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An Analysis of Drop-outs in Higher Education in Nepal

(A case study of Institute of Humanities and social sciences of Tribhuvan University)

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I. Introduction

The purpose of this research paper is to make an inquiry into the nature and causes of droup-outs in higher education in Nepal in the area of social sciences. This paper has been divided into four sections. The first section gives an introductory remarks on the concept of higher education with reference to the higher education drop-outs in Nepal. The second section deals with the method of the study where as the third section basically gives the analysis and interpretation of data collected from the field survey. Finally Section four highlighls the natnre, causes of drop-outs and some suggested measures to deal with the problem.

Dynamics of Education and Development:

The relationship between education and development is not a new discovery. Education is the most important factor in achieving rapid development and technological progress and

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in creating a social order founded on values of freedom, social justice and equal opportunity.[1] Education can be viewed as an instrument for change with a dual function. "It is to change the society by breaking through its crust of outmoded traditions, salvaging its inner values and revitalizing its life impluse with selected values from the modern world; it is to change itself in structure, becoming abundant, efficient, and productive and a part of the main stream of the world's growing knowledge."[2]

The aspiration for development in most of the developing countries is constantly threatened by continued hunger, disease, illiteracy and malnutration. They are currently fighting a great war against poverty. No theraphy ,except better education can lead to destination of progress and prosperity. With the introduction of a new concert of "Human Capital", human resource has been considered as the wealth of nations. Just as an econ my can achieve a higher le el of gross national product (GNP) by technological advances which improve physical capital, in another way an economy can also improve its human capital and increase GNP.[3] Human capital can be improved by formal education, on the job training, fuller information about job opportunities, migration and better health care.

The direct link between education and development exists only when the national system of education is properly organised from both qualitative and quantitative points of views. "History shows numerous instances where small social groups and elite have used education as a prerogative of their rule and as a tool for maintaining their hegemony and perpetuating the value upon which it has rested"[4] In Nepal, with a view to achieve social and national integration, in 1971 a National Education system plan (NESP) had been put into application to accelerate the process of modernisation and cultivate social, moral and spritual values. This was a landmark in the educational history of Nepal although its success or failure might be a climax of controversy among planners, theoreticians and politicians of the country.

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1 Third five Year Plan of India (1961—66), p. 573.

2. Muhammad Shamsul Huq, Education, Manpower and Development in South and South east Asia (Praeger Publishers, 1975), p 3.

3. Jakubauskas and Palomba, Manpower Economics (Addison-Wesley, 1973), p. 14.

4. Educational and National Development—report of the education commission 1964-66 (New Delhi. 1966), p. 5.

1.2 Conceptual Background:

In developing countries, there is always a crisis in education. The crisis is followed by disequilibrium between social demand and supply of human capital. This conflict has taken various forms, such as growth in the number of educational institutions, overcrowded classrooms within the educational system, competitive and restricted admissions, double shift schools or campuses, redesigned curricula, and new courses to meet the demand for new skills. The present educational system in most of the developing nations is bound up with the following problems:

1- Quantitative expansion **versus** quality;

2. The challenge of resource gap;

3. Disparity in education; and

4. The staggering problem of wastage.

With the rapid increase in population very little qualitative change is possible in any educational system rather more attention given to quantitative expansion. The educational burden in developing country is also very heavy. There is always a serious problem of resource gap. According to one estimate the resource gap in Nepal will amount nearly Rs. 2 billion during the period 1979/80; where as regular expenditure on education is only 2.24%, 2.50%, 2.26% of the total budget in 1961/62, 1969/70 and 1976/77 respectively.[5] The gap between needs and resources hanunt all developing countries, and in view of the deepening crisis in education and development, this question is naturally agitating the minds of planners. There must be subtantial additions of educational expenditures to upgrade the quality of the teaching personnel, school and campus buildings, equiment and libraries. The Problem of financing educational development with limited resources has become major impediment to faster progress.[6] Moreover, the resource gap affects all the sectors in the economy. The cost of education has also become the higest in developing countries. Socially and economically disadvantaged groups are always lagged behind in educational opportunities.

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5. Bhawani Dhugana and others, An analysis of Tax structure of Nepal. (Kathmandu CEDA: 1976), Appendix No. 3.

6. Muhammad Samsul Huq op. cit, footnote 2, p. 12.

Abovc all, the problem of wastage (Drop-outs and repeaters) in education is one of the most serious and persistent problems in most of the underdeveloped countries and is indicative of the "low productivity" of the education system. This creates waste of human and financial resources to a staggering-magnitude. The size of drop-outs existing in developing countries is so great that the cost of education is raised by about three to four times the basic cost which otherwise would have been incurred.[7]

The high incidence of wastage and stagnation in our educational institutions has posed social and economic problems at the local and national level. Educationists, politicians, parents and teachers have voiced from time to time this problem.

Drop-out Sitution in Nepal:

This study is primarily concentrated on the analysis of the drop-outs in higher education with reference to the Institute of Humanities and Social Science (IOHSS). Since drop-out is one of the parameters of wastage, rapidly increasing drop-outs will have adverse effect on the society in various aspects. It can devalue the importance of present educational system.[8]

This most bewildering fact is that the large number of students withdraw from studies before completing the particular educational cycle for which they enroll themselves. Equally remarkable incident is that the Indian Universities have attracted the attention of many Nepalese students in pursuit of higher learning. The annual number, if not exaggeration, exceeds 40,000.[9] The magnitude of capital flight is also beyound calculation.

Drop-out is a very sensitive device to measure the effectiveness of a particular educational system. Higher the drop-out ratio, the more is the percentage of failure of the prevailing education system and vice versa. A lower rate of drop-out can signify the popularity of an educational system. It is true that all students cannot complete the particular level of education, but these drop-outs and underachievers represent a tragic waste of the potentialities of our young people at a time when our country needs their fullest productivity.

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7. An Asian Model of Educational Development: Perspectives for 1965-80 (UNESCO, 1976), p. 88-89.
8. It can also affect other variables like income, employment and output in an economy.
9. Timea of India, Sept 19, 1977.

Nepal, a developing country, has to face several challenges. The first and foremost challenge is directly responsive to human knowledge, efficiency and skills. In other words, man plays the lead role in development drama.[10] Human beings are the active agents who accumulate capital, exploit natural resources, build social, economic and political organisations and carry forward national development. Human resources are the energies, skills, talent and knowledge of people which are, or which potentially can or should be applied to the production of goods or the rendering of useful services.[11] It is Human resource-not capital, nor income, nor material resources-constitute the ultimate basis for the wealth of nations. But this nation seems to have been devalued. Because wastage in education, in terms of drop-out, has been most frustrating experience for the developing countries.

