

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

In the globalized world like today, the importance of formal education has been increasing gradually. Schools have become a major place not only for learning the cognitive aspects of knowledge as set by the curriculum, but also as a place for learning the non-cognitive aspects of knowledge and behavior. What students learn in the school is, therefore, a matter of great importance. As we all know, this is an age of the knowledge economy. Knowledge has become the most important factor in economic development. Education is associated with productivity, the service sector, business, and industry. The function of education is to enable an individual or the society as a whole to produce knowledge. Therefore, it is very important to look at what our children are learning, how is their interest, attitude, learning practices and participation towards a particular subject, how they are making progress, how our system of education is functioning and the extent to which it is serving what we want it to serve. There is, therefore, increasing importance on information regarding the progress students make in learning achievement as students need higher levels of knowledge and skills than in the past if they are to participate meaningfully in the world of work in the future (Greaney & Kellaghan, 2008).

Nepal is a Land Lock country situated between India and China covering an area of 1,47,181 sq. km. with 26494504 total populations; out of which 65.9 percent are literate. However the percentage of male literacy is quite higher (75%) than that of female literate population (57%). Still many population especially women are deprived of education. Education is the acquisitions of knowledge, understanding, intelligence, conscience, wisdom and so forth (Rana, 2007 AD). However, formal education is imperative for the growth of an individual and that is determined by the external and internal factors. External factors include quality of teachers, structure of the curriculum, school

environment, household environment, societal environment, cohort group etc. that of internal factor includes interest of an individual on subject matter, learning behavior, mental and physical health etc. People can acquire education everywhere, in every moment of life without the bound of age. People can get education from every source such as schools, parents, society, colleagues, mass media, events, nature and so forth. Considering the efficiency of learning of different subjects by secondary level students would differ. There are many subjects that students can learn in the school.

National policies and initiatives play important role to advance educational environment like literacy percentage, teaching process and practices, student's motivation in the education etc. The Government of Nepal has made a commitment to achieve Education for All (EFA) and Millennium Development Goals (MDGs) within the time period specified. Several interventions have been carried out to address these commitments. The EFA National Plan of Action has been developed and implemented so as to improve access and equity, and the quality and efficiency of basic education. The Secondary Education Support Program (SESP) was implemented in 2003 to improve the learning environment, quality, management efficiency, and even access to secondary education. The Teacher Education Project (TEP) was also implemented in 2002 and all teachers were trained throughout the country. A dozen national assessment projects (BPEP, 1997; EDSC, 1997; BPEP 1998; PEDP, 1998; EDSC, 1999; CERID, 1999; EDSC, 2001; EDSC, 2003; CERSOD, 2001; EDSC, 2008; Fulbright, 2008) have been carried out to study student achievement. Keeping all these educational scenarios in perspective as well as considering the changed political situation, international situation, responses of stakeholders and expectations of Nepalese people and utilizing the experience gained on EFA, SESP, TEP and other efforts and initiatives, the Ministry of Education (MOE) developed the School Sector Reform Plan (SSRP) in 2009 and launched it in the fiscal year 2009/10. This study is about the perception of students towards Nepali subject at the high school level in Lalitpur district. The main purpose of carrying out this study is to explore the information on their perception towards this subject. Sociology studies about

the society and culture. Culture is the combination of values, norms and beliefs of people living in the society whereas education is one of the important components to set and manipulate such values, norms and beliefs. It is therefore, education is also a part of the sociological concern and so student's perception towards this subject is socially related. Many methodologies have been adopted to make this study effective and more practical. Research design, study area and rationale for selection, universe and sample size, nature and source of data, techniques of data collection like household study, interview, focused group discussion, tools for data collection like key informant interview, focus group discussion and data processing, analysis, interpretation and reporting , quantitative data and qualitative data are the main research methodologies applied during this study.

1.2 Statement of the Problem

Nepalese are facing various educational difficulties regarding the structure of their school system. To help her people to cope with these problems, a vital curriculum is needed. 15.5 percentages students do not complete the whole high school level education. 11.7 percentages of them do not attend their class and 13.9 percentages of them do not complete their homework regularly (Parajuli, 2008). More than 67 percentage students are not encouraged so far towards existing education system in the country. The students do not have equal interest towards all subjects. Science and mathematics is highly priority and Nepali is the most isolated subject among these students. Their perception towards this subject is not positive. Most of them do not feel comfortable to this subject and it is therefore they do not have interest towards it. They do not think that it is helpful enough for them to develop their future professional career.

While viewing the challenges at the macro perspective, i.e. from the national perspective, the literacy rate of the county is 65.9% (CBS, 2011), and of the total secondary school age children 4.7 percent never enroll in school, and about 16 percent of the children enrolled in secondary schools dropout without completing grade ten. Many students begin school older than they should (at ages nine or ten); and a considerable number

among them left school after completing only one year (MOE, 2012). Literacy rate of women and girls is much lower than that of men and boys and the discrepancy is worse among so called caste groups and rural people. Illiteracy limits the opportunities of millions of women and girls to learn a full range of positive life skills. There are serious gaps between the rural and the urban, ethnic groups and the Dalits.

At present, the serious problem has been created because of urbanization also, with education remaining largely urban-biased. The majority of educational Institutions, particularly better quality institutions, are found in urban areas. In rural areas where schools are set up, the quality of instruction is inferior, facilities are very poor, and educational materials are either difficult to find or virtually unavailable. Consequently, if rural families are serious about the education of their children, they are forced to send them to urban an area, which is a very expensive proposition that the vast majority of rural households would not be able to afford (Parajuli, 2008). The inequality in terms of affordability has resulted in a proliferation of private schools, especially in urban areas, both in terms of number of schools and students. In the context of the study, the answers of the following questions have been tried to find out;

-) How is the Interest and Motivation of Students towards Nepali subject in the study area?
-) What is the attitude of the private school students towards Nepali subject?
-) How is the Learning practice of the Students towards Nepali subject?
-) How is the attendance and participation of the Students towards Nepali subject?
-) Are the needs and aspirations of the private school students addressed by Nepali subject?
-) What sort of role the educational policies have been playing so far to motivate the private school students towards Nepali subject? This study has been made on the basis of above questions, which are inter-linked with sociological perspective.

1.3 Objectives of the Study

The main objective of the study is to reflect the existing perception of the private school students towards Nepali subject in Lalitpur district. Following are the specific objectives of the study;

-) To examine existing interest and motivation of students towards Nepali subject in the study area.
-) To reflect attitude of the private school students towards Nepali subject.
-) To discuss role of the educational policies for motivating the private school students towards Nepali subject

1.3 Rationale/Importance of the Study

Perception of the private school students towards Nepali subject has become a burning issue in the recent time. This study has attempted to find out different sociological theories and paradigm. It plays a milestone role to provide sociological knowledge particularly for those academicians who are interested in above mentioned concerns. This study helps to further researchers also who are going to make their research in perception of the students towards contemporary education. It provides educational information necessary to them in the district.

However, in the context of Nepal a very few study can be found on the perception of secondary level students toward different subjects even study on perception of students on Nepali subject is very limited or nil. A thorough review of the literature showed that a very few secondary level education or subject study has been carried out in Nepal. Accordingly, several academic endeavors also have been made to find out, explore and expand knowledge in private school student's key issues, but still now the expected and sufficient information have not been explored. So, this study has been felt a quite relevance to generate needed information in the mentioned topic.

1.4 Organization of the Study

This study has been divided into six chapters. Accordingly, background, statement of the problem, objectives, rationale of the study and organization of the study has been explained about in the first chapter. In the second chapter, literature regarding perception of the private school students towards Nepali subject has been reviewed. In the third chapter, research design, selection of the study area and rationale for it, the universe and sample, nature and source of data, techniques of data collection like interview, key informants, case study, group discussion, reliability and validity of data, data processing, analysis, interpretation and reporting, limitation of the study and ethical consideration has been explained about. Study setting has been explained in the fourth chapters. Simultaneously, perception of the private school students towards Nepali subject has been discussed on chapter five. At last in the sixth chapter, summary, conclusion and recommendations of the study have been made.

CHAPTER TWO

REVIEW OF LITERATURE

1.1 Literature Review

Students' perception plays vital role in children education in terms of performance and career choice. Numerous factors shape parents perception regarding children education which ultimately influences the children attitude towards education. Parents with different demographic and psychographic characteristics have different expectations for the education of their children. Plenty of researches have been done in this regard at national and international level but it is matter of fact that very few focus the insights of students' perception.

Haq (2001) describes that Attitudes and behaviours that student adopt toward education are largely a result of parents and teachers' encouragement and influence. This then affects what students think, say, and perceive about various careers. Most parents want their children to work for economic gain. Parental involvement in their children's education and choice of career has gained momentum recently and has been a concern of education policy makers. The education system is an area where the relationship between the consumer (parents) and the producer (schools) tilts the balance of power (Munn, 1998). The education system of a country needs to prepare young people with skills and abilities that are considered necessary for increased labour productivity and economic development (Blaug, 1987 & Colman et al 1994).

Haq (2001) expressed that Parents have different educational aspirations for their sons and daughters. Nearly half of parents feel that a boy should receive an intermediate or higher level of education (class 12 or more), whereas only one-third feels the same for girls. Eccles & Davis (2005) describe that probably the most prominent and direct explanation of the parents' education and their children's academic achievement relies on

the assumption that parents learn something during schooling that influences the ways in which they interact with their children about all learning activities at home. Kasari et al. (1999) examined the effects of age, and current educational placement on parents' perception toward inclusion for their child and found that diagnosis did make a difference in parent attitudes towards inclusion.

Do & Mancillas (2001) Parents' educational expectations of their children have a strong impact on children's academic achievement which determines their perception towards education. Parental expectations of children's academic performance have been shown to positively correlate with children's grades. Nancy et al (2001), Parents have greater confidence in boys to take decisions on important life matters as compared to girls. Many parents feel that young people have the right to make decisions; however, they are not sure about their capability to do so. Academic achievement is additionally influenced by children's perceptions of their parents' educational expectations of them. Children are usually aware whether adults have high or low expectations, which influences academic achievement (Eggen et al, 2001).

