**Student Dropout Trends in Higher Education of Nepal: A Case Study of Baneshwor Multiple Campus**

**Rameshwor Kafle**

Associate professor

Baneshwor Multiple Campus, Kathmandu, Nepal

[baneshworkafle@gmail.com](mailto:baneshworkafle@gmail.com)

<https://orcid.org/0009-0000-2124-9196>

Received: January 05, 2024 Revised & Accepted: February 26, 2024

Copyright: Kafle (2024)

 This work is licensed under a [Creative Commons Attribution-Non Commercial 4.0](https://creativecommons.org/licenses/by-nc/4.0/legalcode) [International](https://creativecommons.org/licenses/by-nc/4.0/legalcode) License.

**Abstract**

This study analyzes the pattern of student dropout rates of Baneshwor Multiple Campus (BMC) over the years 2020 to 2022. However, despite BMC’s extensive initiatives, some problems continue to prevail due to social and economic reasons. Dropout rate is influenced by foreign migration more prominently as an aspect of culture wherein people give priority to employment opportunities abroad than study. The data used in this research are obtained from the Educational Management Information System (EMIS), while a scientific method is followed throughout the analysis phase. It is found that different academic levels have dropout rates, which indicate the need for strong retention strategies. The topic discussed in the dialogue covers, among other aspects, the level of effectiveness of the strategy implemented by BMC to reduce college dropouts, as well as external influences on students' lives and the nation's economy arising from student movement.

**Keywords:** Dropout, enrollment, exam appeared, foreign migration, policy, student retention

**Background**

Dropout and graduation rates have long been seen as key indicators of social and economic well-being as well as the productivity and efficacy of the educational system. The current state of affairs is marked by a number of factors that have increased interest in the reliability and applicability of these statistics, including shifting demographics, new legal requirements, and increased political pressure to lower the dropout rate (NASEM; 2011). The cause of a student dropping out is often termed as the antecedent of dropout because it refers to the pivotal event which leads to dropout ([Fuller, R.1927](https://journals.sagepub.com/doi/10.1177/2158244013503834#bibr17-2158244013503834)). The reasons for school dropout vary. Some drop out of school voluntarily while others are forced to do so under terrible circumstances. School dropout is a universal fact (Mathew, J. 2017). From the early 20th century pioneers to the present, research on school dropout has marked tendencies in causes and prevention. A paradigm for comprehending dropouts is provided by push, pull, and falling out variables. Push influences include disciplinary or attendance consequences from the school. Out-of-school lures like work and family are pull factors (Jacob Doll, J., Eslami, Z., & Walters, L. 2013).

In order to reduce the rate of student dropout, Baneshwor Multiple Campus designed a well-integrated policy in 2073, and it is still running (BMC; 2023). Being the main institution in the country, it has faced a range of challenges that are predominantly rooted in its economic and social context. Though measures have been taken to address the dropout problem, some external factors like macro-economic conditions as well as societal factors continue to be critical impediments. A considerable aspect responsible for the problem of dropout is a marked preference among the younger population of the country to go abroad. This generally results in greater chances of students quitting their studies due to highly attractive economic prospects in foreign lands; this, in turn, increases the rate of dropouts within the system. The same tendency can be seen as a part of social life when foreign countries create such power that it becomes stronger than one’s educational or professional ambitions.

Baneshwor Multiple Campus has been able to significantly reduce the drop-out rate, which is a notable achievement. The institution’s relentless endeavor has been recognized in the 2022 academic year, which experienced a substantial decline in the drop-out ratio, indicating that they are making headway in their struggle to fight this problem. Nevertheless, there is an admission that the current situation cannot be said to be completely acceptable.

Dropping out in this context is referred to as students who fail to complete their studies at Baneshwor Multiple Campus. Dropout rates therefore reflect the portion of learners who leave school before finishing their respective courses. These rates show the difficulties that the campus encounters in retaining its enrolment and ensuring completion of academic programs successfully.