In Nepal, National Educational System Plan (NESP) was introduced in 1971 with a view to create a dynamic and exploitation free society in our country.[12] Accordingly, Tribhuvan University Act 2028, approved the establishment of 11 Institutes concerning technical and non-technical area. One of them is the Institute of Humanities and Social Science (IOASS). By virtue of its strength (Physical facilities, number of students and teachers), IOHSS is the biggest institute affiliated with Tribhuvan University.[13] IOHSS is playing a significant and dynamic role since its inception. It has been producing different levels of (Highly skilled, Medium and Low level) manpower annually to the large extent in comparison to the output of other institutes. The IOHSS output is qualitative as well as quantitative. The large number of IOHSS output has been absorbed in various corporations, agencies and different departments of HMG and University itself. They have also occupied the decision making positions at the national level. But looking at the volume of drop-out population and identifying the rate of drop out the significant contribution of IOHSS output has lost its weight in terms of wastage in higher education. At all levels in higher education during the specified period, 36 persons dropped out in every 100 students. From the available statistics the rate of drop-out for all the levels (Certificate, Diploma and Degree) during the period is 36.02 percent (Table 1). The total drop-out population during the same period is given as follows:

10. Mohammad Mohsin, "The National Educational Plan. An Analytical Introduction" On Education in Nepal: A tropical Compilation (Kathmandu National Education Committee, 1974), p. 1.
11. Frederick H. Harbison. Human Resources as the Wealth of Nations (New York: Oxford University press, 1973), p. 3.
12. National Education System Plan 1971-75 (Kathmandu: Ministry of Education, HMG, 1971).
13. The Institute of Humanities and Social Sciences has 27 campuses, roughly 6,000 students annually and 600 teachers.

Table-1

Total Drop-out Population. 1974/76--1976/78

Level Wise

YEAR / Level*	1974/76	1975/77	1976/78	Total	In % of the total
I	825	1186	954	2965	61.92
II	185	864	487	1536	32.07
III	45	87	156	288	6.01
Total	1055	2137	1597	4789	100.00

* I, II and III levels refer to Certificate, Deploma and Degree levels respectively.

Source ; Statistical reports Part I and II .

(Pokhara : Dean's Office, IOHSS, 1974/77.)

(In case of Degree Level the academic year consists of three years–one year is devoted to National Development Service.)

During the year 1974/76, 1975/77 and 1976/78 the rate of drop-out in I level is 27.82, 40.0 and 32. 18; in II level it is 12.04, 56.26 and 31.70 and in III level the rate is 15. 63, 30. 20 and 54.17 during the same period.

Table-2

Percentage Distribution of the Drop-out. 1974/76–1976/78

Year / Level	1974/76	1975/77	1976/78	Total in %
I Level	27.82	40.0	32.18	100
II Level	12.04	56.26	31.70	100
III Level	15.63	30.20	54.17	100
Average	18.50	42.15	39.35	100

The percentage distribution of drop-out is higher in III level during 1976/78 whereas it is lowest in II level in the year 1974/76. In III level the percentage of drop-out has increased drastically whereas in I and II level the rate of drop-out is haphazard.

In view of the role played by IOHSS, in the process of educational developmet, it has become urgent to examine the "master bottlenecks" which are responsible for retardation in out-put. Inspite of the fact that the problem of drop-out is of crucial importance, there is no adequate and systematic research on the subject. The present study is an attempt to establish relationship between the out-put from education and the manpower needs.

Objectives of the study:

The objectives of this research work include:

1. To determine the magnitude of drop-outs in the Institute of Humanities and Social Sciences during three consecutive academic years.
2. To analyse the nature and the extent of drop-outs in the sample Campuses during the same period, with referenee to the identification of principal causes of drop-out.
3. To make an effort to formulate a suitable policy with the objectives of National Educational System Plan (NESP) to reduce the level of wastage of higher manpower in terms of drop-outs in different levels of higher education.

However, this study deals primarily with the extent and causes of drop-outs in the Institute of Humanities and social sciences only. Lack of sufficient relevant materials in the field has also restricted this study for froad generalization of the results. This study covers a period of three academic years. Thus it deals with three consecutive enrollment, output, students appeared in final (Fourth) semester examination and drop-outs at different level (certificate, Diploma and Degree) of higher education, i.e. 1974/76, 1975/77 and 1976/78. At the degree Level the period for drop-outs studied are 1974/77, 1975/78 and 1976/79. (Due to its different nature of enrollment and drop-out, Bishwabhasa Campus where various international languages being taught has been excluded from this study.

II. This Study approach:

This part mainly deals with the methodological aspects of the study. Firstly, basic concepts and definitions have been interpreted; secondly, possible strategy for the measurement of drop–out has been explained. The other portion deals with the sourses of data and finally it also analyses the data collection procedure at different stages.

Basic Concepts and Definitions:

Drop-out:– A drop–out is defined as pupil who leaves Campus before the end of the final semester of the particular educational stage in which he or she is enrolled.

Nevertheless, the concept of drop–out is to be interpreted somewhat differently at different stages of education. It generally takes the following forms:

(i) Students withdrawing from studies before completing a full course;

(ii) Failure in the examination required at the end of full course or in the middle of courses, which may lead to withdrawal from studies or repeating the grade; and.

(iii) Inability to undertake further studies by successful students with a high abillity potential.[14]

Rate of drop–out:– The rate of drop–out is equal to the number of drop–outs at particular level, divided by the total number of enrollment at the same level, mutliplied by 100. Numerically, it is:

$$D_r = \frac{D}{E_l} \times 100$$

14. An Asian Model or Educational Deveiopment Perspective for 1965-80. (UNESCO, 1966), p. 88-89.

Measurement of Drop-out:

In our case, where semester system exists each consisting a period of five months, drop-out can be defined and measured as a difference between enrollment of the students at first semester during a period and students appeared in the final (fourth) semester examination in the same academic period at a particular level of education. To be specific, it can be expressed as:

$$D = E_1 - S_4 \quad \ldots\text{---}(1)$$

Where, D=Total drop-out.

E_1=Total enrollment in 1st Semester.

S_4=Total number of students appeared in 4th Semester examination.

Drop-out in each semester can be measured as follows:

$$\left.\begin{aligned} d_1 &= e_1 - s_1 \\ d_2 &= e_2 - s_2 \\ d_3 &= e_3 - s_3 \\ d_4 &= e_4 - s_4 \end{aligned}\right\} \quad \ldots\text{---} \quad (2)$$

Then, $D = d_1 + d_2 + d_3 + d_4 = (e_1 - s_1) + (e_2 - s_2) + (e_3 - s_3) + (e_4 - s_4)$ where, d_1, d_2, d_3 and d_4 represent number of drop-outs at 1st, 2nd, 3rd and 4th semester; e_1 e_2 e_3 and e_4 denote number of enrollment at Ist, 2nd, 3rd and 4th semester while s_1, s_2, s_3 and s_4 indicate the number of students appeared in successive semester examinations, assuming $s_1 = e_2$; $s_2 = e_3$ and $s_3 = e_4$.

The former is known as "**Aggregate Enrollment approach**", while latter may be called "**Partial Enrollment approach**". A third definition is also known as "**Consecutive Absent Approach**". This difinition considers drop-out in case of the absence of students in two successive semester examinations. The second and third definitions has technical limitations to interpret the concept of drop-out. In second definition assumption is that the students appeared

in first semester examination will be enrolled in second semester which is not practical. The third definition is even more complicated. Therefore "Aggregate Enrollment approach" would be effective definition to explain the concept of drop–out more comprehensively. On account of the paucity of the data, first method known as "Aggregate Enrollment approach" has been implied in the present study.

Finally, it would not be inappropriate to mention that the methodology adopted by UNESCO to calculate promotion, repetition and drop-out rates are not suitable in this study. Nevertheless, dropout at school level, if not higher level, can be studied employing the given formula.