An injection of investment in education, particularly in the expansion of technical and vocational schooling, some of the students want to get technical skills apart from academic this would improve the productivity of the labour force, allow education to adapt to new technologies more readily, accelerate personal development and thus boost the national economy. (Athanasou et al, 2001). Dempsey & Sandler (1997) describes the main reasons for parental, teacher and students' school involvement, seeing this involvement as an important part of the school system that functions to create positive outcomes for students of all ages. In particular, parental involvement is considered the most important influence on a student's progression through education and related development that has major outcomes for their learning. For student education Institutional forces have also a significant effect on the future pathway navigated through

secondary school education. This includes the status of secondary education, streaming methods and points of transition within the education system as well as the development of the secondary school curriculum (Menon, 1998).

Harkness et al (1991) says student at preschool stage need to be encouraged to develop positive attitude through interaction education is to be designed carefully to provide wholesome growth and development of them. Shabnam et al (2003) find that students perceive high school education plays significant role as it helps them in successful completion of secondary education. It provides the foundation for all around development and enables them to understand various issues. Graff & Davies (2008, September) says student's use of Internet has some positive effects such as access to information, communication, support to education and individual development.

Parent involvement is linked to student's total learning. The greater parent involvement in their learning positively affects the school performance including higher academic achievement. (Watson, 2005) says most parents want their children to work for economic gain. Young girls should work to supplement their families' incomes, and somewhat surprisingly, the proportion is higher in rural areas (Sathar, 2002)

2.2 Theoretical Review

There are different theoretical perspectives and practices to see perception of the students towards Nepali subject. This can be studied on the basis of sociological theories and concepts. It is therefore, this study has also tried to study student's perception in Sudesha High School from the viewpoint of some sociological theories.

Perception of the students can be studied from the angle of critical theory. This theory is based on Neo-Marxism and Hebarmas, Lucas and Adorno are the main profounder of this theory. The theory in sociology says that we need to see the process of social change

through the eye of critical analysis. Critical analysis is inevitable to search new alternatives for socio-culture change. 'Critical understanding over the system of socio-cultural transformation helps to search for new alternatives in the society' is one of the fundamental assumptions of this theory. On the basis of this assumption, the study has tried to see whether or not the transformation process of the study area could mainstream students in the education. In other hand, this theory also claims that critical perspective to see the process of socio-cultural change prepares intellectual weapons. It widens the intellectual grounds and aware people to escape from slavery. Based on this claim, student's perception towards education in the study area can be studied. It is because level of awareness of the students determines their perception towards education.

Similarly, critical theory in sociology says that we need to understand the relationships among all the aspects to understand the process of social change. Hebarmas and Lucas say that there are many aspects like economy, politics, religion, culture, caste groups and classes in the society. We cannot know the process of social change in the absence of knowledge on relationships among these aspects. This study has tried to see the process of student's perception in the study area on the basis of the theory. It has attempted to study their perception towards education on the basis of their existing economic and socio-cultural context because these contexts determine the level of their perception.

This study also has accessed student's perception on the basis of economic theory in sociology. This theory is based on Marxism. Marx and Engels are the main profounder of this theory. It says that economy is the main element for social change. According to it, the change in economic system causes the change in every unit and process of the society. This study has tried to explain student's perception on the basis of economic theory and it is because, economic aspect of students determines their perception towards education. They become attracted and interested only in that subject which is salable and easily helps them to absorb in the employment market which's ultimate goal is to acquire economic returns and benefits.

2.3 Conceptual Framework of the Study

This study has tried to find out the student's perception level towards Nepali subject in Lalitpur district. Their perception level can be diagnosis on the basis of different components. Interest and Motivation, attitude, learning practices, Attendance and Participation of the student towards Nepali subject, needs and aspirations of the students addressed by Nepali subject and Role of educational policy for motivating students towards it are the basic components of this study.

In conclusion, this study has tried to reflect their level of perception towards Nepali subject on the following grounds:

Interest and Motivation of student

The study has attempted to find out whether or not the interest of the students has been fulfilled by the Nepali subject. Publicly, it is a common fact that a large majority of the students are interested in other subjects rather than in Nepali. The ratio of the students who expose their interest in Nepali subject seems very negligible. If they are given choice, only very few of them study Nepali in the house and their classroom in a week. This study intends to make an accurate analysis of this fact to reflect real perception of these students towards the Nepali subject.

Attitude of student

Attitude of the students is not appreciable enough. They do not want to study Nepali as regularly as other subjects in the high school level. Majority percentage of them does not feel comfortable in the Nepali subject. More than 60% of them rank themselves weak in this subject and 49% of them (Field Study, 2014) do not have enough confidence to improve their Nepali subject than before if they are provided with opportunities. Based

upon these facts, this study attempts to find out the level of perception of the students towards Nepali subject.

Learning practices of students

The study has tried to access the level of perception of the students on the basis of their learning practices towards Nepali subject. Most of the students pay their high attention to complete the homework in other subjects rather than in Nepali. It is a well-known fact that majority of these students do not make their choice to Nepali. The study has tried to know their frequency of completing and not completing Nepali homework in a week. Similarly, the study attempts to diagnosis the reasons for not completing homework in this subject.

Attendance and Participation of student

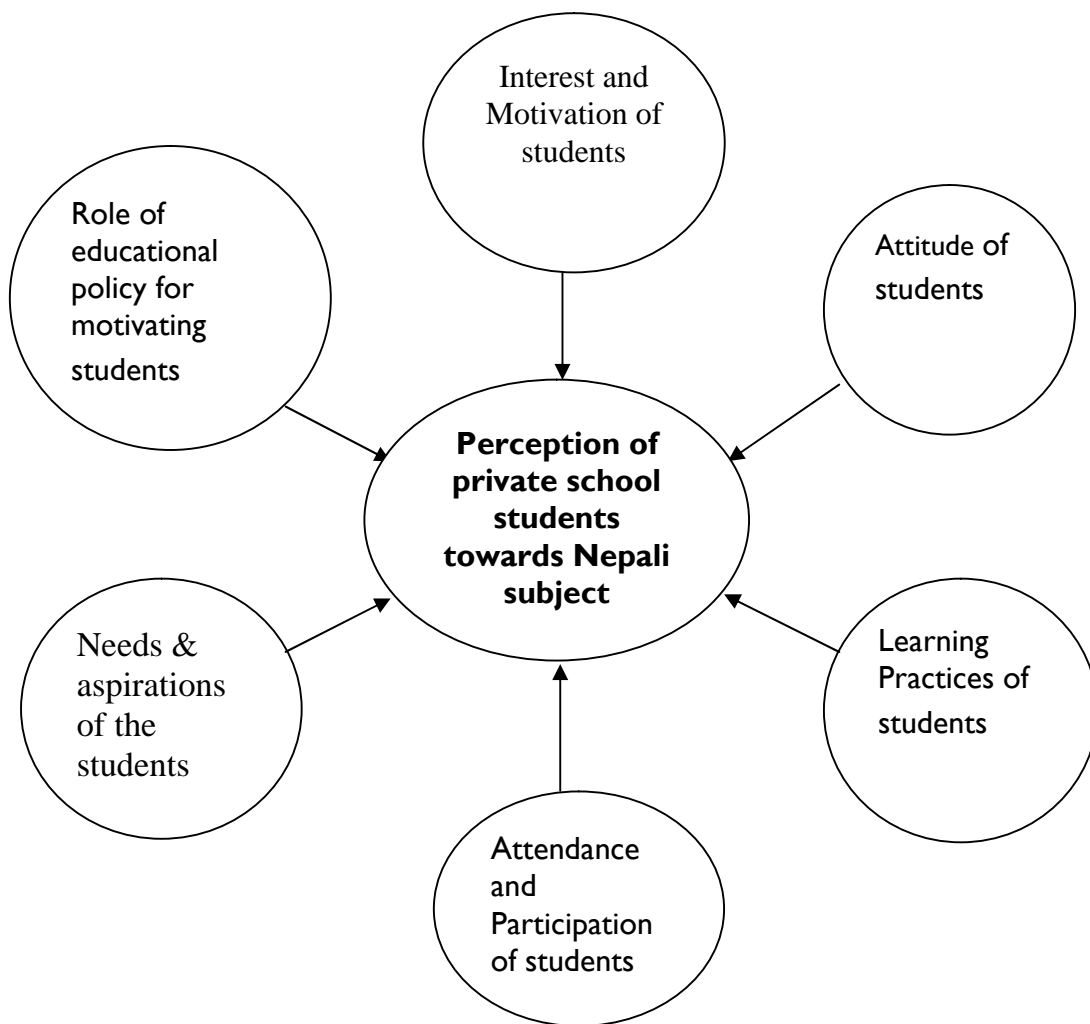
Level of participation indicates the 'engagement' of the students towards Nepali subject. It's a naked fact that large majority of the students from such school don't want to engage themselves in this subject since they think that it cannot capacitate them enough to be observed in the employment market. According to them, this subject cannot make them highly competitive in the career development. It is therefore, the study intends to measure the level of perception of these students towards Nepali subject on the basis of their attendance and participation.

Needs and aspirations of the students

The needs and aspirations of the students have to be addressed and fulfilled to professionalize their career by the Nepali subject. As a sociological perspective, we have to see whether educational process has been succeeded to envelop their needs and aspirations or not. So, this study has tried to reflect the level of perception of the students on the basis of their needs and aspirations addressed by the contemporary educational process.

Role of educational policy for motivating students

Educational policy has its important role to motivate students towards Nepali subject so as to maximize their meaningful participation in it. It is therefore, whether or not such a policy has made efforts to attract these students in Nepali subject is also one of the basic parameter to analyze the level of their perception. So, this study has attempted to reflect the role of these policies to access the perception of these students.