Baneshwor Multiple Campus's has commitment to addressing these challenges is clear through the continuous implementation of its dropout reduction policy. The campus has made significant steps in controlling the upward trajectory of dropout rates, the multifaceted relationship of economic, social, and migration factors requires ongoing efforts to achieve a more satisfactory outcome in the coming future.

**Objectives**

* To find out the students' exam appearance rate of BMC
* To analyze the students' dropout rate at BMC

**Research Questions**

The objectives outlined in the context of Baneshwor Multiple Campus point to a need to comprehend retention and engagement patterns among students. In keeping with these objectives, the following research questions might be taken into consideration:

* What is the participation rate of students in examinations at Baneshwor Multiple Campus, and how has this percentage changed over the specified time period (e.g., from academic years 2020 to 2022)?
* How many students have discontinued their education, i.e., dropped out, at Baneshwor Multiple Campus over the designated period (e.g., academic years 2020 to 2022)?
* To what degree has the dropout reduction policy implemented by Baneshwor Multiple Campus proven effective in decreasing the dropout rate? Are there specific policy measures that have shown particular success in achieving this reduction?

**Methodology**

Study is focused to find out the students dropout rate of Baneshwor Multiple Campus from 2020 to 2022. For that purpose the goal is to use appropriate methods to get accurate results. The methodology covers many things like who are the study populations, how data are collected, and how it is analyzed and interpreted.

**Study Population and Study Area:** The students enrolled at Baneshwor Multiple Campus between the academic years of 2020 and 2022 make up the study population for this research. The study area fixed on Baneshwor Multiple Campus, which is located in Santinagar area of New Baneshwor, Kathmandu, Nepal. The Baneshwor Multiple Campus is selected for this study purpose because this campus is a renowned community campus of the country. This Campus has different common academic programs in which students from most of the parts of country are enrolled. So, it can provide the clear picture of student dropout scenario of the higher educational institution of Nepal.

**Data Collection:** This study is primarily based on the data which are provided by Educational Management Information System (EMIS) of Baneshwor Multiple Campus. Similarly, student enrollment related information’s are collected from the admission section of campus and other exam related information’s are collected from the exam section records. A comprehensive cross-referencing procedure is used to guarantee data accuracy. It involves comparing the Admission Section, the EMIS system, and the TU Examination Board's triplicate documents. Furthermore, each student's mark sheet is carefully reviewed for verification.

**Data Analysis:** A systematic data analysis approach is employed to derive meaningful insights from the collected data. Tabulation is used to organize and present the data in a structured manner, facilitating a clear understanding of patterns and trends. The quantification and categorization of students appearing for exams and those experiencing dropout instances are integral components of the analytical process. Percentage calculations are utilized to express the dropout rate relative to both the total student population and those participating in examinations. The analysis differentiates between three academic years (2020 to 2022) to discern evolving trends. Anomalies, such as negative dropout rates, are identified and addressed during the analysis phase.

**Data Interpretation:** In this process of research, an attempt has been made to systematically interpret the available statistical information of dropouts based on the objectives of the research. Furthermore, this phase provides key principles for increasing student enrollment and solving or reducing dropout problems. The emphasis in interpretation is on ethics considering the importance of protecting the privacy and confidentiality of data obtained.

**Findings**

**Class wise Student Enrollment, Exam Appearance and Dropout Rate at academic year, 2020**

Furthermore, the presented table below will display the dropout statistics of 2020/21 academic years for different academic levels at Baneshwor Multiple Campus. The data includes the key features, including enrollment level, number of student’s exam participation, and dropout statistics which display in absolute terms as well as percentage of total enrollment.

Analysis of enrollment to exams shows a high level of engagement with total enrollment being 1484 students and 1245 actively participating in exams The pattern of enrollment is significantly different as the level of study increases, with BA 1st, BBS 1st, and BA 3rd years recording more enrollments during peak periods.