The Promotion rate

$$P^t = \frac{\text{number of students promoted to grade i+1 in year t+1}}{\text{number of students in grade i in year t}}$$

or, in symbols:

$$P^t = \frac{P_{i+1}^{t+1}}{E_i^t}$$

The repetition rate

$$R_i^t = \frac{\text{number of students repetiting to grade i in year t+1}}{\text{number of students in grade i in year t}}$$

or, in symbors:

$$R_i^t = \frac{R_i^{t+1}}{E^t}$$

The dropout rate :

$$D_i^t = \frac{\text{number of students dropping out from grade i in year t}}{\text{number of students in grade i in year t}}$$

or, in symbols:

$$D_i^t = \frac{E_i^t - \left(R_i^{t+1} + P_{i+1}^{t+1}\right)}{E_i^t} \quad \ldots\text{---} \quad (3)$$

It can be seen that the rate of dropout is the complement of the sum of the rates of promotion and repetition :

$$P_i^t + r_i^t + d_i^t = 1$$

Use of Questionnaire :

In order to find out the actual causes of dropout in higher education within IOHSS, 5 percent of the total drop-out population and 20 percent of the dropouts in sample campuses during the period were mailed. Out of which 27 percent mailed questionnaires have been returned within the expected time period. The percentage of returned mailed questionnaires, although not much highly incouraging, is not disgusting too. The expectation of mailed questionnaire to be returned was between 35 to 40 percent. The number of the mialed questionnaire could have been increased from 5 to 10 percent, provided there would have no problem of indentifying the correct address of the drop out population. In sample campuses many forms filled by the candidates (after getting through the entrance examination) were found incomplete. Specially in Kathmandu Valley, in most cases, block numbers were not written clearly which led to deliberate decrease in the numbers of mailed questionnaire. Apart from this, in case of the forms of drop-out students having permanent address outside Kathmandu Valley were also found incomplete not because they had not written anything on the form but because their address was insufficient to make correspondence with them to get prompt reply.

The Questionnaire used in the survey included inquiries about some possible reasons for drop-outs such as chances of getting job, domestic problems etc.

Many observations revealed that the method of mailed questionnaire have failed entirely due to the lack of response even within the educated circle. But the students who dropedout responded quite encouragingly amounting 27.5 percent of mailed questionnaires, 5.6 percent of the sample population; and 1.3 percent of the total drop out population.

Of the total employment, 4.6 percent are school teachers: 4.6 percent are working in private firms; 7.6 percents were reluctant not to specify the nature of their office and 54.5 percent did not respond to the question.

In responding questionnaire, female dropouts are more active and sincere in comparison to male dropout. The response from Kathmandu is greater (54.5 percent) against the response from outside Kathmandu (45.5 percent). Of the total respondents, 51.5 percent are female and 48.5 percent are male. Another noticeable point is that the questionnaire were returned very soon by the female dropout in comparison to male dropouts.

Apart from questionnaire method, an opinionnaire was distributed randomly to 100 persons representing various walk of life in order to carry an opinion poll regarding the actual causes of drop outs in higher education. Oppeninnaire included inquiries about the reasons concerning the family area,campus and teaching level area etc.

III. Analysis and Interpretation of Data.

In this chapter available data have been analysed with comprehensive interpretation, careful attention has been given to maka presentation as simple as possible, An attempt has been made to understand the fundamental problems associted with the analysis of drop-out students in higher education.

Structure and pattern of enrollment level and sex wise:

The total enrollment during the whole three years period[15] is 8,525;4,019 and 751 (13,295) total i. e. 64.12; 30.23 and 5.65 percent at I,II and III level of education. Out of the

15. The whole period consists of 2030/32, 2031/33 and 2032/34 for I and II level; whereas it includes 2030/33, 2031 and 2032/35 for III level.

total enrollment, the male population is 67.5 percent i. e. 8,978 and the population of female is 32.5 percent i.e 4317. The enrollment of male population is more than double the population of female during the period at all level of education. The following figures can give us a clear picture of the structure and pattern of enrollment.

Table 3

TOTAL ENROLLMENT, LEVEL AND SEX WISE

year	2030–32			2031–33			2032–34			Total			In percent of total enrollmnt of all the level
level	M	F	T	M	F	T	M	F	T	M	F	T	
I	1,742	1,064	2,806	2,058	1,105	3,163	1,855	701	2556	5,655	2,870	8525	64.12
II	474	265	739	1,362	612	1,974	911	395	1306	2,747	1,272	4019	30.23
III	83	33	116	208	60	268	285	82	367	576	175	751	5.65
Total	2,299	1,362	3,661	3,628	1,777	5,403	3,051	1,178	4,229	8,978	4,317	13295	100.0

Source:–Statistical report I and II (Pokhara : Dean's Office, IOHSS, 2030–33) and Examination Section of Kirtipur Campus, Padma Kanya Campus and Patan Campus.

As observed in the table 3, the rate of enrollment during the whole period is 64.12, 30.23 and 5.65 percent. The enrollment rate at I level during the period 2031/33 incressed by 12.7 percent while it declined at the rate of 8.9 percent in the year 2032/34 in comparison to 2030/32, while in 2032/34 the rate decreased by 19.19 percent in relation to 2031/33. Of the total population in this level the rate of enrollment declined from 32.91 to 29.99 percent respectively in successive academic periods.

The rate of enrollment at II level of education during the same period i.e. in 2031/33 abruptly incressed to 167.1% while in 2032/34 it increased only by 76.7 percent as compared to 2030/32. On the other hand, there was sharp decline in enrollment by 33.8 percent during 2032/34 as compared to 2031/33. Of the total population in this level the rate of enrollment is 18.38, 49.12 and 32.50 percent respectively in successive academic periods.

There has been cumulative increase in the rate of enrollment at III level. Out of the total enrolled population in this level, percentage distribution is 15.45, 35.69 and 48.86 percent. The rate of increase in the enrollment is 131.0 and 216.3% in 2031/34 and 2032/35 in comparison to 2030/33 and it increased by 36.9% in 2032/35 as compared to 2031/34. The percentage distribution of enrollment in various levels during the specified period has been given in the following table

Table-4

PERCENTAGE DISTRIBUTION OF ENROLLMENT, LEVEL AND SEX WISE*

Level	ACADEMIC PERIOD (YEAR)	MALE	FEMALE	TOTAL
	2030–32	62.08	37.92	100.0
	2031–33	65.07	34.93	100.0
	2032–34	72.58	27.42	100.0
	Total in average	66.57	33.43	100.0
	2030–32	64.14	35 86	100.0
	2031–33	69.00	31.00	100.0
	2032–34	69.76	30.24	100.0
II	Total in average	75.61	24.39	100.0
I+II+ III	Grand total in average	69.94	30.06	100.0

*Calculation is based on the figures represented in table 3.

The percentage distribution (level and sex wise) of enrollment as shown in the table no. 4 has established clearly an inverse relationship in the increase of male and female population has increased with the increase in the level of education while there has been cumulative decline in the female population. As level increased male population also increased; on the contrary, as level increased the female population decreased. The average enrollment percentage of male and female is 66. 57 percent and 33.43 percent during 2030/32 – 2032/34, followed by 67.63 and 32.37 percent at II level and 75.61 and 24.39 percent at III level. The average enrollment of female population is maximum at I level.

