

Chapter-I

Introduction

1.1 Background of the Study

Even after Nepal's entry into the modern world of computer and science, Nepalese women are downtrodden and at the bottom of development mainstream. The women are fighting for equability and social justices yet. They are still treated as second-class citizen. We have seen these in religious, cultural, social, political and educational mirrors all these reality. Out of the total population 51% are the women in the country who are also depressed by the hierarchical system, which generate caste and gender discriminations. Out of the total population 51% are the women in country. Among them only 42.8 percentage are literate. Due to prevailing discriminatory traditions and lingering patriarchy in educational functionaries and state agencies girls and women are still devoid of right to education and training. All the maladies that lead to the subordination, subjugation and exploitation arise out of this condition.

The employment situation of the women in Nepal is not equal. The majority is unpaid and those who are employed are generally unskilled and have to work in exploitative situation. Even for getting education the various forms used in universities demand husbands consent to get admission (FWLD 2000).

Ancient wisdom of the importance of educating girls has been increasingly acknowledged in recent years. Experiences of many countries around the world have demonstrated that investment in education, especially of girls and women, is the most precious investment a society can ever make, and that no society has ever liberated itself economically, politically or socially without a sound base of educated women. Although the economic benefits of education are similar for both boys and girls, the social benefits, especially in the areas of health, education and population control, multiply in the case of educated girls (Haq and Hag 1998).

Education has been regulated both as an end in itself and as a means of realizing other desirable ends. It develops the personality and rationality of individuals, qualifies them to fulfill certain economic, political and cultural function and thereby improves their socioeconomic status. It has been recognized as a major instrument which societies can use to direct the process of change and development towards desired goals. It provides for vertical mobility and can there by help to equalize status of both individuals coming from different social strata. The universal declaration of human rights regards it as one of the basic human rights of every human being.

The movement for improving women's status all over the world has always emphasized education as the most significant instrument for changing women's subjected position in society. Education is key factor in sustainable development it is at the same time a component of well being and a factor in the development and well being through its links with demographic as well as economic and social factors.

Education is also a means to enable the individual to gain access to knowledge which is a pre-condition for coping by anyone rushing to do so, with today's complex world. In the past twenty years, the world has experienced a rise in education levels. Although the differences in educational attainment between males and females have shrunk 75% of illiterate persons in the world are women.

In common interpretation literacy is the knowledge of reading and writing. Those who can read and write are called literates. A literate person is expected to be conversant with the three R's: reading, writing and arithmetic(CBS, 2003).

Now-a-days literacy is interpreted in a wide and comprehensive sense. UNESCO came up with the concept of "functional literacy" in 1965. Functional literacy is the basic education of doing simple calculations to manage their earnings so that female's counterparts are not manipulating them.

Education is potentially an agent for awareness and change and therefore it is central to the process of empowering men and women. When people gain access to information and learn how to analysis it they are learning to think critically, with refinement of the process they can reflect on their own situation, create alternative scenarios and make informed decisions. Gender sensitization too should be built into every step of the education process as should the principles of self governance and appropriate technology (CEDAW, May 2002).

The "Education for all" conference held in Jomtien, Thailand (1990) called for action by the participating countries to reduce their respective illiteracy rate by half by the year 200 AD. The illiteracy should be abolished by the year 2015 AD according to the Millennium Development Goals (MDGs) endorsed by UN in September 2001 (UN, 2002).

The new education system plan (NESP) was introduced in Nepal in 1971 as a major educational reform to align the content of education with the needs of development. The new policy also emphasized that equal educational opportunity should be give to girls and women. Thus HMG's educational policy coincided with the United Nations long term objective of including the status of women through UNESCO was sponsoring experimental projects on women's education and equality in various countries. After Nepal embarked upon its new educational policy, the UN asked Nepal to participate in the UNESCO experimental program. Consequently in 1969 an agreement for the Equal Access of Women to Education (EAWE) project was signed for the eight year period, 1970/71-1978.

Despite the fact that access to education and literacy for women has increased remarkably in the last decade, this has not translated into an increase in the gender balance within the socio-political realms. Education has offered little help in the effort to make women's lives fuller and filled with more choice.

Over the past four decades efforts have been made to provide equal educational opportunities to both boys and girls. Several programmes corresponding with the new policies in favour of girls and women education have been initiated and continued. Both government and non-government organizations have made these efforts, as a result increasing the participation of girls and women in the formal and non-formal education programs remain the central policy thrust of all the major government, and national and international non-governmental agencies (Belbase et.al 1998).

Despite the effort of the educational policy and programme the educational status of women is still low in Nepal. The 2001 census shows that there is huge difference between the male and female literacy (Male–65.5%, female–42.8%). The 2001 census shows that the western development region has the highest female literacy (49.3%) but male literacy rate in WDR is 70.4% and the FWDR has the lowest female literacy 33.3% but male literacy rate is 64.7%. In 2001 census the literacy rate of EDR (Eastern Development Region) is 55.7% among them 66.5% are male and 45.0% are female. Similarly in CDR (Central Development Region) the literacy rate is 52.9% among them 63.7% are male and 41.6% are female. The literacy rate of MWDR (Mid Western Development Region) is 49.4% among them 61.1% are male and 37.1% are female.

It can be noted that there is disparity in overall literacy and the female literacy among the different development regions. So this study aims to examine spatial variation to education attainment in term of gender disparity, temporal variation of literacy rate and the review of the government's objectives, policy and programmes towards women's education.

1.2 Statement of the Problem

".....Education must be universal. It must reach all the people.....free.....compulsory and (adapt to) individual differences....." Education in Nepal: Report of the National Education.