2.4 Operational Definition and Measurement of Key Concepts/Variable

This topic has tried to define key concepts and variables and provide the criteria/indicators for measuring/analyzing to them like following;

Interest and Motivation of student

Interest is the matter of like and dislike of the people towards a particular phenomenon. It determines 'attraction' of the people towards it. This terminology in the study stands for like and dislike of the students towards Nepali subject which can be measured and analyzed on the basis of their frequency of studying Nepali subject in their home and classroom in a week. Whether or not these students take Nepali as their favorite subject is also another criteria for its measurement.

Attitude of the student

Attitude is the way of thought of the social creature like human being towards a particular subject and attitude plays important role to shape out their mentality. In other word, mentality is the result of attitude. In this study, attitude stands for the way of thoughts of the students towards Nepali subject and their attitude can be measured on the grounds of their feeling, self-ranking and confidence towards Nepali subject. Here, it is tremendously important to see whether their thought and mentality is positive or negative towards Nepali subject. It is because the comforts they feel, the rank they make themselves and the ratio of their confidence towards Nepali subject determine the level of their perception towards this subject.

Learning practices of the student

Learning practices is the 'conduct' of people towards others. It is the way of conduct the people make while socializing with others in the society. It can be measured on the fundamental grounds of 'activities' one makes towards a particular subject or individuals. In other words, their conduct can be measured on the basis of their level of performance

towards the particular activities. If the activity is performed well the learning practice is supposed to be good and if the activity is not performed well then this practice is not supposed to be good. In this study, student's learning practice can be measured on the basis of their frequency of completing and not completing Nepali homework and reasons for not completing their homework regularly in a week. It is because, the study want to see the level of perception of the students on the grounds of their performance.

Attendance and Participation of student

Participation simply can be known as 'engagement' of the people with some subject matters. In other word, it can be understood as an 'association' also. It is therefore with the sociological point of view, involvement can be measured on the pillar of 'engagement' or 'association' of the people towards a particular phenomenon. In this study, student's engagement towards Nepali subject can be measured on the basis of their attendance, absence and the reasons for absence to this subject since it attempts to see the level of their perception toward this subject.

Needs and aspirations of the students

Needs and aspirations are the 'necessity' and 'willingness' of the people towards a particular subject matter. More the needs and aspirations are fulfilled; more the ratio of necessity and willingness is raised towards it. It is therefore, needs and aspirations can be measured on the basis of addressed necessity and willingness. In this study, needs and aspirations indicate the necessity and willingness of the students that could be addressed by the Nepali subject which can be measured on the basis of their thought towards this subject like whether or not this subject is useful to them, whether or not this subject is salable and whether or not the subject is helpful to develop their professional career. Based upon these measurements, the study has attempted to reflect the level of perception of the students towards Nepali subject.

Role of educational policy for motivating the students

The role of educational policy implies the efforts made by educational policy to attract a particular group of people towards education sector. In this study, it means the efforts made by the educational policy to maximize meaningful participation of the students towards Nepali subject. It is because; students are target groups of the study. The role of educational policy can be measured on the grounds of these students perception towards Nepali like whether they like this subject as compulsory or optional and whether or not this subject should be in the high school level.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

Both the primary and secondary data and information were collected by employing various methods. Primary data was collected through exploratory research design where as secondary data was collected through governmental and non-governmental published sources.

3.2 Study Area and Rationale for Selection

Lalitpur district has been selected as the study area for this study. Furthermore, private school students in the district have been selected as the population of the study. This area has been selected for the study because perception of the private school students towards Nepali subject in recent days has been great issue and no authentic study till now has been made there. Therefore, it is essential for selecting this area.

3.3 The Universe and Sample Size

This study has considered the Sudesha High School in Lalitpur district as universe. 70 respondents including 40 boys and 30 girls from class 9 and 10 and 21 key informants like 15 parents and 6 teachers out of them have been taken as the sample. Sudesha High School was visited and studied. Representative from district education office, teachers from the school and guardians were purposively selected for key informant, interview, focused group discussions and informal discussion.

3.4 Nature and Source of Data

Both the primary and secondary data and information have been collected from both primary and secondary sources. Specially, data concerned with the private school students have been collected as the primary data. Interview, interaction, regular discourses have been the main means of collecting primary data.

Secondary data from many sources like guide to a teacher, journal of the student's psychology, teaching arrangement handbook and reports have been collected.

3.5 Techniques of Data Collection

This study has employed different techniques of data collection. The major purpose for employing such techniques of data collection was to gather the real information of private school students of the study area. Interview, key informants, focused group discussion and case study were the main techniques of data collection in the study. Interview was taken among the private school students to access the level of their perception through diagnosis of their interest and motivation, attendance and participation etc towards Nepali subject. The study made a case study of the students in the district. Simultaneously, the study took representative from district education office, teachers from the school and guardians as key informants. It formed a group among the students and made a discussion about their present perception towards Nepali subject. This study has tried to employ the following techniques of data collection;

3.5.1 Interview with the Students

This study had organized interview among the private school students. The main aim of the interview was to diagnosis their perception towards Nepali subject in the study area. An interview schedule was developed and it was distributed among the respondents.

3.5.2 Key Informants Interview

This study selected some key informants for the purpose of collecting authentic information in the study area. It took key informants from the district education office, teachers from the school, local development worker, student activists, guardians and academicians. For this, the researcher had visited their door to door and collected necessary information from them. The main aim of this process was to reflect the perception of private school students towards Nepali subject on the basis of their interest

and motivation, attitude, learning and Practices, attendance and participation, and aspirations.

3.5.3 Case Study

This study made case study of four students from the private school students. The main objective of this was to find out the differences between their previous and existing educational condition. The study tried to access the level of their current educational status on the comparison of their previous status. For this, the researcher had visited them personally to their resident and asked their life history in a descriptive way. The information was collected on the basis of their life story.

3.5.4 Focused Group Discussion

This study had formed a group among the students of Sudesha High School. The group was selected and taken information on the basis of group discussion and interaction. The major purpose of group discussion was to find out their perception towards Nepali subject.

3.6 Reliability and Validity of Data

Data have been collected through direct interview, interaction and other reliable sources. Those collected data have been verified and tallied with their formal records. So, the collected data have been reliable and valid, too. The study consisted pre-testing followed by checklist preparation. Then it implied revision of the data.

3.7 Data Processing, Analysis, Interpretation and Reporting

Data collected through the various sources have been processed, analyzed, interpreted in the subsequent chapters on the basis of finding and using appropriate method. This has been done to make the findings more clear and scientific. After this, a through reporting has been prepared highlighting conclusion of the study.

3.8 Limitation of the Study

There is no doubt that interest and motivation; attitude, attendance and participation, learning practices of the students play an important role for holistic development of the country. So, it could be studied and analyzed from many different perspectives. Again, each and every research work cannot be unlimited. This study has been made with the primary objectives to the partial fulfillment of the master degree requirement of Sociology under humanity. However, a single district (Lalitpur) had to be selected to complete the study in limited time within limited budget as well as manpower. Specially, this study involved the following limitations;

-) There were many other students from high school level in the school, but only 70 students (40 boys and 30 girls) were included. Only 6 teachers and 15 parents were considered in the study.
-) There are many other issues of the students, but only perception towards Nepali subject has been highly highlighted in the study.
-) Study has been based on the philosophy that all respondents have given their answers without any prejudice and biases.

3.9 Ethical Consideration

The study has applied 'No harm' philosophy during the study period. This study did not intend to harm any individual, any caste group and any class. Its main concern was to diagnosis perception level of the private school students. The study has tried to maintain the specificity as possible in the study period. It went only in the particular area and subject matter of the study. It did not go in a complex and vague area. It has been tried to make short, sweet and simple. It did not make any biases in data collection, analysis and presentation. It has pictured real perception of the students, which was found during the study. There is no modification and overemphasis in the study. It did not try to make any influence during information collection, processing, analyzing and presentation. This study tried to collect accurate data and information as much as possible.

CHAPTER FOUR

STUDY AREA AND THE PEOPLE

4.1 Sudesha High School at a Glance

Sudesha High School has a glorious history of almost three decades in serving the nation starting from 2041 BS. The School is situated in a very peaceful spacious envelopment at Nakhkhu only at 1 km distance from Ring road with the ample of first graded physical infrastructures. The school appeared its students in the School Leaving Certificate (SLC) on 2055 BS.

The vision of Sudesha is to encourage the children so that they can be able to foster their duties & social responsibilities pursuing intellectual curiosity and creativity along a path of self discovery which leads them to responsible adulthood. The school has always kept the children's social, physical and intellectual needs in the centre as its motto i. e. Endeavour towards Excellence.

4.1.1 Beliefs

Followings are beliefs of the school;

-) Learning varies as per the intelligences and Sudesha is always committed to facilitate the students with materials in sufficient to cover all types of learners. The school strongly believes to multiple intelligence of the students.
-) Students' prior experience and knowledge have to be dug out so that learning style can get identified and overall training can be manipulated.
-) Demonstration and active participation in study can engage the students throughout the learning processes, so, the activities like questions answer, solve problem, make connections, and draw conclusions, articulate own ideas are frequently to be exercised in the class.

) Education is enhanced through respectful, open, and supportive relationships between students and teachers. Students are encouraged to be creative and to share their ideas and feelings.

4.1.2 Curriculum

) Sudesha offers a balanced curriculum within the Nepal Government's National Curriculum designed by Curriculum Development Centre (CDC) and some extra reference books and resource materials to upgrade knowledge of the students so that they can be able to compete in standard of private schools.

) English is the primary medium of communication within the school premises. Course books are also offered in English medium except Nepali so that the students can be able to learn to speak and write both languages fluently and precisely.

4.1.3 Extra Curricular Activities (ECA)

The school focuses not only on academic learning but also the inventive and physical development as whole of the students. The physical education programmers have been associated to the mainstream prospectus for not only to skilling in sports but to develop a good understanding value of physical education & discipline and commit to suitability for a lifetime.