A sharp decline in the female population in higher education will have adverse effect in an economy considering that the upgrading of the women's status and make them able enough to participate in development activities is an urgent need in this country. However, this study is not concentrated more on enrollment aspect, a cursory attempt has been made to analyse the structure and pattern of enrollment only.

Trends of Enrollment:

The total enrollment in all the subjects over the priod 2030/32, 2031/33, 2032/34 at I level is 8,525 (M=5655 and F=2870).(Appendix I). During the period 2030/32 the enrollment in Economics is 935 followed by 657 and 884 in 2031/33 and 2032/34 at I level. Of which, male population is 675, 706 and 657 whereas female population is 260;322 and 227 respectively. In percent of total population, first place has taken by Economics so far enrollment is concerned followed be Political Science and Geography. The average enrollment percent during the whole period at I level in 33.4 in Economics and Political Science and in other subjects like History, Nepali, Geography, Home Science etc., the enrollment is 33.2 percent. The trend of subjects wise enrollment is equally divided into Economics, Political Science and other subjects at I level of education. The enrollment population is 9.43, 2.80, 5.0, 6.40 and 9.53 percent in History, Nepali Geography, Home Science and other papers.

At the II level of education the trend of subject wise enrollment is little different than that of 1 level. During all the period, the enrollment population is 1915, 859, 271, 197, 136, 150 and 455 in Economics, Political Science, History, Nepali Geography, Home Science and other subjects. The percentage distribution is 47.65, 22.27 percent in Economics and Political Science whereas it is 30.18 percent in other subjects (History 6.75, Nepali 4.90, Geography 3.38, Home Science 3.73 and other papers 11.32 percent). The enrollment distribution of sex (male and female) according to subject is 1435 and 480 in Economics whereas it is 642 and 253 in Political Science. At this level, enrollment in Political science has declined in comparison to I level, while in other subjects also the enrollment trend tends to decline normally. On the contrary, the enrollment in a subject like Economics has increased by 14.25 percent at II level in comparison to I level.

The subject wise enrollment trend in III (Degree) level is significantly different as compared to other level of education. Of the total enrolled population during the Period 53

percent is in Economics, 18.25 in political Science, 6.66 in History, 6.13 in Nepali, 6.13 in Geography, 5.85 in English, 3.19 in Culture and 0.79 percent in other papers. This observation has elearly shows that higher the level of education, higher is the enrollment in Economics.

The enrollment in percent of total population (The population of 2030/32, 2031/33 and 2032/34) in Economics is 53.4, 47.65 and 53.0 percent,enrollment in Political Scence is 33.44, 22.27 and 18.25 and in other subjects it is 33.16, 30.08, 28.78, at I, II and III level of education. The enrollment in other subjects like in History it is 9.43, 6.75 and 6.66 percent, in Nepali it is 2.80, 4.19 and 6.13 percent, in Geography 5.00, 3.38, 6.13 percent at I, II and III level respectively for the whole period.

The total number of students appeard in fourth semester examination during the three cohort period is 8506 of which, 5441 are male and 3065 female. The percentage distribution of the students appeared in fourth semester is 76.0, 21.27 and 2.75 during the period 2030/32; whereas it is 60.5, 33.97 and 5.53 percent in 2031/33 and 60.87,31.12 and 8.01 percent in 2032/34 respectively at I, II and III level of education. The total students appeared in fourth semester during the whole period is 65.36,29.20 and 5.44 percent at I, II and III level.The percentage distribution according to sex is 62.80 (M) and 57.20 (F) at I level; 64.44 (M) and 35.56 (F) at II level and 75.38 (M)and 24.62(F) at III level. It is clear from table no. 5 that percent of male populatien appeared in fourth semester examination is increasing with the increase in the level of education. On the other hand, the percentage of female population is decreasing with the increase in the level of education. The percentage distribution of male and female students appeared in fourth semester examination is given as follows:

Table-5

PERCENTAGE DISTRIBUTION OF STUDENTS APPEARED IN FOURTH SEMESTER EXAMINATION (level and sex wise)

Year	2030–32			2031–33			2032–34			Total		
Leval	M	F	T	M	F	T	M	F	T	M	F	T
I	59.17	48.83	100.0	61.30	38.70	100.0	69.16	30.84	100.0	62.80	37.20	100.0
II	64.44	35.56	100.0	64.23	35.77	100.0	64.71	35.29	100.0	64.44	35.56	100.0
III	67.60	32.40	100.0	79.0	21.0	100.0	74.88	25.12	100.0	75.38	24.62	100.0
Total	60.51	39.49	100.0	63.29	36.71	100.0	68.23	31.77	100.0	63.98	36.03	100.0

The percentage distribution of students appeared in fourth semester examination in different subjects has been given in table no. 6. The percentage of students appeared in fourth semester examination at I level is 35.63 during 2030/32 in Economics followed by a decline in 2031/33 by 1.69 percent. It increased by 2.57 in 2032/34 over the period 2030/32. In Political Science the number increased by 2.54 percent in 2031/33 and 7.30 percent in 2032/34 over the period 2030/32. At II level the percentage appeared in Examination decreased by 4.16 in 2031/33 and 8.21 percent in 2032/34 in Economics over the period 2030/32; whereas in Political Science it increased by 5.56 percent in 2031/33 and 7.35 in 2032/34 over the period 2030/32. At III level, the number of students appeared in fourth semester examination in Economics has fallen successively while in Political Science it increased rapidly over the periods. In other papers declining trend exists in the number of candidates appeared in eximination at I level; in II level the percentage is more or less constant and at III level there has been a low increase in terms of percentage.

Trends of Drop-outs:

Employing the given formula (i.e. $D=e_1 - s_4$), the total drop-out population of all the levels during the period 2030/32, 2031/33 and 2032/34 has been obtained. Looking at the structure of drop-out population it is clear that the rate of drop-out i.e. ($D_r = \frac{D}{E} \times 100$) varies from level to level and year to year. The following figure will give a dimensional approach to examine the extent of drop-out population during the specified period.

Table-6

Total Drop-out Population, level and sex wise*

year	2030–32			2031–33			2032–34			Total		
Level	M	F	T	M	F	T	M	F	T	M	F	T
I	570	255	825	846	340	1186	747	207	954	2163	802	2965
II	117	68	185	649	215	864	381	106	487	1147	389	1536
III	35	10	45	65	22	87	127	29	156	227	61	288
Total	722	333	1055	1560	577	2137	1255	342	1597	3537	1252	4789

* Calculation based on the figures of enrollment and number of students appeared in fourth semester examination.

It is also essential to analyse the magnitude of drop-out population evel and subject wise. The trend of subject wise drop-out population has been examined in the Table 7.