-Planning Commission 1956.

There is indispensable relationship among poverty alleviation, human development and basic education. Education exerts direct impact on human development.. Besides basic and primary education have special role to play in increasing labour production and development efforts. In this respect the major challenges of this sector are related to incapability in increasing the rate of literacy especially among the women, and incapability in increasing the access of basic education effectively among poor people and under developed places, where access to school is ensured, the quality of education especially in public school is quite low. School dropouts as well as class repetition are high. The rate is especially high in the case of females, when they reach puberty the parents are not willing to send their daughters in co-educational school because of the fear of the sexual harassment.

Education is one of the most important means of empowering women with the knowledge, skills and self confidence necessary to participate fully in the development process. More than 40 years ago it was asserted that "Every one has the rights to education". In 1990 government meeting at the world conference and education for all in Jomtien, Thailand, committed themselves to the goal of universal access to basic education. But in Nepal as in most other developing countries, there is large disparity between male and female literacy rates. Female are under represented at all levels of the education. Very few Nepalese women continue school beyond the age of ten because of their value to the household as female domestic and agriculture labour. Each among those who have the opportunity to go to school, the dropout rate is very high among females.

The main causes of this disparity between male and female literacy is the social attitude which regards male as superior status in society. Education gives them mess claim to extra superiority. Females are seen as inferior human being who cannot do better than male even if they given access to education, and should be satisfied with their domestic role, which have been ordained for them before their births. However, Nepali society is marked by diverse ethnicity, religions, casts, creeds and languages. The topography of hills, mountain and terrains with contained rivers and streams divides the country into

remote isolated pockets and compartment. Such diversity present challenges for economic developments, which directly affects the education especially women education.

Until today we know that disparity exists in the literacy and educational attainment in ferues of gender, place of residence, geographical location and so on buy no study has so far been conducted in recent years to examine the extent of this disparity. In this context therefore, this study is expected to shed eight on different aspect of these disparities.

So it can be noted that the educational status of women in Nepal is not satisfactory.

1.3 Objectives of the Study

The overall objective of this study is to examine the educational status of women in Nepal. The specific objectives are:

- To review the governments policy and programmes towards women's education.
- To examine and compare the spatial variation of education attainment in terms of gender disparity.
- To find the temporal variation of literacy rate and educational attainment at different levels in each region of the country.

1.4 Significance of the Study

Without giving equal opportunities in the education for women there is no possibility of healthy family, community and nations. With the low level of literacy of women there is no possibility of proper bringing up of children who are the backbone of the nation.

This study analyses the educational status of women in Nepal in different region and the objectives and educational policy of the government of Nepal. This study is helped to be useful ever for planner, policy makers, I/NGOs and other organizations in relation to the introduction and formulation of plan and programmes. It may be helpful for students of research or gender studies and those people who are interested in women's issues. The study attempts to reflect the overall scenario of educational status of women in Nepal to some extent.

1.5 Limitation of the Study

The study comprises of the following limitations

- Firstly the study is based on secondary information.
- Secondly, the study covers the macro-level analysis, so a generalized result is obtained.
- Thirdly, the study is limited only on the general aspect of literacy situation in the country and the regional disparity in the literacy by development region.

1.6 Organization of the Study

This study is divide in to six chapters deals with the introduction to the topic “Educational status of women in Nepal”. This chapter also includes statement of problem objectives of the study, significance of the study, organization of the study and finally limitation of the study. The second chapter deals with literature review incorporating theoretical literature on women education in Nepal.

Chapter three deals with the methodologies of the study. It also includes sample design, sample size. Chapter four deals the government policy, objective and programme on women education. Chapter five and deals with the educational literacy situation of women in Nepal in the context of regional variation. Finally chapter six deals with summary of the research study with recommendations.

Chapter-II

Literature Review

2.1 Religious and Historical Overview

2.1.1 Pre-1951 Period

Prior to 1951 in Nepal, education was treated as an active threat rather than as a potential asset. During more than a century of authoritarian Rana rule, Education was restricted as a part of general policy of isolationism. Traditional forms of Education (religious) were virtually extinguished, and new institutions were discouraged, except for a limited number of schools to educate the children of Kathmandu's elite (especially Rana's children).). However some of the modern schools were opened during the Rana rule.

At the end of Rana rule in 1951 there were only 321 primary schools attended by about 8500 students out of an approximate 3 million population (Shrestha 1939) and 15 middle schools and 27 secondary schools were opened. According to the 1952/54 census (HMG, NPC, CBS.) the Literacy of this time was 5.3 percent.

2.1.2 The Beginning of Educational Development: (1951-1970.)

After the democratic revolution of 1951, education was recognized as a right of the people, and the development of comprehensive system of education considered. As a consequence, the Ministry of Education was formed in 1951 to address the educational needs of country as a whole by developing uniform policies and standards. In 1953, the national Education planning Commission (NEPC) was formed. The report of NEPC was published in 1956 formed the basis the basis for the first five-year education plan released in the Same year and saved as blueprint for comprehensive educational development until the National Education system plan was reproduced in 1971 (Skerry et.al 1991).

The NEPC recommended, "Education must be universal. It must reach all people free compulsory education and adopt of individual differences" (NEPC 1956). It recommended the establishment of a nation wide system of tax supported free public education. Tax and land reforms were targeted as prerequisites to financing education on

a national scale. It also felt however, that financial support should come largely from the local resources to ensure participation and support at the village level. The near to lack of educational infrastructure dictated that quantitative growth of schools would be of primary concern and this coupled with the fact that the people turned to education as a key to modernization and all round development of the country led to a rapid expansion in the no. of schools. These schools were built and managed by the community people with very little financial and technical support from the government body (Upadhayay, 1988, Bista 1991).

