

INTRODUCTION NO NA NI OK EX

- 8.session starts on time.
- 9.motivation provided
- 10.inspiring the students in positive way.
- 11.overview/review/preview provided
- 12.objective provided

DELIVERING content NO NA NI OK EX

- 13.content is accurate
- 14.material presented sequentially
- 15.example provided for concepts
- 16.summarizing the content

Methods NO NA NI OK EX

- 17.....learners actively involved
- 18.....learners names used.
- 19.....clear and concise instruction provided
- 20.....creativity used in selecting
- 21.....methods used proficiency
- 22.....methods changed every 15 minutes
- 23.....briefing activities are conducted.

RESOURCES NO NA NI OK EX

- 24.....visuals aids used extensively
- 25.....resources add to the learning experience
- 26.....Resources are used in efficient way.
- 27.....care instructions are followed for resources.

PLATFORM SKILLS NO NA NI OK EX

- 28.nervousness managed
- 29.....eye contact good
- 30.....gestures are non-distracting
- 31.....voice is clear and audible with inflections.
- 32.....enthusiastic and positive towards topic skillful
- 33.....words and are understandable to audience

GUIDING Questioning NO NA NI OK EX

- 34.....opportunities provided for questions
- 35.....open ended question used.
- 36.....unanswered question research/reported
- 37.....questions referred back to learners.
- 38.....learners guided to reach answers themselves.
- 39.....feed back given to the learners.

PERMORMANCE NO NA NI OK EX

- 40.....adequate guided practice provided.
- 41.....encouragement and development feedback provided
- 42.....instruction moves among learners
- 43.....proper works habits encouraged
- 44.....adequate independent practice provided

- 45.....safety emphasized
- 46.....performance evaluated(Observation, tests, questions)
- CONTROLLING Learning Behavior NO NA NI OK EX
- 47.....expected behavior communicated
- 48.....behavior monitored
- 49.....appropriate feedback provided
- 50.....control of learning environment is maintained
- USE OF TIME NO NA NI OK EX
- 51.....clear directions provided
- 52.....learners kept “on- task”
- 53.....class room problems handled efficiently.
- 54.....focus on learning objectives
- CONCULUDING
- 55.....content and objectives reviewed
- 56.....previous provided
- 57.....session end on time

APPENDIX- B

Questioner for the teachers

- Attendance and regularity of Dalit students.
 - i) High ii) Medium iii) Satisfactory iii) poor
- Participation in classroom activities.
 - i) High ii) Medium iii) Satisfactory iii) poor
- Participation in extracurricular activities.
 - i) High ii) Medium iii) Satisfactory iii) poor
- Discipline of the Dalit students.
 - i) High ii) Medium iii) Satisfactory iii) poor
- Feelings of competition in study.
 - i) High ii) Medium iii) Satisfactory iii) poor
- Positive attitude of the students.
 - i) High ii) Medium iii) Satisfactory iii) poor
- Uniform of the students.
 - i) High ii) Medium iii) Satisfactory iii) poor
- Interaction in class to the teacher
 - i) High ii) Medium iii) Satisfactory iii) poor
- interest of parents about school
 - i) High ii) Medium iii) Satisfactory iii) poor

- Interview for the students
 - Attendance regularity
 - Teaching strategy
 - Learning Management
 - Assignment Policy
 - Co-curricular Activities
 - Equality in class
- **Interview for the educationist**
 - Learning and teaching strategy in the present context of Nepal.
 - Curriculum of Mathematics
 - Process of school visiting

APPENDIX –C

MARKS AVERAGE OF LISTED SCHOOLS

I. Mahendra secondary School, (Dangihat)

Total Number of students: 53 Boys – 26 Girls – 27

Class	Number of		Average Marks	
	Boys	Girls	Boys	Girls
6	7	4	51.14	42.75
7	7	6	45.14	42.83
8	5	6	38.4	38.16
9	5	7	52.8	46.43
10	2	4	36.5	41.75

II. Amar secondary boarding school (Dangihat)

Boys – 4 Girls – 3 Absent – 1

Class	Number of		Average Marks	
	Boys	Girls	Boys	Girls
6-10	4	3	48.25	40.33

III. Bhanubhakta memorial Secondary School (Dangihat)

Total Number of students: 26 Boys – 16 Girls – 10

Class	Number of		Average Marks	
	Boys	Girls	Boys	Girls
6	0	0	0	0
7	4	6	44.75	36.66
8	1	1	23	11
9	4	2	32	17.66
10	5	0	31	0