Table-7

Drop-out Population, level and subject wise

Level	Subject or Major	2030/32			2031/33			2032/34			Total		
		M	F	T	M	F	T	M	F	T	M	F	T
I	Economics	200	29	229	291	66	357	218	54	212	709	149	185
	Political Science	234	58	292	333	74	407	308	56	364	875	188	1063
	History	43	33	76	66	55	121	79	37	116	188	125	313
	Nepali	19	13	32	21	19	40	7	3	10	47	35	82
	Geography	14	1	15	31	3	34	43	—	43	88	4	92
	Home science		24	24	–	20	–	20	20	20	—	64	64
	Other papers*	60	97	157	104	103	207	92	37	129	256	237	493
	Total	570	255	825	846	340	1186	747	207	954	2163	802	2965
II	Economics	44	15	59	377	67	444	163	40	203	584	122	706
	Political science	34	17	51	83	34	117	132	25	157	249	76	325
	History	10	7	17	17	34	51	28	17	45	55	58	113
	Nepali	9	1	10	44	19	63	7	5	12	60	25	85
	Geography	3	–	3	10	–	10	17	2	19	30	2	32
	Home science	–	1	1	–	6	6	–	2	2	–	9	9
	Other papers	17	27	44	118	55	173	34	15	49	169	97	266
	Total	117	68	185	649	215	864	381	106	487	1147	389	1536
	Economics	12	7	19	30	16	46	47	17	64	89	40	129
	Political science	11	–	11	20	3	23	24	5	29	55	8	63
	History	1	1	2	2	–	2	10	3	13	13	4	17

III	Nepali	3	1	4	5	2	7	10	–	10	18	3	21
	Geography	2	–	2	3	–	3	11	1	12	16	1	17
	English	2	–	2	3	–	3	16	3	19	21	3	24
	Culture	1	1	2	2	1	3	6	–	6	9	2	11
	Other papers	3		3	–	–	–	3	–	3	6	–	6
	Total	35	10	45	65	22	87	127	29	156	227	61	288
	Grand Total	722	333	1055	1560	577	2137	1255	342	1597	3537	1252	4789

* Other papers include English, Culture, Newari, Logic, Hindi, Painting, Maithili, Music, Dance, Psychology, Sanskrit, Mathematics and Sculpture at I Level, English, Culture, Newari, Statistics, Philosophy, Hindi, Maithili, Music, Psychology, Sanskrit and Mathematics at II level; and Hindi and Sanskrit at III level.

At I level the male drop-out population in Economics is more or less constant in terms of percentage. It is 24.24, 24 and 22.85 percent over the periods, while the percentage of female drop-out population increased in the beginining and remained constant over the periods. More or less performance is similar in case of Political Science. In total, at I level the percentage distribution of male drop-out population increased (69.09, 71.33 and 78.30 percent) and female drop-out population decreased (30.91, 28.67 and 21.70 percent) over the successive periods. At II level, the percentage distribution of male and female drop-out population in Economics is cyclical in nature. A big rise in followed by small decline in case of male drop-out; while female drop-out population made marginal decrease initially followed by marginal increase. In case of Political Science a sharp decline is followed by abrupt increase, both in male and female drop-out population. In total, there has been cumulative increase in the percentage distribution of male drop-out (63.24, 75·12 and 78.23 percent) population. The case is opposite with female drop-out (36.76, 24.88 and 21.77 percent) population.

At III level the percentage distribution of male and female population in Economics is 26.67 and 15.56 in 2030/32; 34.48 and 18.39 in 2031/33; 30.13 and 10.89 percent in 2032/35. Political Science has no female drop-out in 2030/32 while male drop-out is 24.44, 22.98, 15.38 percent over the periods. The female drop-out is 3.45 percent in 2031/34 and 3.22 in 2032/35. The total percentage distribution is neither commulitively increasing nor decreasing. The total percentage distribution of male and female drop-out population is 77.78 and 22. 2 in 2030/33;

74.71 and 25.29 in 2031/34; 81.40 and 18.60 in 2032/35. The subject wise percentage distribution of male and female drop-out is 72.95 and 27.05; 74.68 and 25.32; 78.81 and 21.29 at I, II and III level of higher education respectively. There has been increase in percentage of male drop-out with the increase in the level; whereas female drop-out tends to decrease cumulatively with the increase in the level over the successive periods.

As mentioned in the methodology the rate of drop-out has been obtained by employing the formula $D_r = \frac{D}{E} \times 100$ where D_r and D exists for rate of drop-out and total drop-out population and t_1 for enrollment at 1st Semester during a period. The rate of drop-out of all the level is 36.02 over the periods 2030/32, 2031/33 and 2032/34. The rate of male and female drop-out is 39.39 and 29.00. The average rate of drop-out at I, II and III level is 34.73, 35.35 and 37.91 respectively.

Examining the drop-outs at level and subjects-wise, it is found that the rate of drop-out is higher in History (38.93) followed by Political Science (37.28), Nepali (34.30), Economics (30.13), Geography (21.59), Home Science (11.72) at I level. At II level, the rate of drop-out is highest in Nepali (43.14) followed by History (41.69), Economics (36.86), Political Science (36.31), Geography (23.52) and Home Science (6.0). The rate of drop-out at III level is maximum in English (54.54) accompanied by Political Science (45.98), culture (45.83), Nepali (45.65), Geography (36.95), Economics (36.03) and History (34.0).

The rate of male drop out is higher at I level almost in every subject except geography in comparison to the rate of female drop-out population. Similar is the case at II level. At III level, the rate of female drop-out is higher in comparison to male drop-out especially in the subjects like Economics and Nepali and in other papers the rate of male drop-out population has exceeded the female drop-out population.

Looking at the aggregate rate of drop-out, if rank order is given to the 23 existing campuses under IOHSS, first four positions has been occupied by Bhaktapur Campus (51.41), Lalit Kala Campus (50.0), Thakur Ram Campus (46.18) an Ratna Rajya Laxmi Campus (46.0) at I level followed by MechiCampus (43.47), Mahendra Campus, Dang (42.28), R. R.

Campus, Janakpur (40.86), Mahendra Morang Campus (40.56), Tribhuvan Campus, Palpa (39.04). In Comparison to these Campuses at I level the rate of drop-out is lower in Bhojpur Campus (12.56), Mahendra Ratna, Campus Illam (15.15) and Padma Kanya (22.90) and the rate of drop-out in other Campuses range between (29.72) to (36.33) percent. One very interesting thing at this level is that the rate of male drop-out is at its apex in Thakur Ram Campus (52.02) with the lowest (11.94) in Bhojpur Campus. The magnitude of the rate of female drop out is highest (57.14) in Bhaktapur Campus with the lowest (12.90) in Mahendra Ratna Campus, Illam.

At the II level, the aggregate rate of drop out is highest, similar to I level, in Bhaktapur Campus (56.97) with the l west (14.81) in Tribhuvan Campus, Palpa. The rate of dropout in other Campuses range from 21.42 to 47.46 percent. Similarly the rate of male drop out is led by Bhaktapur Campus (57.62) with the lowest in Tribhuvan Campus, Palpa (5.66). The rate of female drop out is maximum in Mahendra Vindeswari, Campus Rajbiraj (58.82) followed by the l west in Mahendra Campus Nepalgang (11.11). In other Campuses the rate of male drop out varies from 23.40 to 48.22 and the rate of female dropout differs from 16.66 to 55.55 percent at this level.

Since there is no other III level Campus[16] under IoHSS a comparision between the rate of male and female dropout is possible only betwen the various priods in the same level and Campus. At the II level, The rate of male dropout is almost significantly higher over the periods. The aggregate rate of male and female dropout at this level is 39.40 and 34.85 percent, total rate of dropout being 38.34 percent.