2.1.3 The Years of Innovation and Institutionalization: 1970-1990

Nepal's education system as measured by the no. of schools, teachers and students expanded twenty fold between 1950 and 1970. By 1970, Nepal had achieved a national literacy rate of 15 percent. However, qualitative improvements didn't keep pace with quantitative Expansion. Education suffered from a lack of trained teachers good standardized texts, the low status accorded to teachers, and the fact that physical expansion could not keep pace with rapidly expansion enrollment. The System failed to address Nepal's education and development needs. As a result, the government introduced the national Education system plan (NESP) in 1971 to overcome these problems (Skerry et.al,1991; M, Kassaju 1983).

The NESP was designed to support fourth five year plan's regional strategy for mobilizing human resources It outlined three objectives: to meet Nepal's trained manpower needs; to extend educational opportunity to maximum number of People (including out of school youth and adults), and to increase the relevance of the education system to Nepal's economic development needs (Skery et. al 1983).

The forever to women education section (WES) was the "Equal Access of women to Education project" established in 1971. The objective of this project was to increase the no. of female teachers in order to raise girls access to education as it was realized that female teachers could bring positive changes in the enrolment of girls in schools in 1983 the Same project was renamed the "Education of Girls and women's" (EGWN) and with the support of UNICEF was extended as a new project (MOES, May 2002).

2.1.4 Education for All (EFA)

The ministry of Education and sports (MOES) and the Department of education (DOE) developed a concept paper for Nepal Education for all (EFA) programme 2004-2009 in 2002. A draft of this paper was presented in the Basic and primary Education programme (BPEP) II joint government-Donor Technical Review meeting held in December 2002.

Education for All 2004-2009 is designed, as a 5 yrs strategic programme within the framework of the fifteen year, National plan of Action (NPA) for Education for All 2015 to which His Majesty's Government of Nepal is committed, it draws from the goals of the Dakar Framework of Action and has formulated the following six programme components:

- Expanding and Improving early childhood development
- Ensuring access to education for all children.
- Meeting the learning needs of all children including indigenous people and linguistic minorities.
- Reducing adult illiteracy.
- Eliminating gender disparity.
- Improving all aspects of quality education. (MOES, NV-17 2003, Education for All 2004-2009)

2.2 Previous Studies

Center for Education Research, innovation and development (1978) describes rational for equal access of women education in various study such as historical perspective, equal access of women to education, the evaluate of women to education. The study further described presentation and interpretation of the various results such as enrolment and training quota and enrolment, qualitative aspect of the training programme and development region which has the lowest girls' enrolment at the primary level benefited least from the EAWEP programme (CERED, 1998). In this programme, the socially privileged groups like Brahmins, Newars, and Chhetries had predominant participation, the increasing rate in girls enrolment appears to correlate with the higher number of EAWEP, teacher serving in the district. According to this evaluative study they can argue

that this programme is to help increase social awareness with aspect to the importance of female education in the village community.

CERID (1992) on “Chelibeti” Programme concluded that a large number of girls are still deprived of education in our country. Although many school opened in village’s girls are still unable to receive formal Education”: Education is a strong force for progress and it is a prerequisite for improvement of the condition of Peasant women and their daughter Girls of lower age were given greater facilities than the older ones in such cases too. The role of parents found to be crucial for girls enrolment at school. The low school enrolment was found to be the unavailability of time during the day. The main problem of the girls less enrolment at school was stated to be extremely low economic condition.

Acharya M (1994) showed that household income, workload and the concern with the parity of the female body leading to the early marriage are important variable in the female education. As long as there is no resource crunch in the family, the primary school age girls may get to go to school. But as soon as the resource constraint arises, the first casualty is the female child’s education. Girls in lower income groups get little opportunity to go to school at all. Those who go to school get little opportunity to further education beyond the secondary school.

The UN (1994) states education is one of the most important means of empowering women with the knowledge skills and self confidence necessary to participate fully in the development process. But there are 960 million illiterate adults in the world and two thirds illiterate are women among them. There are 130 million children who are not enrolled in primary school and 70 percent of them are girls.

Shrestha (1994) shows that there are so many obstacles in women’s education, mainly there are two kinds: educational and non-educational. The first include not enough schools for girls, no separate schools for girls, distance of schools, numbers of few teachers inflexible school timing, Gender insensitive Curricula, lack of literate environment and that girls education is not taken to pay off her future security of parent. The non

educational obstacles, on the other hand, are poverty, social and cultural tradition, early marriage, concern about girls and women, load of household work and illiteracy among parents.

Shrestha P, (1995) in her book “Educated women in Urban Nepal” attempts to understand the economic participation of liberated and educated females (aged 10+yrs) in Nepal in general and that of Kathmandu city in particular, the analysis was based on secondary as well as the primary sources of information collected from selected sample region of Kathmandu city. Her findings show that literacy level in Nepal is low compared to large number of developing countries. Bangladesh (79%), India (39%) and Pakistan (15.6%)

It also shows that this has benefited 33,672 in 1995/96 and 43,648 girl students in 1996/97. Similarly 31,778 girl students in 65 districts shall be given scholarship. At the high school level, 9,922 girl’s students were given scholarship, and 334 girls student were given facilities of hostels. Like wise, 338 college students were given special scholarship. Two programmes, BPEP and DEDP were launched in 1992 with the assistance of the World Bank, UNICEF and Asian Development Bank to develop the quality of primary and basic education. The ministry has also given basic education post literacy training and skill development under the Non-formal education (Cheli Beti) programme address for 14 year old age girls in 35 districts.