Sports: Football, Volleyball, Basketball, Cricket, Table Tennis, Chess etc have been brought in grapple to drill the students on the subject of the various playoffs.

Martial Art: A range of martial arts are under conveyance throughout the academic year such as Taekwondo, Karate and Wushu are managed for the interested students.

Music and Dance: Sudesha emphasizes on Music and Dance along with its theoretical and practical working out since the creativity is cultivatable through interesting measures like singing and dancing.

Composition: Drawing, Free Writing, Quiz, Debate, Dance, Singing, Exhibitions and Spelling Contest are carried out throughout the session. House wise, class wise and individual competitions are organized. It believes in interschool competitions to develop the exposure. It takes part as well as organizes several competitions as mentioned above.

4.1.4 Academic Scheme

Evaluation: The school follows Continuous Assessment System (CAS). Project work, home assignment, attendance and unit tests are regularly evaluated. After every test teachers send a copy of answer sheet to parents which gives a detailed review of the child's achievement in the classroom.

Examination: Sudesha conducts four terminal examinations which shall be scheduled in the school calendar and 40% depending on the CAS and 60% depending on the terminal examination results as a sum total of progress of the student.

Scholarships and Awards

An outstanding scholar of every class is rewarded monthly with monthly fee which is based on the academic performance term wise. Scholarship is awarded to the champions of sports and ECA's as well. Students securing position on different interschool events are honored every year by Sudesha Ratna; First, Second and Third.

1.4.5 Resources/Facilities

Science Laboratories: Sudesha holds a well equipped lab for the students with all kinds of indispensable facilities where concepts of theoretical and practical science education are facilitated through experimentations under every student's close observation.

Library: All the students can benefit themselves from a wide range of well equipped materials in the library. They are frequently made to confer with extra books related to text books. Also the facility of internet is on hand which is accessible to all the students.

Computer Lab: Ample quantities of computers are available where all the students can go through piratical drills of the computer education.

Transportation: Sudesha offers need based comfortable and reliable transportation services to and from within Lalitapur, Kathmandi and Bhaktapur.

Auditorium Hall: The sudesha authority always endeavors an active participation of each and every student in different academic curricular and extra - curricular activities which take place in this hall that is well furnished and all the necessary configuration is enough standard.

4.2 General Characteristics of the Respondents

The respondents in the study have been categorized in to three major groups like students, parents and the teachers as well. The students and parents belong from different caste and ethnic groups like Brahmin, Chhetri, Janajati, Madheshi and Dalit. Service and self business are the main occupation of the parents.

4.2.1 Students

There are total 386 students including 215 boys and 171 girls from play group to grade 10. The students belong from different caste and ethnic groups like Brahmin, Chhetri, Janajati, Madheshi and Dalit as well.

Table 1: Description of the Students by their Class, Gender, Caste and Ethnicity

No	Class	Sex		Caste and Ethnicity				Total
		Boy	Girl	Brahmin/ Chhetri	Janajati	Madheshi	Dalit	
1	Play Group	1	3	2	2	-	-	4
2	Nursery	7	8	5	9	1	-	15
3	L.KG	9	6	5	9	1	-	15
4	U.K.G	8	8	8	7	1	-	16
5	1	15	13	12	15	2	-	29
6	2	21	11	22	10	2	1	35
7	3	11	7	7	9	3	-	18
8	4	18	16	10	24	-	-	34
9	5	18	9	11	16	-	-	27
10	6	16	18	18	15	1	1	36
11	7	28	16	15	27	2	-	44
12	8	15	21	16	15	3	2	36
13	9	24	13	12	23	1	1	37
14	10	24	16	20	18	-	2	40
Total		215	171	164	198	17	7	386

Source: Sudesha School, 2014

Accordingly, achievement of the school also has been found very satisfactory. 189 students have passed School Leaving Certificate (SLC) level during last 6 years with 62 of them in distinction, 121 of them in first division and 7 of them in second division out of the total number.

Table 2: Achievements of Last 6 Years in School Leaving Certificate

Year	Distinction	First Division	Second Division	Total Students
2065	4	20	4	28
2066	4	20	2	26
2067	16	26	1	42
2068	12	12	0	24
2069	16	26	0	42
2070	10	17	0	27
Total	62	121	7	189

Source: Sudesha School, 2014

4.2.2 Parents

The parents belong from different educational status, caste and ethnicity and the gender like Brahmin, Chhetri and Janajati. Service, agriculture and self business are the main occupation of them. Following is the description of parents selected as respondents in the study;

Table 3: Description of the Parents by their Educational Status, Caste/Ethnicity and Gender

Educational Status	Caste and Ethnicity				Total
	Brahmin/Chhetri		Janajati		
	Male	Female	Male	Female	
Illiterate	1	-	-	-	1
Simply Literate	-	-	1	1	2
Primary	-	-	1	-	1
Secondary	-	2	2	-	4
High School	1	1	-	-	2
Graduate	1	2	2	-	5
Total	3	5	6	1	15

Source: Sudesha School, 2014

4.2.3 Teachers

There are total 22 teachers including 9 male and 13 female for play group to grade 10. They belong from different caste and ethnic groups like Brahmin, Chhetri, Janajati, Madheshi and Dalit. Following are their detail description;

Table 4: Description of the Teachers by their Gender, Caste and Ethnicity

No	Name of the Teacher	Sex		Caste and Ethnicity			
		Male	Female	Brahmin /Chhetri	Janajati	Madheshi	Dalit
1	Madhu Lohani	1	-	1	-	-	-
2	Ram Hari Rimal	1	-	1	-	-	-
3	Durga Tamang	1	-	-	1	-	-
4	Sujan Bhandari	1	-	1	-	-	-
5	Paras Sharma	1	-	1	-	-	-
6	Narayan Sapkota	1	-	1	-	-	-
7	Shristi Pradhan	-	1	-	1	-	-
8	Pooja T. Magar	-	1	-	1	-	-
9	Durga Acharya	-	1	1	-	-	-
10	Sarala Tiwari	-	1	1	-	-	-
11	Jyoti Kafle	-	1	1	-	-	-
12	Praveen Upreti	1	-	1	-	-	-
13	Kalpna Magar	-	1	-	1	-	-
14	Nita K. C	-	1	1	-	-	-
15	Pabitra Karki	-	1	1	-	-	-
16	Binita Thapa Magar	-	1	-	1	-	-
17	Kamal Bhattarai	1	-	1	-	-	-
18	Santi Kathayat	-	1	1	-	-	-
19	Subani Karki	-	1	1	-	-	-
20	SatyaNarayan Shahi	1	-	-	1	-	-
21	Santa Gautam	-	1	1	-	-	-
22	Usha Byanjankar	-	1	-	1	-	-
Total		9	13	15	8	0	0

Source: Sudesha School, 2014

CHAPTER FIVE
PERCEPTION OF THE PRIVATE SCHOOL STUDENTS TOWARDS NEPALI
SUBJECT

There are many components contributing for determining perception level of the private school students towards Nepali subject. Interest and motivation , attitude, learning practices, attendance and participation of the students, their needs and aspirations addressed by this subject and existing role of educational policy towards it are the main components among them.

5.1 Perception of Private School Students towards Nepali Subject

The study had attempted to know the view of students on their perception towards Nepali subject. For this purpose, 70 students including 40 boys and 30 girls including 15 parents and 6 teachers were selected and interviewed. Their views on the question found as explained in the tables below;

5.1.1 Interest and Motivation of the Students

The study attempted to find out the level of perception of the high school students towards Nepali subject on the basis of their interest and motivation to it.

5.1.1.1 Student's Background on Language Spoken at Home.

The table below deals with the language spoken by the students at their home and shows that a big percentage of students speak Nepali at their home.

Table 5: Distribution of Students by Their Language Speaking at Home

Respondent	Reaction										Total	
	Nepali		Native									
			Newari		Tamang		Magar		Other			
	No	%	No	%	No	%	No	%	No	%	No	%
Boy	20	28.57	14	20	-	-	2	2.85	4	5.71	40	100
Girl	19	27.14	5	7.14	2	2.85	-	-	4	5.71	30	100
Total	39	55.71	19	27.14	2	2.85	2	2.85	8	11.42	70	100

Source: Field Study, 2014

The Table above shows that 55.71% students speak Nepali at home and 44.29% of them do not speak Nepali at home because 28.57% boys and 27.14% girls speak Nepali, 20% boys and 7.14% girls speak Newari, 2.85% boys and 2.85% girls speak Magar and 5.71% boys and 2.85% girls speak other language at home. None of boys and only 2.85% girls speak Tamang.

The above data shows that effectiveness of Nepali subject depend upon family linguistic environment. It can further be cleared through the case study below:

Case Study: 1

Family support counts a lot!

Ishan karki is a boy from grade 10 at Sudesha high school. He studied up to class 3 in Adarsha Saula Higher secondary School. When he was small he got help from his family for writing and speaking Nepali. His parents were good in Nepali subject. I tried his best to learn Nepali from his childhood. His parents used to give him Nepali Newspaper when he read in class 3. That time he was too week in Nepali. After then he joined Rose English School which was private School and English was focused there. He went for entrance in that School but it is interesting, he failed in Nepali subject and I repeated the class 3 in Rose School also. After that event, he gave more priority to Nepali subject and gradually it started to be improved. Later, he again changed his school and joined to Sudesha High School. He became good student in the school including highest marks in Nepali. Later on, the teacher and teaching techniques changed in Sudesha also which was a big challenge for him to get good marks in Nepali. Most of the students were poor in that subject. Due to support of his family in Nepali subject, at least he maintained it. Nowadays he gives much more priority to this subject. His Nepali teachers and their teaching techniques are also good. Due to this, he is getting good in this subject. Recently he got opportunity to work as a Radio jockey in the school and he fluently speaks Nepali writing news by himself. This activity is also supporting him to advance his Nepali. It is therefore nowadays, he is well known in this subject.