Examining the drop-outs at this regional level it is found that the rate of dropout is marginally higher in Far Western region (36.52) in comparison to central (35.18), Eastern (34.07) and Western (33.58) region at I le el. The Case is some what different at II level because the magnitude of dropout is highest in central region (39.33) followed by Eastern (39.40), western (29.23) and Far western (21.42) region. From the table it shows that the member of male leavers

16. Since this academic session (2035/36). degree level, teaching in Economics has begun in Pokhara Campus. Similarly degree level classes on Geography is yet to be started in Pokhara which was scheduled two years back.

at I level is significantly higher (41.24) in central region as compared to other regions whereas the female dropout population is maximum, (36.06) in Far Western region. At II level, the rate of male leavers analogous to I level, is mounted in central region (45.18) whereas female leaves rushed to the top in Eastern region (40.13). With close examination it reveals that the aggregate rate of drop out at I level has marginal difference from region to region; While at II level, the backward regions have low rate of dropout in comparision to more economically advanced regions.

At every semester at Degree level male dropout is very high corresponding to the percentage of female dropout. At this period, students are usually dropped out from the campus for various reasons. The specific reasons are:

1. Employment Opportunity,
2. Financial Disability,
3. Academic Backwardness, and
4. Poor Health etc.

At Kirtipur (degree level) Campus, out of the total dropout 78.81 percent boys and 21.19 percent are girls. The general behaviour of dropout in sample campus is more or less similar, it has decreasing tendency from lst to 4th semester with some exceptions. The detail analysis of the causes of dropouts shall be examined in the forthcoming section.

IV. Findings and Recommendations:

Major Findings:

The reason for dropouts are given by classifying the area. Findings suggest that the students desire to secure or employed in labour market which forces the students to leave the campus. In students area, 50 percent students leave the campus due to the job opportunity, 13 percent responded that the students had no attitude for learning., 7 percent reported back papers as the basic reason to leave the campus, 5 percent did not response, 4 percent marked for poor health

and 1 percent of the sample identified that the dropouts occured because students remain busy in domestic work and to some extent they are in social difficulties too.

In family area, 68 percent dropedout because parents were too poor to bear the cost of education, 13 percent placed low value on education, 7 percents parents were not satisfied with the standard of instruction and environment in the campus, 4 percent dropedout because parents do not feel the necessary of educating all children in the family, 2 percent are subjected to social taboos.

Besides, 29 percent of the dropedout students identified economic condition as important reasons for withdrawing study without completing the particular cycle; 24 percent voted for domestic problem as the main reason of discontinuity in study; 12 percent droppedout because they entered labour market. In other words, job opportunity was available for them and had no time for the continuation of study. Only 3 percent reported that they had excessive back papers during the various semesters which compelled to leave the campus without completing the cycle; 4.6 percent of the total responded dropout population reconciled that they had no aptitude for learning which enable them to be premature leaver in the campus. Almost 27 percent showed various reasons for being droppedout before the educational cycle completed.The various reasons for dropout, as given, are untimely demise, poor health, marriage, change of location,migration to Indian Universities, delivery case, no courses of interest tought (especially Psychology, Philosophy, sociology etc) in degree level and National Development Service (With reference to NDS only 2 persons claimed that they were job holders and did not get required leave from their office to join NDS progromme and unfortunately disqualified for being regular student, at 3rd and 4th semester degree level).

Relating to the possibility of reviving their interest, if opportunities are available large numbers of reply (78.8 percent) showed their interest to continue their study, provided facilities were given; and 10.6 percent surprisingly identified that they were, in no case, interested to join the campus again; 10.6 percent did not respond the question.

About the present occupation in which dropouts are associated, out of the total responded dropout population, 45.5 percent, as reported, were in service-sector receiving regular cash benefits (e.g.pay); 1.5 percent in farming; 3 percent in business; 16.7 percent are self emplo-

yed; 6.0 percent made no classification of their job: and 22.7 percent declared themselves unemployed. The corporations have absorbed the large number (19.7 percent) of dropouts followed by employment in His Majesty's Government service (9.0 percent).

Similarly, teachers are offered insignificant reason to dropout. In teacher area,10 percent droppedout because the teachers do not understand the needs and difficulties of the students, 18 percent answer shows that many teachers are indifferent towards their profession, 29 percent voted for the reason of large numbers of untrained and inexperienced teachers in the campus which makes the students to leave the campus. So far teachers area is concerned 43 percent did not make any response.

The opinion poll showed that the reasons for dropout aparts from above mentioned causes are innumberable in numbers. In residual area 35 percent of the sample voted for mass enrollment of incapable students, 14 percent for high student teacher ratio, 13 percent for difficult curriculum, 7 percent for early marriage, 5 percent for difficult curriculum as the basic reason to leave the campus without completing the necessary cycles of particular level of education.

Studies conducted so far, in order to identify the actual causes of dropout have employed two methods: Direct methods and Indirect Method. In the first method questionnaire were mailed to the drop outs on the basis of random sampling; second method followed by opinionnaire as discussed above. The cuase of dropouts in higher education as revealed by different studies have been broadly classified under three categories summarised and are given below:1

(a) **Socio-economic:**

1. Economic Backwardness of the Family:-In studies based on opinion survey and mailed questionnaire returned, economic backwardness of the family has been found to be one of the most important causes contributing to the phenomena of dropout. This specific cause has been interpreted in the sense that the education costs directly something to the parents. This lead to be affirmed that poverty is the best index of dropout. But in studies which have more objective method, poverty has not been found as a variable highly correlated with the rate of dropping out.

17. R. C. Sharma and C. L. Sapra, Wastage and Stagnation in primary and Middle Schools in India (New Delhi, 1969). pp.20-24

Chickermane found that the relationship between the income of percents and the phenomena of wastage and stagnation was insignificant. He showed through statistical analysis that "even rich children leave school before completing the fourth grade in four years or take no longer time, which poor students who have joined school do not discontinue mainly for reasons of poverty.[18] Nevertheless the case of school may not be equally true to the case of higher education.

2. Early marriage or betrotchal:-In the case of girls students early marriage or betrotchal is a significant cause of dropout and is more pronounced at the middle stage of education.

3. Educational status of the family:-The influence of this factor on the phenomena of dropout is no less important. The parents perception of the value of education depends to a large extent upon their own educational status. One study[19] has revealed that the presence of a large number of illiterate members in the family is positively related to the phenomenon of wastage.

(b) Educational

1. Stagnation:-"Stagnation is due to a variety of factors, the chief among which are the poor quality of teachers, indifferent teaching, defective system of examinations, lack of earnestness on the part of students or lack of proper environment at home, pandity of text books, etc "[20]

(c) Miscellaneous

1. Illness:-Poor health of the students, due to economic backwardness, adversely affects their achievement in studies and ultimately leads to dropout and wastage. During the study period, a brother of girls dropouts students wrote me a letter[21] personally, stating sorrowfully her sister's untimely demise.

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18. D. V. Chikermane, "A Study of Wastage in Primary Education in India", Education and Psychology Review, Vol II, Jan, 1962, p. 20-21, Baroda: M. S. University.

19. Ibid., p. 139

20. R. S. Chitakara, Wastage and Retardation in Education, (Delhi: Ministry of Education, Govt. of India 1961), p. 8.

21. See appendix 22, a letter written by Mr. Jayendra Man Singh Baniya of Kathmandu.

From the above discussion it should be obvious that socio-economic and educational factors contribute to a large extent to the phenomena of dropouts at the elementary stage. Both of these taken together are responsible for more than 85 percent of total dropout, whole the remaining 5 percent is explained by other factors.