Accordingly, Education Journalist’s Group (EJG 2003) has commissioned a study in DACAW districts to outline impact of UNICEF activity as well as causes of success and failure. The team has reviewed the overall scenario relating to education the status of girl child and quality education. The investigative reporting has been conducted in each of the five VDCs of Kavreplanchowk, Saptari, Kapilvastu, and Dadeldhura among DACAW districts.

At least 20 percent of the total children in the primary school age are still to be enrolled in schools in Nepal. Another 40 percent of the children in their school age group cannot

go to school. In the absence of skills and job oriented education in rural areas, illiterate parents are unaware that they need to send daughters to school.

All the primary, secondary and tertiary education couldn't be linked with moderns-day market and made adoptive to changing times. The present education only aims at providing the lessons it doesn't train people to break-up challenges personally and trains them to take risks. To resolve this problem, a revised curriculum could be introduced in every school for those unable to attend classes due to workload at home, special classes could be run.

A study on "community Action research on Girls Education" in Nepal (Jan 2003) funded by UNICEF Nepal was conducted in different phases. The main objective of this study was to develop a precision action plan for improving status viz. inclusion and participation, of girls in education (UNICEF 2003).

The study identified the key factors, which need to be addressed for promoting girls education in rural Nepal viz. poverty and gender discrimination, Discrimination at household by parent, alcoholism in the family, lack of awareness, lack of awareness, traditional perception and values, Dowry system, early marriage, having more children n the quest and desire to have a son, distance of schools, teachers Behavior, school infrastructure and facilities, government policy/practices, citizenship and birth certificate and prioritization of major factors by specific districts.

The Ministry of Education and sports is committed to raising the status and position of women and to providing universal primary Education for all girls, as well as boys, irrespective of their ethnic assign, religion, culture or linguistic heritage or disability. Because of the effort of, the educational policies and practices of government the girls enrollment in different level is low in Nepal. Ghimire (1997) found that the girls enrollment in primary level, in spite of equal age level population, was lower than that of boys in both districts (Dhankuta and Nuwakot). The main causes were found to be the poverty, negative parental attitude, girls involvement in farming and household work and

lack of educational awareness in parents. He also found a decreasing trend of girls enrollment from primary to the secondary level in both districts. Though high rate of enrollment were found in primary levels, the proportion of girls enrollment over at this level was only 38 percent as against 62 percent of the boys.

According to the MOES, participation of females in teaching is found to be very low in Nepal (20.9%, 2001) which is not better for the nation. This is a very useful indicator that shows not only the status of women in education but also describes the situation of women in society as a whole.

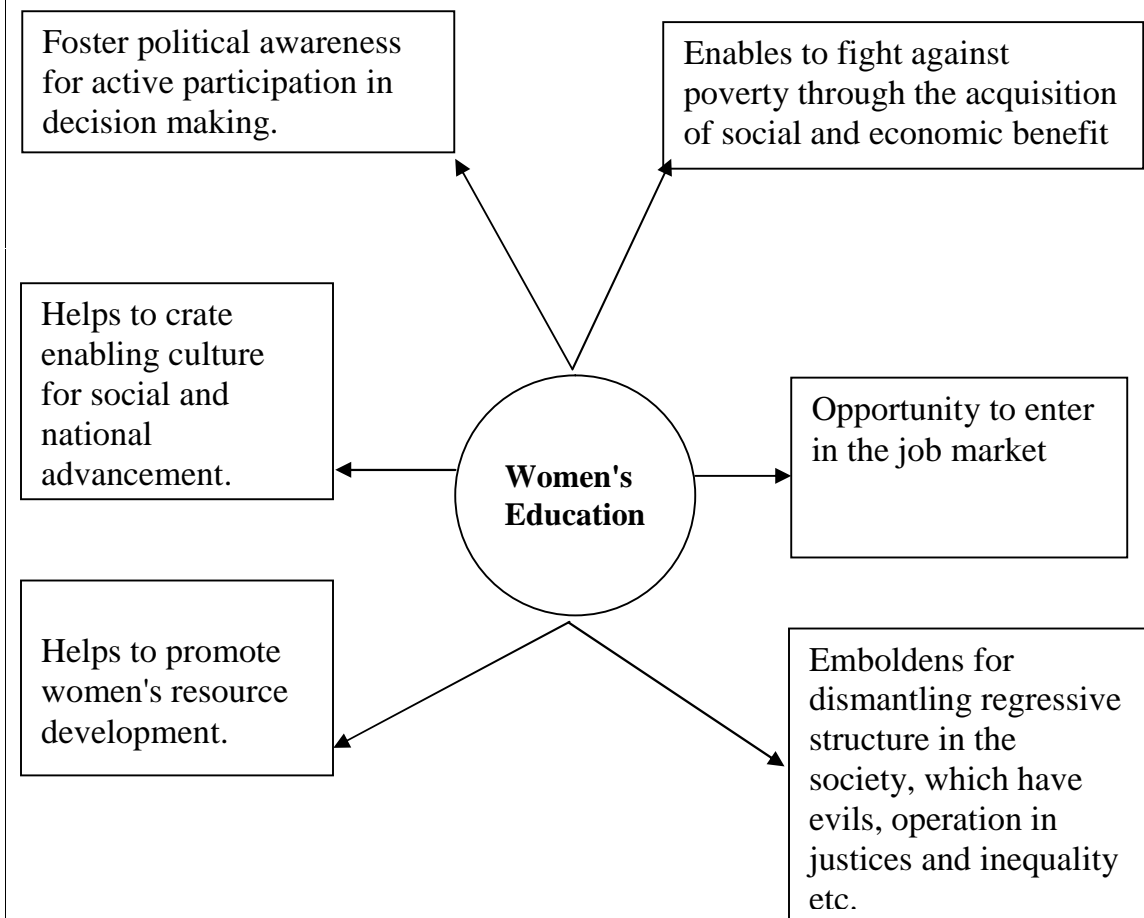
There is high disparity in literacy among the female of different caste and ethnicity. Tharu (2001) found that educational attainment of Tharu females in all three level shows high disparity where as, educated families is found more in primary level than other level, more literate females are found in families who had medium income, service background and business. Due to poor economic condition the females of kamaiyas and labour families have been deprived from formal education more concentrations of literate females are in the age group of less than 15 yrs but more number of informal literate who are more than 20 years.