Ishan Karki's linguistic skill seems better, the reason behind is his family's linguistic environment. Also is participation in different activities related to Nepali language has been supportive for him.

Table 6: Distribution of Students by Reason behind Not Liking Nepali Subject

Respondent	Reaction										Total	
	Yes		No									
			Not native language		Difficult to understand		Boring subject		I think it is useless subject			
	No	%	No	%	No	%	No	%	No	%	No	%
Boy	15	21.42	-	-	20	28.57	5	7.14	-	-	40	100
Girl	4	5.71	-	-	20	28.57	6	8.57	-	-	30	100
Total	19	27.13	-	-	40	57.14	11	15.71	-	-	70	100

Source: Field Study, 2014

The table above shows that only a total of 27.13% including 21.42% boy and 5.71% girls like Nepali subject. However none of them say that Nepali is not their native language but 57.14% of them did not like this subject because 28.57% boys and 28.57% girls said Nepali difficult to understand, 7.14% boys and 8.57% girls said it as a boring subject and none of them said a useless subject to it.

5.1.1.3 Student's View on Choice

The table below deals with the student's reasons behind not favoring Nepali subject and shows that a big percentage of students did not consider Nepali as their favorite subject.

Table 7: Distribution of Students by Reason behind Not Favoring Nepali Subject

Respondent	Reaction										Total	
	Yes		No									
			Difficult to Understand		Complicated Subject		Grammatical Subject		Descriptive Subject			
	No	%	No	%	No	%	No	%	No	%	No	%
Boy	11	15.71	16	22.85	5	7.14	4	5.71	4	5.71	40	100
Girl	9	12.85	14	20	2	2.85	3	4.28	2	2.85	30	100
Total	20	28.56	30	42.85	7	9.99	7	9.99	6	8.57	70	100

Source: Field Study, 2014

The table above shows that only 28.56% students including 15.71% boys and 12.85% girls replied Nepali as their favorite subject. 71.44% of them did not consider it as a favorite subject because 22.85% boys and 20% girls replied it as a ‘difficult to understand’ subject, 7.14% boys and 2.85% girls replied it as a complicated subject, 5.71% boys and 4.28% girls replied it as a grammatical subject and 5.71% boys and 2.85% girls replied it as a descriptive subject.

5.1.2 Attitude of Students

The study attempted to find out the level of perception of the high school students towards Nepali subject on the basis of their attitude.

5.1.2.1 Student’s View on Rank

The table below deals with the student’s rank ??? on Nepali subject and shows that a significant percentage of students considered them poor in Nepali subject.

Table 8: Distribution of Students by Reason behind Ranking Poor in Nepali Subject

Respondents							Total	
	First		Second		Third			
	No	%	No	%	No	%	No	%
Boy	4	5.71	18	45	18	25.71	40	100
Girl	4	5.71	12	40	14	20	30	100
Total	8	11.42	30	42.85	32	45.71	70	100

Source: Field Study, 2014

The table above shows that 11.42% students including 5.71% boys and 5.71% girls ranked themselves first, 42.85% of them including 45% boys and 40% girls ranked second and 45.71% of them including 25.71% boys and 20% girls ranked them third in the Nepali subject.

Along with physical and psychological development of the student, the quality in Nepali language has been getting poorer. The reason behind is-more time they spend in the family, they more involve in speaking Nepali. And effectiveness seems poor.

Case Study: 2

Change in school declined the subject

Deepika Rana Magar is a 15 year female student from grade 9 at Sudesha High School. She lives at Shanti chowk in Lalitapur with her parents. There are many kinds of people from different culture, language, cast and ethnic groups; dominantly Magar in her community. She liked Nepali when she was at class 3 in her earlier school Nava Pravat, Pulchok . She was good in Nepali. But when she changed the school suddenly her study went down. Nowadays, I is confused even in Nepali language (as well as subject) when begins reading and writing in Nepali. She hesitates in this subject and whenever she tries she pronounces English in place of Nepali. She tries to focus in it much as well as Guru (Nepali teacher) handles her but again it has become a problem to her. Her Nepali teachers are good and they teach her good too. The conduct interactive class followed by questions and answers between students and teacher, applying different teaching methods like sometimes joking, singing and carry-catcher, the text books are also good, but surprisingly she is weak in Nepali. She never bunk the class, she never miss its period and she never miss it homework, but again she is confused in this subject. It all happened due to change in the school.

This case study also clears that the family linguistic environment plays an important role in development of Nepali language in students.

5.1.2.2 Student's View on Comfort

The table below deals with the student's feeling on Nepali subject and shows that a significant percentage of students considered Nepali as a tough subject.

Table 9: Distribution of Students by Reason behind Thinking Nepali as a Tough Subject

Respondent									Total	
	Yes						No			
	Less use at home		Difficulties in grammar		Difficulties in literature					
	No	%	No	%	No	%	No	%	No	%
Boy	6	8.57	10	14.28	11	15.71	13	18.57	40	100
Girl	1	1.42	10	14.28	4	5.71	15	21.42	30	100
Total	7	9.99	20	28.56	15	21.42	28	40	70	100

Source: Field Study, 2014

The table above shows that 40% students including 18.57% boys and 21.42% girls did not consider Nepali as a tough subject. 60% of them considered it as a tough subject because 9.99% of them including 8.57% boys and 1.42% girls replied Nepali subject is less useful at their home, 28.56% of them including 14.28% boys and 14.28% girls replied that they have difficulties in its grammar and 21.42% of them including 15.71% boys and 5.71% girls replied that they have difficulties in its literature.

The data contains theme that more of the subjects in private school are in English medium and only Nepali is in local language. As a result Nepali seems to be tough subject. Also change of school environment can hamper the students. The below case study is an evidence of such cases.

Case Study: 3

How the merger between two schools can hampers your command over Nepali subject!

Bimala Marasini is a 15 year female student from grade 10 at Sudesha High School. She lives at Bagdole, Lalitpur with her parents who are Radio Journalist in Radio Sagarmatha. She had good Nepali when she was at grade 5. Later on the school; BVM Higher Secondary School she studied merged with Sudesha High School. After this, many teachers taught her this subject but her Nepali gradually started being poor day by day. Both the teachers and students tried hard but, it could not be improved. Very surprisingly, an interested and easy subject turned into a boring and complicated subject to her. Now this subject has become a headache to her. She is facing problems in the grammar including passage and literature also. It has become the subject of confusion to her. She is not getting good marks in this subject. She knows that in spite of many critiques to this subject, it is the subject of her native tongue. It is the subject of her national language. She was good in Nepali subject but, all this came to happen when there was merge between BVM and Sudesha High School. After the merge, teachers and their teaching methodologies became changed and the tragic days for Nepali students started.

Here, Bimala realizes that her weakness in Nepali is only because of change in school environment that happened to her when two schools were merged. This case example too can be considered as a problem to weaken the students in Nepali subject.

5.1.2.3 Student's View on Modality

The table below deals with the student's version on Nepali subject and shows that a significant percentage of students considered Nepali not as a simple subject.

Table 10: Distribution of Students by Reason behind Not Thinking Nepali as a complex Subject

Respondent									Total	
	Yes						No			
	Less use at home (complex)		Difficulties in grammar		Difficulties in literature					
	No	%	No	%	No	%	No	%	No	%
Boy	6	8.57	10	14.28	11	15.71	7	10	40	100
Girl	8	11.42	10	14.28	4	5.71	4	5.71	30	100
Total	14	19.99	20	28.56	15	21.42	11	15.71	70	100

Source: Field Study, 2014

The table above shows that 15.71% students including 10% boys and 5.71% girls did not consider Nepali as a simple subject. 84.29% of them considered it as a complex subject because 19.99% of them including 8.57% boys and 11.42% girls replied Nepali subject is less useful at their home, 28.56% of them including 14.28% boys and 14.28% girls replied that they have difficulties in its grammar and 21.42% of them including 15.71% boys and 5.71% girls replied that they have difficulties in its literature.

The data brings an image that some intelligent students also feels difficulty in their subject as it is National language it is easy to speak but it is difficult to write correctly i.e, also because of complexities of this subject. The below is experience of an intelligent student.

Case Study: 4

Teacher's support makes your dream come true!

Sharddha syagbo (Tamang) is a 14 years girl and lives at Dhobighat, Lalitpur. She is from grade nine in Sudesha High School. As far as she remembers, she found Nepali Subject a bit easy up to grade 5. After she reached grade 6, it become much difficult to her. It was because she had to write long answer and Nepali Grammar was also complicated. Making sentence (bakya) is much difficult to her. She suggests her Nepali teacher to give more emphasis on practical than theoretical teaching. Interactive teaching could be more effective. Similarly, she suggests her school to organize many interactive and descriptive programs related to Nepali literature in order to improve their reading and writing. She thinks that has also some responsibilities to improve Nepali subject. She herself thinks to give more attention in Nepali subject. She thinks of doing more hard work to secure good marks in exam. It is because; she has great exception from this subject.

The above case study of shraddha syagbo, an intelligent student shows that a frequent guidance of the teacher is very important to progress and to bring change in marks is a big challenge.

5.1.3 Learning Practice of the Students

The study attempted to find out the level of perception of the high school students towards Nepali subject on the basis of their learning practice to it.

5.1.3.1 Student's View on Frequency of Completing Nepali Homework

The table below deals with student's reasons behind not completing Nepali homework and shows that a big percentage of students did not always complete their homework.