Parent's or guardian's occupation and ethnicity of dropout students is also one of the important factors to determine dropout.

In a sample size of 600 dropout students, it was found that the students from Newar community whose parental or guardian's occupation is service, droppedout highly.

The reason for highest dropout in Newar community seems to be relevant in the sense that the parents or guardians of these dropout who are in service sector (for example, govt. service, corporation service etc.) do not give due priority for higher education, rather they advice or compell their dependents to start a business in order to bring a new fortune.

To sum up, the reasons for dropout in higher education varies tremendiously. Of which, low economic status of the parents seems to be strong variable to increase the rate of dropout. Apart from this occupation of parents or guardians and ethnicity of dropouts also determine and affect the level of dropout. Nevertheless, residual factors' like entrance to labour market, migration to Indian Universities, untimely demise, poor health, expensive back paper examination admission-of incapable students etc, are also active agents to shape and affect the level of dropouts in higher education.

The commitment of poor nations to build infrastructure in the initial stage of economic development will remain unfulfilled if the desired rate of educational output in higher education shattered corresponding to the growth objectives of the economy. No such attempt has been done to reconsile the growth objectives to manpower planning. The various plans undertaken in this country never had the courage to estimate the demand for and supply of manpower in higher education. Fifth Plan[1] estimates demands for the and supply of manpower only in technical field. The inability to predict future manpower requirements in the country may lead to disequili-

22. The Fifth Plan (Kathmandu : National Planning Commission 1975).

brium between educational output and employment opportunity. The conversion of occupational requirements into educational requirements is one of the most perplexing problems in manpower analysis[2]. Unless total educational output is estimated during a period in all the fields of higher education, economy's capacity to produce goods and services cannot be determined. This may be partial or prejudiced view-point, but essentialls is the manpower approach. Therfore, it is necessary to integrate human resource planning and general development planning. The National Education System Plan has used one simple model first developed by UNESCO[3] for estimating future manpower requirements on an aggregate basis. The chief elements of model are:

1. National income will go up by 20 percent in the next five years (1971–76),

2. The attrition in existing stock of manpower will be at an annual rate of 5 percent;

3. The need for high level manpower will be twice the growth rate of national income i.e. the ratio of increase in high level manpower to the increase in national income will be 2:1;

4. Middle level manpower requirements will be 50 percent more than the high level manpower. That is, the ratio of middle level manpower to high level manpower will be 1.5:1;

5. The basic level manpower requirements will be twice that of middle level manpower. That is, the ratio of basic level manpower to middle level manpower will be 2:1.

The above presumption will be true only when overall manpower requirement is assessed properly from country's development point of view. The drop-out as one of the strong parameters to determine wastage, is higher in the Institute of Humanities and Social Sciences (IOHSS).

The present study shows that out of 100 students, overall dropout is 36. The rate of dropout differs marginally from level to level and year to year. The overall rate of dropout at I, II and III level is 34.7, 38.2 and 38.3 respectively. In each level the rate of male dropout is

23. Harbison and Myers, Educatton. Manpower and Economic Growth (Mcgra—Hill, 1964), p. 205

24. National Education System Plan. 1971—76, National Education Committee, Singh Durbar, Kathmandu.

higher corresponding to the rate of female dropout. The overall rate of male and female dropout during the specified period is 39.4 and 19.0 percent. During the periods the rate of dropout increased from 29.4 to 37.3 percent at I level; the rate of dropout at II level increased from 25.3 to 43.7 percent betweed the period 1974/76, 1975/77 and declined between the period 1975/77–1977/78 to 37.3 percent. At III level, the rate of dropout decreased from 38.8 to 32.5 percent during the period 1974/76–1975/77 and increased up to 42.5 percent in the year 1976/78 by 12.25. Except II level, the rate of dropout has increased cummulatively. At II level also, the rate of dropout increased in the year 1976/78 by 12.25 percent in comparision to 1974/76. From the present observation it is obvious that the rate of dropout, at all the levels in higher education, will increase in future. The estimated increase in the rate of dropout at I, II and III level is 2.7, 4.1 and 1.2 percent and the average expected rate of increase at all the levels will be 2.6 percent other things remaining the same.

The overall rate of subjectwise dropout, is higher in History (38.9) at I level, while it is biggest in Nepali (43.1) at II level and maximum in English (54.5 percent) at III level. The rate of dropout from I level to III level has increased tremendiously in Political Science, Nepali, Geography and Economics. However II level also deserves higher rate of dropout, in most of the subjects, in comparison to I level.

The overall rate of dropout is maximum in Bhaktapur Campus (51.4 percent) followed by Lalitkala Campus (50.0 percent) and Ratna Rajya Laxmi (46.0 percent) at I level; at II level also the rate of dropout is biggest in Bhaktapur Campus (56.9 percent) followed by Trichandra Campus (47.5 percent) and R.R. Campus, Janakpur and Manendra MorangCampus, Biratnagar (42.0 percent). The rate of dropout in Kirtipur Campus (III level) is 38.8, 32.5 and 42.5 over the respective periods and since Kirtipur Campus is only degree level crmpus[4] under IOHSS, the question of making comparision with other compus is ruled out.

The rate of dropout is highest (36.5 percent) in Far Western region at I level. While there is marginal difference in the rate of dropout in others regions this level. The largest dropout occured at II level in Eastern (39.0 percent) and central region (39.3 percent) and at III level the rate of dropout is 38.3 in central region.

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25. From this academic session 2035/36 degree level teaching in Economics in Pokhara has been started. All together 46 students have been reported, joined at I semester.

The observation of dropouts in sample campuses reveal that the students dropout rapidly, at all the levels, in 1st semester. The dropout in sample campuses declined cummulatively over the successive semesters. The case is almost simlar in all the three campuses i.e. Kirtipur, Padma Kanya and Patan Campus of the total dropout, 67 percent dropped out in 1st semester at III level; 42 percent dropped out in 1st semester at II level in Padma Kanya Campus; 45 percent dropped out in 1st semester at I level in the same campus. In Patan Campus at I level, 24 percent droppedout in 1st semester, while at II level, 38 percent droppedout in the previous sesmester. Thus it can be said from the observation of sample campuses that the higher percentage of dropout occurs in 1st semester at each level.

There are various causes of dropout in higher education. Of which, economic problem in the basic one. Many of the students discontinued their study either because they are incapable of supporting their educational activities or they seek the job opportunity.

Recommendations:

The present study brought the following recommendations:

1. The existing rate of dropout should be reduced to its minimum level of 5 percent; for this a higher retention rate is desirable to increase the magnitude of total output. A higher rate of dropout adversely affects the volume of educational output.

2. In order to reduce the level of dropout in higher education, wastage in school should be reduced by adopting a new policy of automatic promotion in school level. Because repeaters constitute large amount of wastage in school level. In some of the South-East Asian countries the system of automatic promotion especially in school level has become very effective to produce basic level manpower.

3. A higher rate of dropout not only ratards the level of educational output but also challanges the popularity of existing educational system. Keeping in view of this fact, appropriate and scientific change in examination system, not distorting the fundamentals of semester system, is desirable to create congenial academic environment such that the rate of dropout could be reduced by maintaing less back papers per head per semester.