According to the CBS (2004) the literacy rate of population 15 yrs and above by caste/ethnicity (2001) the Brahmins (57.1%), Newar (53.6%), Rai (40%), Limbu (40%), Thakuri(40%) are leading and the Dalits and other females of minorities groups has the least literacy rate.

Box-1

How education helps to improve women's status

Education is potentially on agent for awareness and change and therefore it is central to the one process of empowering both men and woman. The following figure gives/shows the education helps to improve the status of women.



Chapter-III

Methodology

This study is conducted to examine the actual situation of Nepalese women in the field of education, as composed with male. Data is used from secondary sources so there may be different representation in terms of women's actual education status, whatever may be result, this study certainly reflects the educational status of women in Nepal in terms of Gender, temporal and regional disparity in the field of education. The data taken from every development regions like WDR, CDR, MDR, MWDR, FWDR, Hill, Mountain and Terai are tabulated and evaluated comparatively to get the regional variation of education attainment in terms of gender disparity. The data from 1952 to 2001 about the literacy rates of both gender are taken and evaluated to find out literacy of different time period. Especially it studied within school level education and some where the data from higher education are also taken.

3.1 Sources of Data

This study is based upon the secondary sources of data which consists of various publications, published by different governmental and non-governmental institutions, organizations and agencies. Which are as follows:

- Women in Nepal some statistical facts 2004 ,CBS
- CBS Population census 2001,National report ,CBS
- Population monograph of Nepal 2003, CBS
- School level educational statistics of Nepal 2001,2002,2003,DOE
- An analytical description of educational indicators of Nepal 1971-2001, MOES and other publication, other unpublished dissertation, and other articles.

3.2 Data Analysis Method

Being secondary sources, there is no need of separate techniques for collecting, editing, and processing data. The main techniques which are utilize to analyze the obtained data are; literacy rate, percentage of girls, GER, NER, promotion rate, repetition rate, dropout rate, percentage of female teacher, student teacher ratio etc. The computation techniques of these rates have been included in Annex 1.

Chapter – IV

Review of Objectives, Programmes and Policies of Government in Different Plan Periods.

“The ministry of education and sports is committed to rising the status and position of women and to providing universal primary education for all girls, as well as boys, irrespective of linguistic heritage or disability.”

4.1 Pre – Planning Period (1951-55)

This period can be described as the beginning of the period of educational expansion and reconstruction. The impetus given to education towards the end of the Rana period combined with the general freedom movement in the country, led to a surge of growth and expansion of educational institutions.

The greatest achievement of this period was the establishment of a ministry of Education (1951) which among other things, appointed a board of education and also a 56 member national education planning commission and during a year of deliberation this commission mapped out a long-range development programme of education for Nepal.

Among others, the stated objectives of the plan included : (a) Universal, free compulsory primary education by 1965, (b) Free multipurpose (vocational) secondary education available on the ration of one school for every 10,000 population by 1975, (c) Co-ordination of higher education through a national university by 1965 and (d) Adult education for all who desire it by 1965 (Nepal national education planning commission, 1965).

Unfortunately, no documentary evidences for this period are available to access the relative impact of the growth of education of males and females separately. However, since every period of rapid expansion of education especially supported by the state, has accompanied every where, it may be noted that female education must have been affected much more favorably than that for males.

4.2 The First Five Year Plan Period (1956-61)

The rapid expansion and reconstruction of the educational system observed during 1951-55 period continued in this period also. The percentage enrollment in all three levels of the educational establishment increased from 0.9 percent of school age population in 1954 to 2.2 percent in 1961.

Special significance in this regard is the growth in female education. Commenting on the massive growth of female education in all three levels of educational establishment during this period, some researcher observed: "Since 1951, women have moved rapidly toward a position of equal status to men."

The rapid expansion of education witnessed during this period was, however, not without fault. "Many schools were opened quickly, often without adequate planning, financing, or facilities. Nearly all of the schools charged tuition and catered to the more favored socio-economic classes." The resultant chaos prevailing in the educational system during this period and the consequent deterioration in the quality of education has been fully documented in the report of the Nepal national educational planning commission of 1954-55 as well as the report of the 1962 UNESCO mission of Nepal. Accordingly, both planning commission and the UNESCO mission called for massive long-range, continuous effort to bring about far reaching improvements in the educational programmes. Among others, common points of recommendations made by both reports included remodeling of the curriculum, improvement in the instruction methods of primary and secondary schools as well as of the colleges, greater emphasis on professional and technical education in higher institutes of learning, consolidation of existing liberal arts and science colleges, raising of the standard of higher education, continued improvement of teacher's training programmes, development of an effective supervisory system of educational establishments, promotion of adult education, consolidations, initiation of education research and canalizing future education flow in terms of the man power requirements of the country.