The analysis of dropout rates is key focus, for it can be regarded as a shared difficulty in keeping students within the academic system, which has an overall dropout rate of 21.50 percent to worry about. The BBS program in 1st year has been especially alarming owing to the dropout rate of 33.22 per cent, reflecting prevalent attrition during the first year of the BBS study. Nevertheless, there are also significant dropout rates at the B.Ed. 3rd, B.Ed. 1st and BBS 2nd years, which are at 28.57 per cent, 27.78 percent and 26.53 percent respectively. Among the academic levels some are exception, they are outliers of the positive signs with lower dropout rate than the others. BBS 3rd and B.Ed. 4th year report approximately 2.61 percent and zero dropout rates. Over and above that, at 3.13 percent and 2.56 percent, MBS 1st semester and MA 2nd semester has the lowest dropout rates, which suggest that the trend of retention in post graduate programs is high. Abnormal observation is reported from BBS 4th, which measures negative dropout rate of minus six (-6%) percent. It should be the cause of positive transfer of students at BBS 4th year from other college.

The patterns and trends noted reinforce the importance of targeted responses to solve the challenges which are distinct for each academic program. It becomes very important to look in deep for the reasons of high dropout rates in programs with more attrition, which significantly affects the design of the retention strategies.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table 1:**  **Students Enrollment and Dropout Status of Campus, 2020** | | | | |
| Level | Enrollment  Number | Exam appeared  Number | Dropout  Number | Dropout per cent |
| BA 1st | 261 | 196 | 65 | 24.90 |
| BA 2nd | 198 | 169 | 29 | 14.65 |
| BA 3rd | 209 | 162 | 47 | 22.49 |
| BBS 1st | 286 | 191 | 95 | 33.22 |
| BBS 2nd | 147 | 108 | 39 | 26.53 |
| BBS 3rd | 115 | 112 | 3 | 2.61 |
| BBS 4th | 99 | 105 | -6 | -6.1 |
| B.Ed. 1st | 126 | 91 | 35 | 27.78 |
| B.Ed. 2nd | 22 | 17 | 5 | 22.73 |
| B.Ed. 3rd | 14 | 10 | 4 | 28.57 |
| B.Ed. 4th | 7 | 7 | 0 | 0.00 |
| MBS 1st Semester | 32 | 31 | 1 | 3.13 |
| MA 2nd Semester | 39 | 38 | 1 | 2.56 |
| M.Ed. 1st Semester | 9 | 8 | 1 | 11.11 |
| **Total** | **1484** | **1245** | **319** | **21.50** |

Source: EMIS; 2023

Studying the data on students who dropout from Baneshwor Multiple Campus gives us important information about how many students leave the institution. By identifying trends and patterns, we can better understand how to help students stay and succeed. Table data shows the highest dropout rate on bachelor level and low dropout rate on the master’s level of each and every faculty.

**Class wise Student Enrollment, Exam Appearance and Dropout Rate at academic year, 2021**

The analysis of student drop-out data, for the academic year 2021 at Baneshwor Multiple Campus, presents very useful information relating to student retention across various levels of learning. The study shows a total enrolment of 1891 students with 1499 students appearing in examinations. This means that the overall dropout rate for the academic year was 20.73 percent, which suggests a significant but not insurmountable issue of keeping students engaged throughout their academic paths. At undergraduate (bachelor) level, BBS 4th and BBS 2nd year have a relatively high dropout rate of 36.61 percent and 30.89 percent respectively on these stages of their studies. On the other hand, BA 3rd and B.Ed. 2nd year display low dropout rates at 1.74 percent and 19.78 percent respectively hence suggesting that there is higher retention among students during these two years. Intriguingly, BBS 4th year records a significantly high dropout rate at 36.61 per cent indicating some challenges encountered by learners at this stage of the course as opposed to others within it. It is worth noting that no student enrolled and appeared in examination for BA 4th year because there was no provision of BA 4th year program of this academic year due to the university system of that time. For instance in the B.Ed. program, the negative dropout rates from its third (-29.41%) and fourth (-20 %) levels are an indication that there may be higher number of transfer student from other campus to Baneshwor Multiple Campus. There is room to doubt this fact. The dropout rate for masters programs like MBS II semester, MA II semester, MA III semester, and M.Ed. II semester is low. There is a dropout for MA 1 and MBS I semester, with rates was 11.43 percent and 12.90 percent respectively.