4. In order to reduce the burden of back papers, which induce the higher level of dropout, to some extent, effective admission policy should be introduced. In this respect, **Students Entrance Examination** should be conducted not only to maintain formality but also to make a national selection of the students at particular level by assessing candidates' ability and aptitude in the field of their interest. Students from **Ain-Shrestha** should not be asked to offer mathematics as his major subject. Similarly, students from Nepali or English as their major subject, if allowed to offer Economics at degree level, even if credit hours fulfilled as allied papers, he or she may suffer from serious back log in many papers. This will lead to an increase in the numbers of repeaters which, in turn, leads to higher unit cost wastage. The unit cost will be higher when students take five years instead of two or three years to complete particular level of education. This observation is more justifiable if we exemplify the case of economics students at degree level. Most of the studentents are failed in Statistics in Degree level-Economics because they have no mathematical background to understand and solve the statistical problems given to them in the same time, for private students Statistics paper is not compulsory, as in the case of regular students and private examination of Diploma level. To day every second students in Kirtipur Campus is of Economics. Similar is the case in other campuses. The heavy concentration of students in Economics has not only retarded the quality of output but also it become unmangable to conduct the classes.

5. Since higher percentage of dropout resulted due to financial lag in higher education, the National Educational Committee should identify the suitable strategy to overcome the problems of dropout. The magnitude of dropout in higher education could be minimised by providing monetary assistance to able and qualified students to continue their study at different level of higher education. In this regard, a meagre attempt made by Nepal Rastra Bank, which is providing scholarship to the students of Economics at various levels, is laudable. But this strategy has limited scope in order to facilitate incentives to financially disabled and academically brilliant students, for it discriminates other subjects which are equally importent in the process of national development. So it is essentially dresirable to establish **"Student's Bank for higher learning"** which should provide financial assistance to academically brilliant but financially poor students. It is suggested

that the central banks in under developed coutries, in collaboration with International Financial Agencies (for example Ford Foundation, Rockfeller Foundation etc.) should create a fund to establish "Students Bank for higher learning" in each country. In this connection, the government can increase the budgetary amount devoted to education sector annually. A fraction of inreased proportion of the annual budget to the education if divoted to "Students' Bank for higher learning" can, no doubt, generate sufficient amount of money to support the academically brilliant but economically disabled persons who want to continue particular level of study in pursuit of higher learning. This is one of the most efficient media to reduce the level of dropout at all levels of higher education.

6. The rate of female dropout could be reduced if women education is expanded at higher level. This will also check the tempo of early marriage in society which is one of the strong causes of female dropouts in higer education.

7. Furthermore, there should be a separate ministry of labour under which a separate manpower division should be eatablished to estimate future manpower requirements focusing particularly on higher rate of unemployment opportunities. In this connection, establishment of 'Job-Bank-System' and 'Employment exchange' as in USA and India is essential.

8. In order to reduce the level of dropout another effective device is that there should be expansion of morning and evening classes at every level. This will be conducive to 'earning and learning' objective. Specially in Urban areas like Kathmandu, Biratnagar etc. many students dropout because they look for job opportunities. There will be significant reduction in the size of dropout if morning and evening classes are extended at each level and Campus.

9. Expansion of physical facilities such as health and hostel, is another effective media to reduce ths level of dropout. In some of the Campuses, there is no clinical lodging facilities which would affect students desire to continue higher education.

10. The Institue of Humanities and Social Sciences should constitute a body to develop and maintain accepted design collect relevant data form various campuses regarding

enrollment, students appeared in examination and dropout. Lack of accurate data is detrimental to assess the size of droput popoulation. Besides there is problem of examination records which are not kept in uniform pattern.

11. The Government should think seriously the problem of educated unempoyed; if educated persons especially who are conducting higher level of study either in morning or in evening cassess should be given employment opportunities such that increasing rate of dropout at different levels of education could be checked.

It is true that no education system in thc world can emanicipate the problem of dropout absolutely. But the large dropout population, if not reduced timely in higher education will not only augment the magnitude of wastage but also may create adverse situation leading to the collapse of the prevailing education system. The higher rata of dropout in higher education may retard the level of educational output which, in turn, affect the level of goods and services available in an economy. Therefore it would be wise step for the planners to advocate a pragmatic approach to check excessive rate of wastage in terms of dropout such that expected loss of trained manpower can be converted into gain. Since human resources are the wealth of nations, manpower problem should be dealt with their both quantitative and qualitative dimensions.

Note : The. Nepalese calender years mentioned in this research paper refer according to 2030 as 1974/75, this calender year generally starts from July.

Appendix

Total Enrollment, level and subject or Major wise

Level	Subject or Major	2030–31			2031–332			032–34			Total			Inpercent of the totat population of the level.
		M	F	T	M	F	T	M	F	T	M	F	T	
I	Economics	675	260	935	706	322	1028	657	227	884	2038	809	2867	33.40
	Political Science	644	225	869	803	230	1033	758	191	949	2205	646	2851	33.44
	Hlstory	150	140	290	173	139	312	133	69	202	456	348	804	9.43
	Nepali	62	47	109	47	56	103	13	14	27	122	117	239	2.80
	Geography	100	3	103	153	11	164	156	3	159	409	17	426	5.00
	Home Science	—	237	237	—	183	—	126	126	—	—	546	546	6.40
	Other Subjects	111	152	263	176	164	340	138	71	209	425	387	812	9.33
	Total	1742	1064	2806	2058	1105	3163	1855	701	2556	5655	2870	8525	100.0
II	Economics	246	106	352	754	240	985	435	134	569	1435	480	1915	47.65
	Political Science	96	55	151	266	113	379	280	85	265	642	253	895	22.27
	History	23	24	47	52	73	125	60	39	99	135	136	271	6.75
	Nepali	30	12	42	70	44	114	25	16	41	125	72	197	4.90
	Geography	29	1	30	53	5	58	45	3	48	127	9	136	3.38
	Home Science	—	31	31	—	47	47	—	72	72	—	150	150	3.73
	Other Subjects	50	36	86	167	90	266	66	46	112	283	172	455	11.32
	Total	478	265	739	1362	612	1974	911	395	1306	2747	1272	4019	100.0
III	Economics	43	23	66	113	40	153	126	53	179	282	116	398	53.00
	Political Science	17	2	19	45	6	51	56	11	67	118	19	137	18.25
	History	1	4	5	12	4	16	20	9	29	33	17	50	6.66
	Nepali	9	1	10	13	4	17	19	—	19	41	5	46	6.13
	Geography	4	—	4	10	1	11	28	3	31	42	4	46	6.13
	English	5	2	7	10	2	12	22	3	25	37	7	44	5.85
	Culture	1	1	2	5	3	8	11	3	14	17	4	24	3.19
	Otherc subjets	3	—	3	—	—	—	3	—	3	6	—	6	0.79
	Total	83	33	116	208	60	268	285	82	367	576	175	751	100.0
	Grand Total	2299	1362	366	3628	1777	5405	3051	1178	4229	8978	4317	13295	100.0

Source:—Statistical report I and II Pokhara : (Dean's Office, IOHSS, 2033/34) and Examination Section of Kirtipur, Padma Kanya and Patan Campus.