4.3 The Second and the Third Plan Period (1961-70)

The education planning strategy within the second and the third plan periods were very much influenced by the Karachi Declaration of 1962/63 and the recommendations made by the Nepal National Education Planning Commission of 1954 and the UNESCO Mission to Nepal of 1962. In accordance with the Karachi Declaration, both plans aimed at providing universal free primary education by 1980, where as in accordance with the recommendations, made by the Nepal National Education Planning Commission, and the UNESCO mission to Nepal, special emphasis was laid on reduction of dropout rates by way of improvement in the quality of teaching in all three levels of educational system. In addition, both the plans also emphasized the need for vocational education.

In this regard, it may also be noted that "efforts to achieve greater equality of education are particularly reflected by the fact that literacy among females in all rural areas had advanced rapidly", (CBS 1977: 136).

In spite of the impressive improvement in the literacy status acquired during the 1961-71 period, females were lagged far behind males, while literacy proportion in the male age group 15-19 was five times higher than female literacy proportion in the same age group, the opportunity for a female to acquire higher educational status dwindled with age and the difference became more pronounced at advanced ages (CBS 1977).

4.4 The Fourth Five Year Plan (1971-1975)

A Separate National Education system plan for five years was introduced in 1971 and was promptly integrated with the fourth five-year plan, even though one full year had elapsed since its introduction. Among others, the national education system plan aimed at harmonization of the diverse education sub-systems functioning in the country, introduction of substantial applied and practical bios in the curriculum of the educational system, decentralization of educational facilities to the country side and ensuring accessibility to potentially talented students from disadvantaged strata and underdeveloped regions. Accordingly, a new educational system was created with the following objectives (MOES, 1971):

- Primary education will extend from class 1 to 3 and will aim increasing literacy.
- Lower secondary education will extend class 4 to 7 and will aim at character building.

- Secondary education will extend from class 8 to 10 and its aim will be to produce skilled workers by importing vocational training.
- First level higher education will be certificate level, and its aim will be to produce low-level technical manpower.
- The second level of higher education will be the diploma level and its aim will be to produce middle level technical manpower.

4.5 The Fifth Five Year Plan (1975-1980)

The above mentioned objectives and targets set forth in the national education system plan was fully incorporated in the fifth five year plan with a view to extend it to the remaining 24 districts. In this regard it may also be noted that special emphasis was laid on increasing the percentage of female enrolment in primary schools. For this the fifth plan repeating the exhortation made by the national education plan explicitly called for necessary co-operation from local government units and class organizations. Furthermore, it was also been explicitly mentioned that special efforts will be made to appoint trained female teachers in the primary schools. Among others, construction of a girl's hostel in Kathmandu was also planned for the benefit of those girls student who come for higher education from other districts (NPC-1975: 462-492).

4.6 The Sixth Five Year Plan (1980-85)

The national education system plan had been in force in Nepal since 1971 and under which national education policies and objectives had been clearly laid down and technical and vocational education was developed in an effort to open and education system suited to meet the imperatives of national building, was succeeded in given a new direction to Nepal's educational system in the true sense of the term.

During the sixth plan period primary education was changed from 1-3 to 1-5 and lower secondary education was correspondingly changed from 4-7 to 6-7, when this new system was applied in all the 75 districts of the country. The main objectives of sixth five year plan were:

- The aim of the primary education will not only teach the three R's to the children but to inculcate in them habits of disciplined and hygienic living also.
- The lower secondary education will, besides, create the pre-requisites for enrollment into secondary schools, lay stress on character formation and develop in them dignity of labour and habits of perseverance.
- The secondary education will impart such basic knowledge as may be of help in going in for higher education.
- The higher education in turn will produce man-power of as many level need for national development.
- Special emphasis will be laid on opening avenues of education to as many women as possible.
- Additional facilities will be extended to the development of vocational and technical education, and general education will be set on a firm footing.
- The development of technical education will be stressed.
- Multi-purpose educational programmes to play a supportive role to the socio-economic development of the rural areas will be carried out.

Policy

- To consolidate the existing educational facilities and to raise the quality of education.
- To give priority to the development of primary, adult, vocational and technical education.
- To develop an education system which will impart such knowledge and skill, for the economically and efficient exploitation of the human and natural resources available in the country.
- To develop general education based on the principle of popular participation and involvement.
- To develop curricula and bring out text books that are attuned to the national and social norms.
- To devise and implement special programmes that would give educational opportunities to the areas, lagging behind from the educational point of view and to women folk.

Physical Target of the Programmes

Primary education will be made available to 75 percent of the children, belonging to the age group of 6-10. Lower secondary education will be made available to 40 percent of the student population, belonging to the age group of 11-12. Secondary education will be made available to 30 percent of the student population, belonging to the age group of 13-15. Functional adult education will be effectively imported to 900,000 adults of the total number of students to be admitted to the certificate level in the various institutes, 30, 35 and 35 percent will be apportioned to the technical, vocational and general education respectively.

4.7 The Seventh Five Year Plan (1985-1990)

The target to impact literacy to 32.4 percent of the total population by the end of the sixth plan period. However achievement was only 28.9 percent. One of the main reasons for the non-fulfillment of target was that the population growth rate proved to be 2.66 % according to the report on 1981 census despite the previous estimate of 2.3 percent at the start of the plan period. During this plan period, various steps were taken for collecting, analyzing and processing education statistics.