Based on the overall review, it is evident that effective dropout reduction plans are necessary, particularly at the undergraduate level, in order to enhance student retention and address any issues that may result in student’s dropout. Tailoring strategies to specific academic levels and programs will enable Baneshwor Multiple Campus to foster a supportive educational environment and further improvement of overall student success.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table 2:**  **Students Enrollment and Dropout Status of Campus, 2021** | | | | |
| Level | Enrollment | Exam appeared | Dropout | Dropout % |
| BA 1st | 287 | 218 | 69 | 24.04 |
| BA 2nd | 190 | 147 | 43 | 22.63 |
| BA 3rd | 172 | 169 | 3 | 1.74 |
| BBS 1st | 395 | 296 | 99 | 25.06 |
| BBS 2nd | 191 | 132 | 59 | 30.89 |
| BBS 3rd | 108 | 86 | 22 | 20.37 |
| BBS 4th | 112 | 71 | 41 | 36.61 |
| B.Ed. 1st | 154 | 121 | 33 | 21.43 |
| B.Ed. 2nd | 91 | 73 | 18 | 19.78 |
| B.Ed. 3rd | 17 | 22 | -5 | -29.41 |
| B.Ed. 4th | 10 | 12 | -2 | -20.00 |
| MBS 1 Semester | 31 | 27 | 4 | 12.90 |
| MBS II Semester | 32 | 30 | 2 | 6.25 |
| MA II Semester | 31 | 29 | 2 | 6.45 |
| MA III Semester | 29 | 29 | 0 | 0.00 |
| MA I Semester | 35 | 31 | 4 | 11.43 |
| M.Ed. II Semester | 6 | 6 | 0 | 0.00 |
| **Total** | **1891** | **1499** | **392** | **20.73** |

Source: EMIS; 2023

**Class wise Student Enrollment, Exam Appearance and Dropout Rate at academic year, 2022**

The data on student dropouts for the academic year 2022 provides a detailed overview of student retention at Baneshwor Multiple Campus across different academic levels. The analysis shows that there were a total of 1714 students enrolled, with 1378 students appearing for examinations. The overall dropout rate for the year is 19.60 Percent, which indicates a significant but manageable challenge in keeping students engaged.

At the undergraduate level, the dropout rates for B.Ed. 2nd, BBS 2nd and BA 2nd year are higher, at 40.50 Percent, 39.16 Percent and 32.60 percent respectively. These levels seem to be more susceptible to attrition, suggesting potential challenges or factors that affect students' progression in these stages of their academic programs. On the other hand, B.Ed. 1st, BA 1st and BBS 1st year have relatively lower dropout rates, at 3.30 percent, 9.76 Percent and 11.68 Percent respectively, indicating a higher level of student retention in the initial phases.

The B.Ed. 2nd level stands out with a substantial dropout rate of 40.50 Percent, indicating specific challenges in this stage of the B.Ed. program followed by BBS and BA 2nd year. It is crucial to focus on understanding and addressing the factors that contribute to this higher attrition rate.

In general, master programs have lower dropout rates, with MBS II semester, MBS III semester, M. Ed. IV and MA III semester reporting zero dropouts. MBS I semester, MA I semester, and MA II semester have modest dropout rates ranging from 2.22 Percent to 4.76 Percent.

Overall, the analysis underscores the importance of addressing challenges specific to certain academic levels, particularly BA 2nd, BBS 2nd, and B.Ed. 2nd year. Understanding the factors that contribute to higher dropout rates in these stages will enable the implementation of targeted strategies to improve student retention. The data also highlights the need for ongoing monitoring and support to create a conducive academic environment and enhance overall student success at Baneshwor Multiple Campus.

