Perception of the Students towards Nepali Subject

(A case Study of *Shree Sure Success Secondary English Boarding* School) Godaita Municipality-5 in Sarlahi District

Submitted to:

Sindhuli Multiple Campus

Department of Sociology

In the partial Fulfillment of the Requirement

For Master of Arts in Sociology

Submitted By:

Shree Krisna Shrestha

TU Reg. No:9-2-590-138-2010

Exam Roll No:2330029

Sindhuli Multiple Campus

Department of Sociology

2076

SINDHULI MULTIPLE CAMPUS
DEPARTMENT OF SOCIOLOGY

LETTER OF RECOMMENDATION

This dissertation entitled "*Perception of the Students toward Nepali Subject: A Case Study of Shree Sure Success Secondary English Boarding School" Godaita Municipality-5,Sarlahi District*has been prepared by Mr.ShreekrisnaShresthaunder my supervision and guidance. He has conducted research in 2076.

Therefore, I recommended this dissertation to the Evaluation Committee for its final approval.

Durga Prasad Adhikari
Sindhuli Multiple Campus
Department of Sociology
Date: 1 Feb 2021

SINDHULI MULTIPLE CAMPUS

DEPARTMENT OF SOCIOLOGY

LETTER OF APPROVAL

The Evaluation Committee has approved this dissertation entitled "*Perception of the Students toward Nepali Subject: A Case Study of Shree Sure Success Secondary English Boarding School" Godaita Municipality-5,*submitted by *Mr.*Shree krisnashrestha for the partial fulfillment of the Requirement for the Master of Arts Degree in Sociology.

Evaluation Committee

…….

Durga Prasad Adhikari

Supervisor

……

TikaBahadurThapa

External Exam

……

TikaBahadurThapa

Head of the department

11 Feb 2021

ACKNOWLEDGEMENTS

Researching complex and sensitive topic is always challenging and difficult. Researching the protection of children in a context of social conservatism is always a challenge. Without the interest, support, assistance and participation of a number of people, it would not have been possible to undertake the research and to prepare this report. I owe them all a sincere debt of gratitude.

Special thanks must also go to those key informants who provided important information for this study and often faced difficult questions from the research.

I would like to express my gratitude towards my Supervisor Mr. Durga Prasad Adhikari for his kind cooperation, valuable comments, suggestions and encouragement which helped me in completion of this study. My due respect goes to Department ofSociology, Sindhuli Multiple Campus in stimulating suggestions and encouragement that helped me to make it happen.

I would like to thank my school***Shree Sure Success Secondary English Boarding School*** (especially the principal: Mr. Pravish Kumar Mandal) and all the teachers and students who contributed me providing their valuable information for completion of this thesis.

And at last, My special thanks goes to my family who provided me patience and valuable ideas in completion of this thesis.

ShreekrisnaShrestha

CONTENTS **Page No**

Letter of Recommendation
Letter of Approvals
Acknowledgement
Table of Contents
List of Tables
Abbreviations

CHAPTER I: INTRODUCTION **1-6**

1.1 Background of the study 1
1.2 Statement of the problem 3
1.3 Objectives of the study 5
1.4 Rationale/Importance of the Study 5
1.5 Organization of the study 6

CHAPTER II: REVIEW OF LITERATURE **7-16**

2.1 Literature Review 7
2.2 Theoretical Review 9
2.3 Conceptual Framework of the Study 11
2.4 Operational Definition and Measurement of Key Concepts/Variable 14

CHAPTER III: RESEARCH METHODOLOGY **17-21**

3.1 Research Design 17
3.2 Study Area and Rationale for Selection 17
3.3 The Universe and Sample Size 17
3.4 Nature and Source of Data 17
3.5 Techniques of Data Collection 18
3.5.1 Interview with the Students 18
3.5.2 Key Informants Interview 18
3.5.3 Case Study 19

3.5.4 Focused Group Discussion 19
3.6 Reliability and Validity of Data 19
3.7 Data Processing, Analysis, Interpretation and Reporting 20
3.8 Limitation of the Study 20

CHAPTER IV: STUDY AREA AND THE PEOPLE 21-28
4.1 Shree Sure Success School at a Glance 21
4.1.1 Beliefs 21
4.1.2 Curriculum 22
4.1.3 Extra Curricular Activities (ECA) 22
4.1.4 Academic Scheme 23
4.1.5 Resources/Facilities 23
4.2 General Characteristics of the Respondents 24
4.2.1 Students 24
4.2.2 Parents 26
4.2.3 Teachers 27

5. CHAPTER V: PERCEPTION OF THE PRIVATE SCHOOL STUDENTS TOWARDS NEPALI SUBJECT 29-54
5.1 Perception of Private School Students towards Nepali Subject 29
5.1.1 Interest and Motivation of the students 29
5.1.1.1 Student's Background on Language spoken at Home 29
5.1.1.2 Student's View on Interest 31
5.1.1.3 Student's View on Choice 31
5.1.2 Attitude of Students 32
5.1.2.1 Student's View on Rank 32
5.1.2.2 Student's View on Modality 36
5.1.3 Learning Practice of the Student's 37
5.1.3.1 Student's View on Frequency of Completing Nepali Homework 37