Table 11: Distribution of Students by Reason behind Not Completing Nepali Homework Always

Respondents	Reaction								Total	
	Yes		No							
			Lack of support at home		Low priority		Work load in other subject			
	No	%	No	%	No	%	No	%	No	%
Boy	11	15.71	6	8.57	4	5.71	19	27.14	40	100
Girl	11	15.71	2	2.85	2	2.85	15	21.42	30	100
Total	22	31.42	8	11.42	6	8.57	34	48.57	70	100

Source: Field Study, 2014

The table above shows that only 31.42% students including 15.71% boys and 15.71% girls always completed Nepali homework. 72.58% of them did not always complete their homework because 11.42% of them including 8.57% boys and 2.85% girls replied that they have lack of support at home, 8.57% of them including 5.71% boys and 2.85% girls replied that their priority to this subject was low and 48.57% of them including 27.14% boys and 21.42% girls replied that their workload in other subject is higher.

5.1.3.2 Student's View on Frequency of Completing Nepali Homework in a Week

The table below deals with student's reasons behind not completing Nepali homework regularly in a week and shows that a total percentage of them did not always complete their homework.

Table 12: Distribution of Students by Reason behind Not Completing Nepali Homework Regularly in the Week

Respondents	Reaction								Total	
	Yes		No							
			Sometime		Normally		Mostly			
	No	%	No	%	No	%	No	%	No	%
Boy	-	-	5	7.14	18	25.71	17	24.28	40	100
Girl	-	-	3	4.28	18	25.71	9	12.85	30	100
Total	-	-	8	11.42	38	51.42	26	37.14	70	100

Source: Field Study, 2014

The table above shows that no students completed Nepali homework regularly in a week. 100% of them did not always complete their homework because 11.42% of them including 7.14% boys and 4.28% girls only sometime, 51.42% of them including 25.71% boys and 25.71% girls normally, and 37.14% of them including 24.28% boys and 12.85% girls mostly completed their homework regularly in a week. It shows that a total percentage of students did not always complete their homework.

5.1.4 Attendance and Participation of the Students

The study attempted to find out the level of perception of the high school students towards Nepali subject on the basis of their attendance and participation to it.

5.1 Student's View on Attending Nepali Period Regularly

The table below deals with student's reasons behind not attending and participating Nepali period regularly.

Table 13: Distribution of Students by Reason behind Not Attending and Participating Nepali Subject Regularly

Respondents	Reaction								Total	
	Yes (Attended)		No							
			Due to questions from the teacher		Teaching method is not simple		Others(if any)			
No	%	No	%	No	%	No	%	No	%	
Boy	38	54.28	-	-	1	1.42	1	1.42	40	100
Girl	29	41.42	1	1.42	-	-	-	-	30	100
Total	67	95.70	1	1.42	1	1.42	1	1.42	70	100

Source: Field Study, 2014

The table above shows that 95.70% students including 54.28% boys and 41.42% girls attended Nepali homework regularly (There is difference between not completing homework and attending a particular class because attending all the classes does not mean to complete the homework regularly). Only 4.30% of them did not attend their homework because 1.42% girls replied due to questions from the teacher, 1.42% boys replied due to complicated teaching method and 1.42% replied due to other reason (workload in other subject).

5.1.4.2 Student's View on Attending Nepali Period in a Week

The table below deals with student's frequency of attending and participating Nepali period and shows that a big percentage of students attended this subject regularly.

Table 14: Distribution of Students by Reason behind Not Attending Nepali Period Regularly in a Week

Respondents	Reaction						Total	
	All periods a week		4 periods a week		3 periods a week			
	No	%	No	%	No	%	No	%
Boy	39	55.71	-		1	1.42	40	100
Girl	30	42.85	-		-	-	30	100
Total	69	98.56	-	-	1	1.42	70	100

Source: Field Study, 2014

The table above shows that 98.56% students including 55.71% boys and 42.85% girls attended all the Nepali periods in a week. Only 1.42% boy did not attend all the periods because he attended 3 periods in a week.

5.1.4.3 Student's View on Missing Nepali Periods

The table below deals with student's reasons behind missing Nepali period and shows that a big percentage of students did not attend this subject regularly.

Table 15: Distribution of Students by Reason behind Missing Nepali Period

Respondents	Reaction						Total	
	Much time for other subject		Monotonous		Others (if any)			
	No	%	No	%	No	%	No	%
Boy	16	22.53	8	11.42	16	22.53	40	100
Girl	8	11.42	7	10	15	21.42	30	100
Total	24	33.95	15	21.42	31	44.28	70	100

Source: Field Study, 2014

The table above shows that 33.95% students including 22.53% boys and 11.42% girls attended all the Nepali periods in a week. 66.05% of them did not attend all the periods because 21.42% of them including 11.42% boys and 10% girls attended this period 4 periods and 44.28% of them including 22.53% boys and 21.42% girls attended it only three periods in a week.

5.1.5 Needs and Aspirations of the Students

The study attempted to find out the level of perception of the high school students towards Nepali subject on the basis of their needs and aspirations by it.

5.1.5.1 Student's View on Usefulness of Nepali Subject

The table below deals with student's reasons behind not thinking Nepali as a useful subject and shows that a significant percentage of them considered it as a useful subject.

Table 16: Distribution of Students by Reason behind Not Thinking Nepali Useful

Respondents	Reaction								Total	
	Yes		No							
			Limited Scope of higher studies		Limited Scope in future career		Others (if any)			
No	%	No	%	No	%	No	%	No	%	
Boy	29	41.42	4	5.71	3	4.28	4	5.71	40	100
Girl	20	28.57	-	-	7	10	3	4.28	30	100
Total	49	69.99	-	5.71	10	14.28	7	9.99	70	100

Source: Field Study, 2014

The table above shows that 69.99% students including 41.41% boys and 28.57% girls considered Nepali as a useful subject. 30.01% of them did not considered it useful

because 5.71% boys replied its scope limited for higher studies, 14.28% of them including 4.28% boys and 10% girls replied its scope limited for future career and 9.99% of them including 5.71% boys and 4.28% girls replied the other reasons.

5.1.5.2 Student's View on Helpfulness of Nepali Subject

The table below deals with student's reasons behind not thinking Nepali as a helpful subject and shows that a significant percentage of them did not consider it as a helpful subject for their career.

Table 17: Distribution of Students by Reason behind Not Thinking Nepali Helpful to Achieve Their Aim

Respondent	Reaction										Total	
	Yes		No									
	No	%	I want to read computer		I want to read science		It is not related in my aim		It is not international Language		No	%
Boy	11	15.71	4	5.71	3	4.28	6	8.57	16	22.85	40	100
Girl	15	21.42	-		-		8	11.42	7	10	30	100
Total	26	37.14	4	5.71	3	4.28	14	19.99	23	32.85	100	100

Source: Field Study, 2014

The table above shows that 37.14% students including 15.71% boys and 21.42% girls considered Nepali as a helpful subject. 62.86% of them considered it as a helpless subject because 5.71% and 4.28% boys wanted to study computer and science respectively, 19.99% of them including 8.57% boys and 11.42% girls replied that this subject was not related with their aim and 32.85% of them including 22.85% boys and 10% girls replied that this subject in not an international language.

5.1.6 Role of Existing Educational Policy

The study attempted to find out the level of perception of the high school students towards Nepali subject on the basis of role of existing educational policy to it.

5.1.6.1 Student's View on Compulsion of Nepali Subject

The table below deals with student's reasons behind not agreeing Nepali as a compulsory subject and shows that a significant percentage of them did not consider it as a compulsory subject.

Table 18: Distribution of Students by Reason behind Not Agreeing on Nepali as a Compulsory Subject

Respondent	Reaction								Total	
	Strongly agree		Agree		Don't agree		Strongly don't agree			
	No	%	No	%	No	%	No	%	No	%
Boy	10	14.28	14	20	11	15.71	5	7.14	40	100
Girl	1	1.42	21	30	7	10	1	1.42	30	100
Total	11	15.70	35	50	18	25.71	6	8.57	70	100

Source: Field Study, 2014

The table above shows that 15.70% of students including 14.28% boys and 1.42% girls strongly agreed, 50% of them including 20% boys and 30% girls agreed, 25.71% of them including 15.71% boys and 10% girls did not agree and 8.57% of them including 7.14% boys and 1.42% girl strongly did not agreed on compulsion of the Nepali subject in the high school level.

5.1.6.2 Student's View on Option of Nepali Subject

The table below deals with student's reasons behind not agreeing Nepali as an optional subject and shows that a significant percentage of them consider it as an optional subject.

Table 19: Distribution of Students by Reason behind Not Agreeing on Nepali as an Optional Subject

Respondent	Reaction								Total	
	Strongly agree		Agree		Don't agree		Strongly don't agree			
	No	%	No	%	No	%	No	%		
Boy	19	27.14	8	11.42	8	11.42	5	7.14	40	100
Girl	15	21.42	12	17.14	2	2.85	1	1.42	30	100
Total	34	48.57	20	28.57	10	14.28	6	8.56	70	100

Source: Field Study, 2014

The table above shows that 34.28% of students including 27.14% boys and 21.42% girls strongly agreed, 28.57% of them including 11.42% boys and 17.14% girls agreed, 14.28% of them including 11.42% boys and 2.85% girls did not agree and 8.56% of them including 7.14% boys and 1.42% girl strongly did not agreed on option of the Nepali subject in the high school level.

5.1.6.3 Student's View on Changes in Nepali Subject

The table below deals with student's reasons behind changes to be made in Nepali subject and shows that a big percentage of them allowed making changes in this subject.

Table 20: Distribution of Students by Reason behind Changes They Want in Nepali Subject

Respondent	Reaction								Total	
	Only Grammar		Only Literature		Both of them		None of them			
	No	%	No	%	No	%	No	%	No	%
Boy	2	2.85	6	8.57	29	41.42	3	7.5	40	100
Girl	15	21.42	8	11.42	7	10	-	-	30	100
Total	17	24.28	14	19.99	36	51.42	-	-	70	100

Source: Field Study, 2014

The table above shows that 24.28% students including 2.85% boys and 21.42% girls said only grammar, 19.99% of them including 10% boys and 11.42% girls said only literature, 51.42% of them including 41.42% boys and 19% girls said both of them and 7.5% boys said none of them should be changed in the Nepali subject.