**Table 3**

**Students Enrollment and Dropout Status of Campus, 2022**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Level | Enrollment | Exam appeared | Dropout | Dropout per cent |
| BA 1st | 123 | 111 | 12 | 9.76 |
| BA 2nd | 181 | 122 | 59 | 32.60 |
| BA 3rd | 145 | 130 | 15 | 10.34 |
| BBS 1st | 214 | 189 | 25 | 11.68 |
| BBS 2nd | 286 | 174 | 112 | 39.16 |
| BBS 3rd | 132 | 104 | 28 | 21.21 |
| BBS 4th | 86 | 71 | 15 | 17.44 |
| B.Ed. 1st | 91 | 88 | 3 | 3.30 |
| B.Ed. 2nd | 121 | 72 | 49 | 40.50 |
| B.Ed. 3rd | 73 | 65 | 8 | 10.96 |
| B.Ed. 4th | 22 | 18 | 4 | 18.18 |
| MBS I Semester | 45 | 44 | 1 | 2.22 |
| MBS II Semester | 27 | 27 | 0 | 0.00 |
| MBS III Semester | 28 | 28 | 0 | 0.00 |
| M. Ed. IV | 6 | 6 | 0 | 0.00 |
| MA III | 28 | 28 | 0 | 0.00 |
| MA II Semester | 42 | 40 | 2 | 4.76 |
| MA I Semester | 64 | 61 | 3 | 4.69 |
| Total | 1714 | 1378 | 336 | 19.60 |

Source: EMIS; 2023

**Comparative Study of Level Wise Student Dropout at Baneshwor Multiple Campus; 2020-2022**

The table provides a summary of the percentage student dropout rates at Baneshwor Multiple Campus in the academic years 2020-2022 based on different academic levels. These data, expressed as percentages, suggest separate trends and tendencies that allow for the observation of important patterns. Remarkably, the figures demonstrate a noticeable growth in dropout numbers among B.Ed. 2nd from 2020 to 2022, with BBS 2nd indicating possible difficulties or conditions connected with this level. These wide variations in BA 2nd dropout rates reached an unprecedented height of 14.65 percent in 2020 and increased again to 32.60 percent in 2022, warranting further investigation into possibly environmentally or academically related changes influencing student retention and graduation rates. Similarly, the swings in B.Ed. over this period saw a bigger increase, with the number of dropouts rising from a whopping 22.73 percent in 2020 to 40.50 percent by the year 2022; this, therefore, requires a closer look at environmental or academic impacts as determining factors.

It is evident that the significant rise in BBS second year dropout rates, reaching 26.53 percent in 2020, and peaking at 39.16 percent in 2022, should be addressed through a detailed study of issues directly related to BBS students. On the other hand, some negative dropout rates occur at BBS fourth year, affecting students. Fourth levels demonstrate a net positive transfer, suggesting that perhaps more students are being attracted by the campus than are leaving it. An inquiry is necessary into special features of these programs, campus accommodation, or academic level, probably provoking this positive tendency. Observing the net transfer rates alongside the dropout rates provides informative patterns. High positive net transfers and negative dropout rates indicate an important student retention issue, suggesting that students are not only staying on campus but are also being attracted to it. This signifies an attractive campus and successful efforts in student attraction and retention. Nonetheless, there are some questions over the B.Ed. third and fourth year negative dropout rates of 2021 as well as the 2020 BBS fourth year negative dropout rate, because TU does not usually allow transfers in the final year of any level. However, considering the status of Covid-19 at the time, it's plausible that this happened as a result of the relaxing of this clause.

The average dropout rates at each level in a particular academic year provide insights into the holistic performance of the program. More importantly, there appears to be a higher rate of dropout during the BBS 2nd year across years, thus pointing out program related issues that need detailed investigation.