5.1.3.2 Student's View on Frequency of Completing Homework in a Week 38
5.1.4 Attendance and participation of the Students 39
5.1.4.1 Student's view on Attending Nepali period Regularly 39
5.1.4.2Student's view on Attending Nepali Period in a Week 40
5.1.4.3 Student's view on Missing Nepali Periods 41
5.1.5 Needs and Aspirations of the Students 42
5.1.5.1 Student's View on Usefulness of Nepali Subject 42
5.1.5.2 Student's View on Helpfulness of Nepali Subject 43
5.1.6 Role of Existing Educational Policy 44
5.1.6.1 Student's View on Compulsion of Nepali Subject 45
5.1.6.2 Student's View on Option of Nepali Subject 45
5.1.6.3 Student's View on Changes in Nepali Subject 46
5.2 Perception of Teacher to their Students towards Nepali Subject 47
5.2.1 Teacher's View on Interest of the Students 47
5.2.1.1 Teacher's View on Attitude of the Students 48
5.2.1.2 Teacher's View on Attendance and Participation 48
5.2.1.3 Teacher's View on Time given by the Students 49
5.2.1.4 Teacher's View on Confidence of the Students 49
5.2.1.5 Teacher's View on Ability of Existing Educational Policy 50
5.3 Perception of Parents to their Children towards Nepali Subject 51
5.3.1 Parent's View on Interest of the Children 51
5.3.2 Parent's View on Attitude of the Children 51
5.3.3 Parent's View on Attendance and Participation of the Children 52
5.3.4 Parent's View on Time given by the Children 53
5.3.5 Parent's View on Confidence of the Children 53
5.3.6 Parent's View on ability of existinting Educational Policy 54

6. CHAPTER VI: SUMMARY, CONCLUSION AND RECOMMENDATIONS 55-58

6.1 Summary 55

6.2 Conclusion 56
6.3 Recommendation 58
REFERENCES
INTERVIEW SCHEDULES

LIST OF TABLES

No of Table

Page No:

Table 1: Description of the Students by their Class, Gender, Caste and Ethnicity 25
Table 2: Achievements of Last 6 Years in School Leaving Certificate 26
Table 3: Description of the Parents by their Educational Status, Caste and Ethnicity and Gender 26
Table 4: Description of the Teachers by their Class, Gender, Caste and Ethnicity 28
Table 5: Distribution of Students by Their Language Speaking at Home 29
Table 6: Distribution of Students by Reason behind Not Liking Nepali Subject 31
Table 7: Distribution of Students by Reason behind Not Favoring Nepali Subject 32
Table 8: Distribution of Students by Reason behind Ranking Poor in Nepali Subject 33
Table 9: Distribution of Students by Reason behind Thinking Nepali as a Tough Subject 34
Table 10: Distribution of Students by Reason behind Not Thinking Nepali as a Simple Subject 36
Table 11: Distribution of Students by Reason behind Not Completing Nepali Homework Always 38
Table 12: Distribution of Students by Reason behind Not Completing Nepali Homework Regularly in the Week 39
Table 13: Distribution of Students by Reason behind Not Attending and Participating Nepali Subject Regularly 40
Table 14: Distribution of Students by Reason behind Not Attending Nepali Period Regularly in a Week 41
Table 15: Distribution of Students by Reason behind Missing Nepali Period 42
Table 16: Distribution of Students by Reason behind Not Thinking Nepali Useful 43
Table 17: Distribution of Students by Reason behind Not Thinking Nepali Helpful to Achieve Their Aim 44
Table 18: Distribution of Students by Reason behind Not Agreeing on Nepali as a Compulsory Subject 45

Table 19: Distribution of Students by Reason behind Not Agreeing on Nepali as an Optional Subject 46
Table 20: Distribution of Students by Reason behind Changes They Want in Nepali Subject 46
Table 21: Distribution of Teachers by Reason behind Finding Students Not Much Interested In Nepali Subject 47
Table 22: Distribution of Teachers by Reason behind Discouraging Attitude of the Students 48
Table 23: Distribution of Teachers by Reason behind Dissatisfactory Attendance and Participation of the Students 48
Table 24: Distribution of Teachers by Reason behind Not Agreeing on Student's Time towards Nepali Subject 49
Table 25: Distribution of Teachers by Reason behind Not Agreeing on Student's Confidence to Make Career by Nepali Subject 50
Table 26: Distribution of Teachers by Reason behind Not Agreeing on Ability of Existing Educational Policy to Motivate Students towards Nepali Subject 50
Table 27: Distribution of Parents by Reason behind Their Children Not Much Interested In Nepali Subject 51
Table 28: Distribution of Parents by Reason behind Discouraging Attitude of the Children 52
Table 29: Distribution of Parents by Reason behind Dissatisfactory Attendance and Participation of the Children 52
Table 30: Distribution of Parents by Reason behind Not Agreeing on Children's Time towards Nepali Subject 53
Table 31: Distribution of Parents by Reason behind Not Agreeing on Children's Confidence to Make Career by Nepali Subject
53Table 32: Distribution of Parents by Reason behind Not Agreeing on Ability of
Existing Educational Policy to Motivate Children's towards Nepali Subject 54

ABBREVIATIONS

CBO	Community Based Organization
CBS	Central Bureau of Statistics
SFS	Student Friendly Space
CRC	Child Right Convention
CWIN	Child workers in Nepal
EFA	Education for All
HDI	Human Development Index
HIV	Human Immunedeficiency Virus
HW	Health workers
INGO	International Non-Governmental Organization
IT	Information Technology
MoWCSW	Ministry of Women, Children and Social Welfare
NGO	Non Government Organization
RC	Registered Children
SPSS	Social Protection System Strengthening
SWOT	Strengths, Weaknesses, Opportunities and Threats
UNICEF	United Nation Children Fund