5.2 Perception of Teachers to Their Students towards Nepali Subject

The study had attempted to know the views of teachers on perception of their students towards Nepali subject. For this purpose, 6 teachers were selected and interviewed. Their views on the question found as explained in the tables below;

5.2.1 Teacher's View on Interest of the Students

The table below deals with teacher's reasons behind finding students not much interested in Nepali subject and shows that a large majority of them found students not much interested in it.

Table 21: Distribution of Teachers by Reason behind Finding Students Not Much Interested In Nepali Subject

Respondent	Reaction								Total	
	Yes				No					
	Strongly agree		Agree		Don't agree		Strongly don't agree			
	No	%	No	%	No	%	No	%	No	%
Teacher	4	66.66	1	16.66	1	16.66	-	-	6	100

Source: Field Study, 2014

The table above shows that 66.66% teacher strongly agreed, 16.66% of them agreed and 16.66% of them did not agree that private school students were much interested in Nepali subject.

5.2.1 Teacher's View on Attitude of the Students

The table below deals with teacher's reasons behind discouraging attitude of the students towards Nepali subject and shows that a very large majority of them found students not much encouraged in it. (Field Study, 2014)

Table 22: Distribution of Teachers by Reason behind Discouraging Attitude of the Students

Respondents							Total	
	Encouraging		Normal		Discouraging			
	No	%	No	%	No	%	No	%
Teacher	1	16.66	5	83.33	-		6	100

Source: Field Study, 2014

The table above shows that 16.66% teacher replied that student’s attitude towards Nepali subject seemed encouraging, 83.33% of them replied normal and none of them replied discouraging. It shows that a major percentage of them replied attitude of the students normal.

5.2.2 Teacher’s View on Attendance and Participation of the Students

The table below deals with teacher’s reasons behind attendance and participation of the students towards Nepali subject and shows that a total percentage of them found it satisfactory.

Table 23: Distribution of Teachers by Reason behind Dissatisfactory Attendance and Participation of the Students

Respondents							Total	
	Satisfactory		Normal		Dissatisfactory		No	%
	No	%	No	%	No	%		
Teacher	3	50	3	50	-	-	6	100

Source: Field Study, 2014

The table above shows that 50% teachers replied that student’s attitude towards Nepali subject seemed satisfactory, 50% of them replied normal and none of them replied dissatisfactory. It shows that 100% of them replied the attendance of the students not satisfactory.

5.2.3 Teacher’s View on Time given by the Students

The table below deals with teacher’s view behind agreeing on appropriateness of time given the students towards Nepali subject and shows that a large majority of them found agreed on it.

Table 24: Distribution of Teachers by Reason behind Agreeing on Student’s Time towards Nepali Subject

Respondent	Reaction								Total	
	Yes				No					
	Strongly agree		Agree		Don’t agree		Strongly don’t agree		No	%
	No	%	No	%	No	%	No	%		
Teacher	4	66.66	1	16.66	1	16.66	-	-	6	100

Source: Field Study, 2014

The table above shows that 66.66% teacher strongly agreed, 16.66% of them agreed and 16.66% of them did not agree that private school students had given appropriate time for Nepali subject.

5.2.4 Teacher’s View on Confidence of the Students

The table below deals with teacher’s view behind agreeing on student’s lack of confidence to make career by Nepali subject and shows that all of them found agreed on it.

Table 25: Distribution of Teachers by Reason behind Not Agreeing on Student’s Confidence to Make Career by Nepali Subject

Respondent	Reaction								Total	
	Yes				No					
	Strongly agree		Agree		Don’t agree		Strongly don’t agree		No	%
	No	%	No	%	No	%	No	%		
Teacher	2	33.33	4	66.66	-	-	-	-	6	100

Source: Field Study, 2014

The table above shows that 33.33% teacher strongly agreed and 66.66% of them agreed that private school students had not enough confidence to make their career by Nepali subject.

5.2.5 Teacher’s view on Ability of Existing Educational Policy

The table below deals with teacher’s view behind not agreeing on ability of existing educational policy to motivate students towards Nepali subject and shows that a very large percentage of them found agreed on it.

Table 26: Distribution of Teachers by Reason behind Not Agreeing on Ability of Existing Educational Policy to Motivate Students towards Nepali Subject

Respondent	Reaction								Total	
	Yes				No					
	Strongly agree		Agree		Don’t agree		Strongly don’t agree		No	%
	No	%	No	%	No	%	No	%		
Teacher	4	66.66	1	16.66	1	16.66	-	-	6	100

Source: Field Study, 2014

The table above shows that 66.66% teacher strongly agreed, 16.66% of them agreed and 16.66% of them did not agree that existing educational policy is not able to motivate students towards Nepali subject.

5.3 Perception of Parents to Their Children towards Nepali Subject

The study had attempted to know the views of parents on perception of their children towards Nepali subject. For this purpose, 15 parents were selected and interviewed. Their views on the question found as explained in the tables below;

5.3.1 Parent's View on Interest of the Children

The table below deals with parent's reasons behind finding children not much interested in Nepali subject and shows that a large majority of them found their children not much interested in it.

Table 27: Distribution of Parents by Reason behind Their Children Not Much Interested In Nepali Subject

Respondent	Reaction								Total	
	Yes				No					
	Strongly agree		Agree		Don't agree		Strongly don't agree		No	%
	No	%	No	%	No	%	No	%		
Parent	11	73.33	2	13.33	2	13.33	-	-	15	100

Source: Field Study, 2014

The table above shows that 73.33% parents strongly agreed, 13.33% of them agreed and 13.33% of them did not agree that their children were much interested in Nepali subject.

5.3.2 Parent's View on Attitude of the Children

The table below deals with parent's reasons behind discouraging attitude of the children towards Nepali subject and shows that a big percentage of them found their children not much encouraged in it.

Table 28: Distribution of Parents by Reason behind Discouraging Attitude of the Children

Respondents							Total	
	Encouraging		Normal		Discouraging			
	No	%	No	%	No	%	No	%
Parent	-	-	5	33.33	10	66.66	15	100

Source: Field Study Report, 2014

The table above shows that no parents replied their children's attitude towards Nepali subject seemed encouraging, 33.33% of them replied normal and 66.66% of them replied discouraging

5.3.3 Parent's View on Attendance and Participation of the Children

The table below deals with parent's reasons behind attendance and participation of the children towards Nepali subject and shows that a total percentage of them found it satisfactory.

Table 29: Distribution of Parents by Reason behind Dissatisfactory Attendance and Participation of the Children

Respondents							Total	
	Satisfactory		Normal		Dissatisfactory			
	No	%	No	%	No	%	No	%
Parent	-	-	5	33.33	10	66.66	15	100

Source: Field Study, 2014

The table above shows that no parents replied their children's attitude towards Nepali subject seemed satisfactory, 33.33% of them replied normal and 66.66% of them replied dissatisfactory

5.3.4 Parent's View on Time given by the Children

The table below deals with parent's view behind agreeing on appropriateness of time given by their children towards Nepali subject and shows that a large majority of them found agreed on it.

Table 30: Distribution of Parents by Reason behind Not Agreeing on Children's Time towards Nepali Subject

Respondent	Reaction								Total	
	Yes				No					
	Strongly agree		Agree		Don't agree		Strongly don't agree		No	%
	No	%	No	%	No	%	No	%		
Parent	10	66.66	3	20	2	13.33	-	-	15	100

Source: Field Study, 2014

The table above shows that no parents replied their children's attitude towards Nepali subject seemed satisfactory, 33.33% of them replied normal and 66.66% of them replied dissatisfactory

5.3.5 Parent's View on Confidence of the Children

The table below deals with parent's view behind agreeing on children's lack of confidence to make career by Nepali subject and shows that a majority of them found agreed on it.

Table 31: Distribution of Parents by Reason behind Not Agreeing on Children’s Confidence to Make Career by Nepali Subject

Respondent	Reaction								Total	
	Yes				No					
	Strongly agree		Agree		Don’t agree		Strongly don’t agree			
	No	%	No	%	No	%	No	%	No	%
Parent	11	73.33	2	13.33	2	13.33	-	-	15	100

Source: Field Study, 2014

The table above shows that 73.33% parents strongly agreed, 13.33% of them agreed and 13.37% of them did not agree on private school children’s confidence to make their career by Nepali subject.

5.3.6 Parent’s view on ability of existing educational policy

The table below deals with parent’s view behind not agreeing on ability of existing educational policy to motivate children towards Nepali subject and shows that a very large percentage of them found agreed on it.

Table 32: Distribution of Parents by Reason behind Not Agreeing on Ability of Existing Educational Policy to Motivate Children’s towards Nepali Subject

Respondent	Reaction								Total	
	Yes				No					
	Strongly agree		Agree		Don’t agree		Strongly don’t agree			
	No	%	No	%	No	%	No	%	No	%
Parent	11	73.33	4	26.66	-	-	-	-	15	100

Source: Field Study, 2014

The table above shows that 73.33% parents strongly agreed and 26.66% of them agreed that existing educational policy is able to motivate students towards Nepali subject.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Summary

Education means the acquisitions of knowledge, understanding, intelligence, conscience, wisdom and so forth (Rana 2007 AD). Amongst many, school is one of the important educational institutions for formal education. Perception is an ability to see, hear and understand the particular phenomenon (oxford dictionary). This is an art of perceiving an observation or mental image, or an awareness of the elements of an environment through physical sensation interpreted in the light of experience. It can be a quick, acute, and intuitive cognition. The central focus of the study is to examine the perception of private school student towards Nepali subject. Ministry of Education (MOE 2012) shows that there are about 15 percent private schools in Nepal. The ratio of private schools is expanding considerably. In 1984 the ratios of private schools at secondary level was 3.1 (Caddle, 2009) which increased by 4.1 in 2012.