**Table 4**

**Student Dropout at Baneshwor Multiple Campus; 2020-2022**

|  |  |  |  |
| --- | --- | --- | --- |
| **Level** | **Academic Year (Dropout rate in %)** | | |
|  | **2020** | **2021** | **2022** |
| BA 1st | 24.90 | 24.04 | 9.76 |
| BA 2nd | 14.65 | 22.63 | 32.60 |
| BA 3rd | 22.49 | 1.74 | 10.34 |
| BBS 1st | 33.22 | 25.06 | 11.68 |
| BBS 2nd | 26.53 | 30.89 | 39.16 |
| BBS 3rd | 2.61 | 20.37 | 21.21 |
| BBS 4th | -6.1 | 36.61 | 17.44 |
| B.Ed. 1st | 27.78 | 21.43 | 3.30 |
| B.Ed. 2nd | 22.73 | 19.78 | 40.50 |
| B.Ed. 3rd | 28.57 | -29.41 | 10.96 |
| B.Ed. 4th | 0.00 | -20.00 | 18.18 |
| MBS 1st Semester | 3.13 | 12.90 | 2.22 |
| MBS 2nd Semester | NA | 6.25 | 0.00 |
| MA 1st Semester | NA | 11.43 | 4.69 |
| MA 2nd Semester | 2.56 | 6.45 | 4.76 |
| MA 3rd Semester | NA | 0.00 | 0.00 |
| M.Ed. 1st Semester | 11.11 | NA | NA |
| M.Ed. 2nd Semester | NA | 0.00 | NA |
| M.Ed. 4th Semester | NA | NA | 0.00 |

A close analysis of graphical displays and how dropout rates, net transfers, and program-specific trends relate to each other offers a deeper insight into the mechanics that shape Baneshwor Multiple Campus dynamics. The information implies that there is a need for specialized measures along with more study to improve retention, specifically at levels where early school leaving shows a rise. It is also shown through this all-inclusive evaluation that it can be used as an effective guide for making informed decisions and strategically planning for the campus.

**Drop out Trends analysis 2020-2022 of BMC**

The dropout trends at Baneshwor Multiple Campus (BMC) from 2020 to 2022 exhibit dynamic patterns, shedding light on the challenges and improvements in student retention. In 2020, the overall dropout rate was 21.50 per cent, with BBS 1st and B.Ed. 3rd year facing higher rates at 33.22 and 28.57 percent, respectively. In the subsequent year, 2021, the total dropout rate again was on a rise hitting 20.73 Percent visualized as a sharp increase in the BBS 2nd year 30.89 percent and the BBS IV 36.61 percent.

In 2022, the situation improved, because of which the dropout rate had fallen down to 19.60 Percent. There was, however, a positive development. Yet, certain of those remained quite troublesome in B.Ed. This also applied to 2nd year, whose dropout rate reported difficulties of up to 40.50 Percent. Besides, this rate of BA 2nd year dropout students experienced an increase, rising from 14.65 Percent in the year 2020 to 32.60 Percent in 2022.

**Table 5**

**Overall Students dropout trends of BMC 2020-2022**

|  |  |
| --- | --- |
| **Year** | **Dropout Rate in percent** |
| 2020 | 21.50 |
| 2021 | 20.73 |
| 2022 | 19.60 |

**Discussion**

The article about tenth-grade student dropout trend at Baneshwor Multiple Campus (BMC), Nepal discusses various possible challenges and initiatives on student retention. However, the dropping policy by BMC in the year 2016 is a critical concern. Are these effective? How the dropping policy could be helpful to reduce the dropout rate? What should be the implementation strategy to fulfill the impact? By answering and considering the current situation, we should evaluate and understand how successful and see whether some areas are required to improve the effectiveness and the implementation methodology of the dropping policy.