- Primary school will be opened by ascertaining the end in different places.
- Schools already operating in the country will be encouraged on the basis of school mapping.
- Secondary schools will be allowed to be established in the private sector on the basis of people's participation.
- Arrangements will be made of girl's hostel and training lady teachers with an objective to encourage female education.

Policy

- To expand literacy rate rapidly by means of primary education and adult education, to emphasize the development of vocational education to establish and develop technical educational institution university and campus level.
- To prepare skilled manpower necessary for economic development of the country, and.

- To emphasize the qualitative improvement of educational standard.
- To adopt the policy making arrangements for primary education from 6-10 standard and gradually develop the system accordingly.
- Special arrangements were made for the development of female education.

Programmes

- In order to make primary education available to everybody, education at this level was made free and text books were freely distributed up to the third class.
- Special priority was given to the establishment of vocation oriented adult education centers in various districts of the kingdom with an objective to impart vocational skill to adults in education to make them literate.
- Programmes like kindergarten and female education development was conducted on an experimental basis with a view to reduce education losses.
- Scholarship and hostels was arranged for the development of female education.
- Education project for rural development was started in order to provide educational opportunities to people in female areas and those places that are backward from educational point of view.

Physical Target of the Seventh Plan

Primary education facilities will be provided to 87 percent of primary school going age of 6-10 yrs. Lower secondary education facilities will be provided to 43 percent of children of 11-12 yrs age group. Arrangements will be made for importing secondary education to 36% of the children of 13-15 years age group. About 75 lakhs adults will be made literate. They will also be taught vocational skills. The primary and adult education programme is expected to raise the literary rate to 38.9 percent during the plan period. Training will be imparted to 2895 primary teacher, 1035 lower secondary teachers and 825 secondary teachers during the seventh plan period. Female teachers will also be encouraged.

The Girls' Hostel Project was implemented with co-operation of HMG and UNESCO. By the end of the sixth plan, four central hostels and eleven other hostels were built,

scholarships were granted for women and upgrading and training programmes was conducted. The construction of the central hostel has been started in Birgunj and feeder hostel are being constructed in Baitadi and Dolakha. This hostel will be completed during the seventh plan period. Additional scientific equipment and laboratories will be added.

This female education project was started during the sixth plan period in order to educate women to familiarize them with their active participation in all round development of the country. During this plan period, 1910 women will be trained under the female teachers training programme. Under the upgrading programme, 1258 will complete their studies. Besides, other programmes to be implemented are the candidate selection programme, local education training and special programme at primary level for non-school girls of school going age.

4.8 Eighth Five Year Plan (1992-1997)

Recognizing the important role of education for all round development of the country efforts to promote education development had been made since 1951. Although the present educational system in the country had been guided by the national education system plan implemented in 1971, several reform have been introduced in the education system since then to respond to changing needs. However, a balanced development of all aspect of education in line with aspirations of the people and needs of the country could not be achieved due to frequent changes in the education system and lack of a firm commitment to declare policies.

The main educational objective of the eighth plan are as follows :

- Special emphasis to be laid during the eight plan period on the development and expansion of basic and primary education in view of the national goal of universalization of primary education and
- The attainment of literacy rate of 67 % by the year 2000 AD.

Policy

- Basic and primary education will be developed and expanded keeping in view the national commitment to universalize primary education, and increase literacy rate to 67 % by the year 2000 AD.
- In the event of free and compulsory primary education being found to be feasible local bodies (Districts and VDC. Municipality) will be provided with necessary education.
- Special emphasis will be placed on increasing the participation of girls in education. Special program such as the distribution of school uniforms, provision of scholarships and awards to school attaining high female enrolment will be extended in order to attract girls to be admitted into schools and to develop the habit of regular school attendance without dropping out. The policy of giving priority to appointment of female teachers in primary schools will be pursued and the appointment of at least one female teacher in primary school will be made mandatory.
- Non-formal education programmes will be launched on a campaign basis for promoting literacy in the country. In such programmes, contents relating to raising awareness about environment, population, education, health and improved agricultural technology will be included besides literacy.
- Non-formal education will be provided to out of school children of 6 to 14 years through programmes such as "**Cheli-Beti**" and "**Sikshya Sadan**".

Physical Targets of The Education Sector in The Eight Five Year Plan

Primary education (grade 1-5) facilities will be provided to 90 % of actual primary school age group (6-10 yrs) children. In order to attain these goal 2025 additional primary schools will be established and the provision of additional 8000 teachers will be made lower secondary and secondary education (grade 6-10) facilities will be provided to 45 % of the 11 to 15 years age group children. Higher secondary education (10+2 program) will be introduced in 125 secondary schools of country. The goal is set at attaining literacy rate of 60 % by the end of the plan period. For attaining this 1.4 million illiterate person will be made literate through non-formal education programmes.

Programmes of the Eighth Plan:

The main programmes of the eighth plan are as follows :

- To provide primary education to all children of 6 to 19 yrs age group by the year 2000 A.D.
- Establish 2025 additional primary schools and 8000 additional teachers will be provided.
- In view of the fact that girl's enrolment in primary education is still low, the existing programmes of providing scholarships and school uniforms intended to encourage girls admission in school will be continued. Further, girls who are unable to attend formal schools will be made literate through non-formal programmes under the women education programmes and they will be encouraged to be admitted in formal schools. Arrangements will be made to appoint at least one female teacher on a compulsory basis in a primary school.
- Female teacher training programme.