Out of the total population 26494504, only 65.9 percent are literate (CBS, 2011). Still many population especially women are deprived of the education. It is because the percentage of male literacy is quite higher (75%) than that of female literate population (57%). 15.5 percentages students do not complete the whole high school level education. 11.7 percentages of them do not attend their class and 13.9 percentages of them do not complete their homework regularly (Parajuli, 2008). More than 67 percentage students are not encouraged so far towards existing education system in the country. Total secondary school age children 4.7 percent never enroll in school, and about 16 percent of the children enrolled in secondary schools dropout without completing grade ten. At present, the serious problem has been created because of urbanization also, with education remaining largely urban-biased. The majority of educational Institutions, particularly better quality institutions, are found in urban areas.

The main objective of the study was to reflect the existing perception of the private school students towards Nepali subject in Lalitpur district. Examine their interest in the study area, reflecting their attitude, picturing their learning practices, showing their attendance and participation towards this subject, examine whether or not their needs and aspirations are addressed by it and discussing the role of educational policies for motivating them towards this subject are the specific objectives of the study.

Many methodologies have been adopted to make this study effective and more practical. Research design, study area and rationale for selection, universe and sample size, nature and source of data, techniques of data collection like household study, interview, focused group discussion, tools for data collection like key informant interview, focus group discussion and data processing, analysis, interpretation and reporting like quantitative data and qualitative data are the main research methodologies applied during this study.

6.2 Conclusion

Based on the findings from study and interactions (FGDs and KII) with a wide range of stakeholders, the conclusions are summarized as below;

-) Using a phenomenological research approach, two groups like 40 boys and 30 girls out of total 70 high school students were interviewed in Sudesha High School in Lalitpur regarding their perceptions of Nepali subject .
-) The research revealed that the students did not value Nepali subject, while at the same time they did not rate it as their favorite courses.
-) Students also believed that Nepali was a good option for an elective course.
-) Students indicated that many teachers continued to depend on textbooks and lectures as the main tool for teaching. In addition, students put a high value on teacher enthusiasm and interactive learning.

-) Teachers need to be aware of individual differences among students: different levels of intelligence, different learning styles, and differences relating to comprehension of understanding subject/material. Because of these differences, teachers must not only realize, but also study the differences and use a variety of teaching strategies to ensure that all students have a quality education.
-) It is very important that teachers evaluate various methods, applying them to each student as they see fit. It is important for teachers to understand that the teacher is the key factor in a students' perception of Nepali subject. When teachers use different teaching strategies to improve the learning climate, it is possible that a positive attitude about Nepali will transpire
-) Students should be given the opportunity to ask questions and discuss their answers. Students should be introduced to a practical application of the content related to the Nepalese society through field trips and other "hands-on" experiences.
-) Students wanted teachers to involve students in class discussions, letting them express their opinions on the subject matter. They felt that the teacher should not dominate the class discussion and should allow and encourage students to voice what they feel about a particular story/lesson. For them, class must be about positive interaction between teacher and student (Personal interview with Mohamed).
-) Familiarizing each generation with a system of beliefs and values pertaining to all cultures provides students with concrete information to help them develop a sound awareness of the world. In our educational system, Nepali curriculum is one of the influential ways in which we attempt to achieve the goal of exploring these central values with our children but at the same time, competencies of this subject is becoming questionable.
-) As a result, Nepali curriculum in Nepal should be revised to include the most recent available information and to reflect contemporary research to it education in order to prepare young citizens for living in the 21st century. The failure of these implications could cause a more decline in the attitudes toward it.

6.3 Recommendation

There are several factors under perception of the private school students towards Nepali subject. This study has studied only their interest and motivation, attitude, learning practices, attendance and participation, their needs and aspirations and the role of educational policy. It is therefore, following are the recommendations for the students and researchers who are going to make their research and study in the same issue;

-) This study was conducted in a single school which could be a potential deficiency. Further studies are needed in different schools in order to analysis a broad base of students.
-) Although this study was conducted on only high school students, future studies should be conducted on other level of the students.
-) Since this research used phenomenological method of qualitative analysis, quantitative methods should also be conducted. Although the researcher is satisfied with the facts and findings, the limitations of qualitative studies are recognized. A broad quantitative survey may further assistant to the understanding of student's perception towards Nepali.

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INTERVIEW SCHEDULE

Interview with the students

I have prepared this questionnaire to make research on 'Perception of the Private School Students towards Nepali Subject' based on the dissertation (Thesis) on Master's Degree of Sociology. I would request you to reply the answers by your views and giving tick marks in the box given below.

Name:

Sex:

Class:

1. Interest and Motivation of Students

1.1 Which language do you speak at home?

Nepali

Native

If native, which?

- a. Newari
- b. Tamang
- c. Magar
- d. Others

1.2 Do you like Nepali subject?

Yes

No

If no, why

- a. Not native language
- b. Difficult to understand
- c. Boring subject
- d. I think it is useless

1.3 Is Nepali your favorite subject in the high school level?

Yes

No

Why?

2. Attitude of Students

2.1 How do you rank yourself in Nepali subject in comparison with other subjects?

- a) First
- b) Second
- c) Third

2.2 Do you think Nepali is a tough subject?

Yes

No

If yes, why?

- a. Less use at home
- b. Difficulties in grammar
- c. Difficulties in literature

2.3 Do you think Nepali should be made simple?

Yes

No

If yes, how?

- a. Less grammar
- b. Less literature
- c. Less grammar and literature

3. Learning practice of the Students?

3.1 Do you always complete your Nepali homework?

Yes

No

If no, why?

- a. Lack of support at home
- b. Low priority
- c. Work load in other subject

3.2 How often do you complete your Nepali homework in a week?

- a. Always
- b. Mostly
- c. Sometime

4. Attendance and Participation of the Students

4.1 Do you attend Nepali period regularly?

Yes No

If no, why?

- a. Due to incomplete homework
- b. Due to questions from the teachers
- c. Teaching way is not simple
- d. Others (if any)

4.2 How often do you attend Nepali period in a week?

- a. All periods a week
- b. 4 periods a week
- c. 3 periods a week

4.3 Why did you miss Nepali periods?

- a. Much time for other subject
- b. Monotonous
- c. Others (if any)

5. Needs and Aspirations of the Students

5.1 Do you think Nepali is a useful subject for you?

Yes No

If no, why?

- a. Limited Scope of higher studies
- b. Limited Scope in future career
- c. Others (if any)

5. Do you think it helps to achieve your aim?

Yes

No

Why?

- a) I want to read computer
- b) I want to read science
- c) It is not related in my aim
- d) It is not international Language

6. Role of Existing Educational Policy

6.1 Do you agree that Nepali should be compulsory subject in the high school level?

- a. Strongly agree
- b. Agree
- c. Don't agree
- d. Strongly don't agree

6.2 Do you agree that Nepali should be optional subject in the high school level?

- a. Strongly agree
- b. Agree
- c. Don't agree
- d. Strongly don't agree

6.3 What changes should be made?

Yes

No

Why?

- a. Only Grammar
- b. Only Literature
- c. Both of them

Thank you for your valuable time, support and contribution!

Interview with the Teachers

I have prepared this questionnaire to make research on 'Perception of the Private School Students towards Nepali Subject' based on the dissertation (Thesis) on Master's Degree of Sociology. I would request you to reply the answers by your views and giving tick marks in the box given below.

Name:

Address:

Qualification:

Experience:

2. Do you agree that students are not much interested in Nepali than in other subject?

- a. Strongly agree
- b. Agree
- c. Don't agree
- d. Strongly don't agree

3. How is the student's attitude towards Nepali subjective?

- a. Encouraging
- b. Normal
- c. Discouraging

4. How is attendance and participation of the students towards Nepali subject?

- a) Satisfactory
- b) Normal
- c) Dissatisfactory

5. Do you agree that students have given appropriate time towards Nepali subject?

- a. Strongly agree

- b. Agree
- c. Don't agree
- d. Strongly don't agree

6. Do you agree that students are not confident enough to make their career by Nepali subject?

- a. Strongly agree
- b. Agree
- c. Don't agree
- d. Strongly don't agree

7. Do you agree that existing educational policy is able to motivate the students towards Nepali subject?

- a. Strongly agree
- b. Agree
- c. Don't agree
- d. Strongly don't agree

Thank you for your valuable time, support and contribution!

Interview with the Parents

I have prepared this questionnaire to make research on 'Perception of the Private School Students towards Nepali Subject' based on the dissertation (Thesis) on Master's Degree of Sociology. I would request you to reply the answers by your views and giving tick marks in the box given below.

Name:

Address:

Qualification:

Sex:

Age:

Occupation:

1. Do you agree your children are not much interested in Nepali than other subject?
 - a. Strongly agree
 - b. Agree
 - c. Don't agree
 - d. Strongly don't agree
2. How is attendance and participation of your children towards Nepali subject?
 - a. Encouraging
 - b. Normal
 - c. Discouraging
3. How is attendance and participation of the students towards Nepali subject?
 - a) Satisfactory
 - b) Normal
 - c) Dissatisfactory
4. Do you agree your children have given appropriate time towards Nepali subject?
 - a. Strongly agree

- b. Agree
- c. Don't agree
- d. Strongly don't agree

5. Do you agree that children are not confident enough to make their career by Nepali subject?

- a. Strongly agree
- b. Agree
- c. Don't agree
- d. Strongly don't agree

6. Do you agree that existing educational policy is able to motivate the students towards Nepali subject?

- a. Strongly agree
- b. Agree
- c. Don't agree
- d. Strongly don't agree

Thank you for your valuable time, support and contribution!

Name list of the Parents

No	Name
1	Nirmala Karki
2	Padam Bahadur Magar
3	Durga Acharya
4	Kamal Bhattarai
5	Rita Gautam
6	Mina Thapa
7	Mina Tamang
8	Ajay Thapa Magar
9	Devaka Hamal
10	Duklal Marasini
11	Amber Bd. Bista
12	Rabi Thapa Magar
13	Padam Bd. Syangba
14	Hira Lal Lama
15	Mukesh Ale Magar