External factors such as economic conditions and social conditions are now being raised as explanations of student dropout rates at BMC. One could explore into specific economic challenges between students as described by their social economic backgrounds, and perhaps develop specific targeted interventions that address those other factors and build better systems to support those students in this predicament. Foreign migration has been emphasized as a significant cause of the dropout problem at BMC, and a careful conversation might delve into why bachelors of arts choose to migrate rather than stay and finish their degree. The enticement of foreign prospects might be explored, and how the institution can diminish this enticement and keep its students within the confines of the educational system. Partnerships with external actors, such as government bodies and industries, might offer economic opportunities abroad that can alleviate financial incentive for students to migrate. Another critical matter for exploration could be to look at dropout rates by level and then compare those to national or even global trends. By recognizing consistent patterns at particular academic levels as well as any idiosyncrasies in BMC’s dropout rates relative to broad patterns of educational mobility, we can pinpoint areas for potentially effective interventions. This is what it means to consider dropout by emphasizing the local context: these data can and should inform the efforts of those invested most directly in the question of student success, while also helping to frame those efforts by bringing to light the peculiar challenges that accompany BMC’s position as a private higher education institution, a leading provider of higher education in the country, and a member of the academic community both locally and globally.

To ensure the reliability of the study's conclusions, irregularities in the data, such as negative dropout rates at certain academic levels, must be addressed. The negative dropout rate should be the cause of positive net transfer rate of the campus of the concern year. A detailed discussion could focus on the importance of data accuracy and completeness in educational analytics. Recommend steps that the BMC can take to improve the reliability of the data and discuss the potential impact of anomalies on the overall findings, which will enhance the credibility of the study. The article highlights the link between student migration, economic opportunities abroad, and dropout rates. A comprehensive discussion could explore the broader implications of this trend for the nation's economy. It is critical to consider how BMC works with external stakeholders, including government agencies and industry, to create opportunities within the country. Such collaborations can make opportunities abroad less attractive and contribute to better student retention.

The necessity of specific strategies for different academic levels is emphasized in this article. A thorough debate might examine the unique problems that every level faces and provide effective solutions. For every level, BMC can adjust its strategies to provide a more effective and modified intervention. This would make the strategy for student retention more complete and successful.

At last, these discussion points offer insights into the creation of well-informed strategies for enhancing student retention in the near future, as well as a basis for a deeper knowledge of the dropout trends at Baneshwor Multiple Campus.

**Conclusion**

The dropout pattern has been analyzed in Baneshwor Multiple Campus (BMC) for the academic years 2020 to 2022 and it is very informative about student retention dynamics. The college has made an effective plan in 2073 to deal with the dropout problem. But many problems remain because of financial and social issues in the country. One big reason students leave their study is that they want to go to foreign country for better jobs. Doing this often leads to students stopping their studies, making school leaving bad worldwide. This is linked to a strong wish to live in other lands that makes college less important. The rate of student dropout a lot in 2022, which points to the good impact of the college student dropout reduction plans. To keep going, the college can gain from plans for each level, help from groups outside, and a deep look at how students move in college in the area and in the world. The facts found in this look give a base for making better plans, making a good college that helps, and at last making students stay in Baneshwor Multiple Campus in the days to come.

**Reference**

Baneshwor Multiple Campus. (2023). *EMIS Report; 2023*. [www.baneshwormultiplecampus.edu.np](http://www.baneshwormultiplecampus.edu.np" \t "_new)

Baneshwor Multiple Campus.(2016). *Dropout reduction policy and procedure 2073*. [www.baneshwormultiplecampus.edu.np](http://www.baneshwormultiplecampus.edu.np)

Baneshwor Multiple Campus.(2023). *Detail Progress Report;2023*. [www.baneshwormultiplecampus.edu.np](http://www.baneshwormultiplecampus.edu.np)

Fuller, R. (1927). *Fourteen is too early: Some psychological aspects of school leaving and child labor*. New York, NY: National Child Labor Committee.

Mathew, J. (2017). *Reasons-for-School-Dropouts-Survey-Report*. Mahatma Education Society.