IV. Mount Everest Secondary Boarding School (Dangihat)

Total Number of students: 30 Boys – 16 Girls – 14

Class	Number of		Average Marks	
	Boys	Girls	Boys	Girls
6	2	3	51.5	54.33
7	4	2	45.25	41.5
8	6	7	40.66	48.57
9	4	1	45.75	39
10	0	1	0	73

V. Janata higher Secondary School (Bahuni)

Total Number of students: 67 Boys – 26 Girls – 41

Class	Number of		Average Marks	
	Boys	Girls	Boys	Girls
6	6	6	37.66	38.83
7	5	10	19.6	27.1
8	8	10	30.12	9
9	4	4	32	41.25
10	3	8	32	20.5

VI. Godawari higher Secondary boarding School (Belbari)

Total Number of students: 57 Boys – 27 Girls – 30

Class	Number of		Average Marks	
	Boys	Girls	Boys	Girls
6	6	10	38.33	42.4
7	9	8	43.55	36.6
8	6	3	44.83	35.6
9	0	0	0	0
10	6	9	38.83	33.6

VII. Kali Higher Secondary School (Dangihat)

Total Number of students: 66 Boys – 33 Girls – 33

Class	Number of		Average Marks	
	Boys	Girls	Boys	Girls
6	6	7	40.66	37.85
7	7	6	38.7	44.5
8	6	4	43.33	41.5
9	11	7	42.36	37.8
10	3	9	37	32

VIII. Laxmi Higher Secondary School (Dangihat)

Total Number of students: 87 Boys – 43 Girls – 44

Class	Number of		Average Marks	
	Boys	Girls	Boys	Girls
6	8	8	52.37	41.25
7	9	15	47	39.93
8	12	4	61.25	27.25
9	7	11	38.14	39.18
10	7	6	32.14	33.5

IX. Siddhartha memorial higher Secondary School (Dangihat)

Total Number of students: 12 Boys – 5 Girls – 7

Class	Number of		Average Marks	
	Boys	Girls	Boys	Girls
6	0	2	0	38
7	2	3	56	32
8	1	0	44	0
9	0	0	0	0
10	3	1	28	6

X. Sagatmatha secondary boarding school (Belbari)

Total Number of students: 63 Boys – 36 Girls – 27

Class	Number of		Average Marks	
	Boys	Girls	Boys	Girls
6	7	8	60.57	38.37
7	8	6	50	42.6
8	7	8	49	35.5
9	11	2	42.9	44.5
10	3	1	38.3	41

XI. Ramailo Baljagat Secondary School (Bahuni)

Total Number of students: 33 Boys – 17 Girls – 16

Class	Number of		Average Marks	
	Boys	Girls	Boys	Girls
6	6	7	49.5	43.57
7	7	6	53.42	34.3
8	3	3	40	53.33
9	0	1	0	32
10	2	0	44	0

XII. Cristal public acedamy (Hansapur)

Total Number of students: 40 Boys – 19 Girls – 21

Class	Number of		Average Marks	
	Boys	Girls	Boys	Girls
6	9	5	47.6	33
7	3	7	29.6	31.7
8	4	3	32	32
9	1	4	15	32.25
10	2	2	53	42

Appendix- D

Listed Schools

S.N.	Schools	Based	Area	Address
1	Mahendra Secondary School	Government	VDC	Dangihat
2.	Amar secondary boarding School	Private	VDC	Dangihat
3.	Bhanubhakta memorial Secondary boarding School	Private	VDC	Dangihat
4.	Mount Everest Secondary boarding School	Private	VDC	Dangihat
5.	Janata higher Secondary School	Government	VDC	Bahuni
6.	Godawari bidhya mandir Secondary boarding school	Private	Municipality	Belbari
7.	Kali higher secondary school	Government	VDC	Dangihat
8.	Laxmi Higher Secondary School	Government	VDC	Dangihat
9.	Siddhartha memorial Secondary boarding School	Private	VDC	Dangihat
10.	Sagarmatha Secondary boarding School	Private	Municipality	Belbari
11.	Ramailo baljagat Secondary boarding School	Private	VDC	Bahuni
12.	Cristal public Acedamy	Private	VDC	Dangihat

The End