Jacob Doll, J., Eslami, Z., & Walters, L. (2013). *Understanding Why Students Drop Out of High School, According to Their Own Reports: Are They Pushed or Pulled, or Do They Fall Out? A Comparative Analysis of Seven Nationally Representative Studies*. Sage Journals. <https://doi.org/10.1177/2158244013503834>

National Academies of Sciences, Engineering, and Medicine. (2011). *High School Dropout, Graduation, and Completion Rates: Better Data, Better Measures, Better Decisions*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/13035>.

(Mahat, Neupane, & Karki, 2023). (Mahat, Neupane, & Shrestha, 2024) (Lamichhane & Neupane, 2023). (Neupane & Subedi, 2018). (Neupane, 2019). (Neupane, 2014). (Neupane, 2018). (Neupane, Panta, & Bhattarai, 2023). (Adhikari D. B., Ghimire, Neupane, & Regmi, 2018) (Ghimire & Neupane, 2022) (Adhikari D. B., Ghimire, Neupane, & Dhakal, 2018)

(Shrestha & Timalsena, 2023) (Neupane, 2014)

# References

Adhikari, D. B., Ghimire, M. N., Neupane, D., & Dhakal, R. L. (2018). An explorative study of academic performance of school students with reference to Ethnicity. *International Journal of Applied Research, 4*(5), 36-38.

Adhikari, D. B., Ghimire, M., Neupane, D., & Regmi, R. B. (2018). An exploratory research on academic performance of school students with reference to religion. *International Journal of Applied Research, 4*(5), 76-81.

Ghimire, M. N., & Neupane, D. (2022). An Exploratory Study on Status of Homestays from Lamjung. *Nepal Journal of Multidisciplinary Research (NJMR), 5*(5), 119-126. doi:https://doi.org/10.3126/njmr.v5i5.51812

Lamichhane, B., & Neupane, D. (2023). Perceived Organizational Support in Nepalese Banks. *International Journal of Atharva, 1*(1), 1-13. doi:https://doi.org/10.3126/ija.v1i1.58835

Mahat, D., Neupane, D., & Karki, T. B. (2023). Exploring the Academic Landscape: A Critical Analysis and Review of the Nepal Journal of Multidisciplinary Research. *Nepal Journal of Multidisciplinary Research, 6*(4), 128-138.

Mahat, D., Neupane, D., & Shrestha, S. (2024). Quantitative Research Design and Sample Trends: A Systematic Examination of Emerging Paradigms and Best Practices. *Cognizance Journal of Multidisciplinary Studies, 4*(2), 20-27. doi:10.47760/cognizance.2024.v04i02.002

Neupane, D. (2014). Age and Peer Victimization among School Adolescents in Kathmandu, Nepal. *Journal of Advanced Academic Research (JAAR), 1*(1), 18-23.

Neupane, D. (2014). Gender Role in School Bullying. *Journal of Chitwan Medical College, 4*(7), 37-41. Retrieved from https://www.cmc.edu.np/images/gallery/Original%20Articles/oGfWOoriginal7.pdf

Neupane, D. (2018). Food Choice Motives of Guardians of Trilok Academy Kathmandu with reference to Gender. *Nepal Journal of Multidisciplinary Research (NJMR), 1*(1), 73-81.

Neupane, D. (2019). Food choice motives of adults from Kathmandu city with reference to ethnicity. *International Journal of Applied Research, 5*(3), 182-185.

Neupane, D., & Subedi, C. K. (2018). Gender differences in learning style preferences of high school students. *International Journal of Applied Research, 4*(1), 215-221.

Neupane, D., Panta, S., & Bhattarai, P. (2023). Preferred Learning Techniques among Bachelor’s Level Students. *Nepal Journal of Multidisciplinary Research (NJMR), 6*(2), 145-154. doi:https://doi.org/10.3126/njmr.v6i2.57660

Shrestha, R., & Timalsena, C. (2023). Perceived External CSR from Employees’ Perspective in Nepalese Banking Industry. *Nepal Journal of Multidisciplinary Research (NJMR), 6*(3), 145-155. doi:https://doi.org/10.3126/njmr.v6i3.59718