4.9 Ninth Five Year Plan (1997-2002)

During the 8th plan period illiteracy constituted a main barrier to the development of a country. A target was set to increase literacy rate 60 % and implementation of literacy programme as national campaign. During the plan period, the government and non-governmental organizations launched literacy programmes to increase the number of literate people by 1306000. The ninth plan has been formulated in the light of achievements made in the education sector, existing problems, provision about education in the constitution of the kingdom of Nepal, 1990, and national long-term objective of education to make primary education free. While focusing on the long term objective of education to make primary education feasibility available to all children of primary schooling age and make all people literate at the end of the 12th plan period. The objectives of the ninth plan are as follows :

- To develop education as an effective means for human resource development, this is indispensable for overall national development and poverty alleviation.
- To make primary education easily accessible to people and conduct programme for making primary education gradually compulsory.

- To expand gradually secondary and higher secondary education in line with the development need of the country.

Policy and Implementation Strategy

- Emphasis will be given to increase equal participation in education by providing free access of education by providing people inhabited in the remote areas and backward communities.
- Basic and primary education will be made available as per the need of gender equality, to weaker section, ethnic tribe and community deprived of education opportunity. A specific emphasis will be given to develop qualitative aspects of this education.
- Higher education will be made more systematic competitive and standard. Universities will be established in all five-development regions in accordance with multiple university concepts in order to fulfill national and regional needs.
- Effective policy measures will be adopted to extend accessibility of women in education in order to increase equal gender participation in education.
- Encouraging maximum number of educated women to adopt teaching profession and encouraging maximum number of girls students to complete their secondary level education.
- In order to increase women participation in education, targeted programmes for women will be conducted during the plan period. Arrangement will be made to appoint at least one women teacher in every primary school, and preference will be given to the appointment of women teacher in lower secondary and secondary schools. Subject contents reflecting gender inequality will be removed from curriculum and training materials of school education.

Monitoring and evaluation will be systematically carried out for effective operation of women education programme. Local elected bodies will be enrolled in the development, publicity and extension of women education. Arrangement will be made to provide reward to schools, which increase the number of girl enrolment and maintain enrolment sustainability without dropouts. Income oriented skill development programme will be

conducted for women participants under the informal education programme. Training in effective teaching techniques will be arranged for women teachers at schools.

With the objective of bringing women in to the mainstream of development, as they constitute half of the population in the country, scholarship programme has been conducted for girl student in each level and area of education in order to increase girls' participation in education. During the ninth plan period scholarship will be made available to girl students of 65 districts on quota basis and to all enrolled girls students of 10 remote districts.

4.10 Tenth Five Year Plan (2002-2007)

The main objectives, policies and programmes of the tenth plan in view of the long term concept of educational sector and the progress and challenges faced during the ninth plan period will be as follows :-

(a) Objectives

- Help raise the living standards, especially of the backward communities and women by carrying out programmes of literacy, post literacy, income generating and valuable non-formal education.
- Develop and expand quality education according to the need of the country's development and make quality primary education easily accessible.
- Supply basic and medium level skilled, technical human resource required by the country.
- Utilize education as an effective means of economic and social development to eradicate poverty by way of developing human resource that can compete at the international level for all round development of the country and support the national economy.
- Give responsibilities to the institutions of all levels of education by way of making them capable to take leadership on the basis of the definitions and norms of quality education developed and refined and for this strengthen the system of supervision, monitoring and evaluation as well as develop infrastructure in order to make the

teaching license compulsory to all levels and specify intermediate level as the primary school teacher.

- In the context of the principle of "Education for All", make special provisions to increase the access of women and people with disability to the opportunities to education.

(b) Main Quantitative Goals of Different Levels and in Aggregate

Non-Formal Education

In an attempt to achieve the goal of literacy determined by the plan, make 1866 thousand illiterate people, mainly women, lowest caste, backward indigenous/ethnic people, literate and provide post literacy level education to 933 thousand newly literate persons out of which impart skill-oriented training to 93300 individuals.

Towards non formal education, provide basic primary education to 200 thousand children and establish 205 community studies under local elected body's responsibility for piloting continuous education.

Pre-primary Education

Increase the number of the early childhood development center to 13000. So that 40 percent of the students enrolled in class 1 come from the centers or pre-primary classes, provide orientation training to all head teachers and teachers of the primary schools, provide parental education to 266 thousand parents.

Primary Education

Raise net enrolment of primary level to 90 % improve the ratio of female teachers to 30 %, provide nutrition food to 450 thousand children every year, provide scholarships to the girls and children from disadvantaged communities (Dalits, backward indigenous communities, persons with disability and economically backward).

Secondary Education

Raise the gross enrolment to 65 % at the lower secondary level and 45 % at secondary level provide scholarship to 50,000 students where the girls, backward indigenous and lowest caste students will get the priority.

Higher Secondary Education

Develop an integrated curriculum for grades 1-12, establish at least one community higher secondary school in each constituency to add up to 205 in which education of science will get priority, and manage at least one higher secondary school to teach vocational subject in each district.

Technical Education and Vocational Training

Impart regular (full time) training to 7100 persons and short-term training to 23555 persons by establishing two additional technical institutions and two poly-technical colleges, and on the basis of feasibility studies, conduct annex programmes with additional classes to provide secondary level skill-oriented education in 75 community schools are in each district.

Higher Education

Develop open unvarying and universities at the regional level to raise the gross enrolment rate to 6 percent and provide scholarships and loans to the poor and intelligent students. Since the expansion of the Tribhuvan University has been too large affecting its efficiency and progress, break it up into regional Universities to develop qualitative, participatory and competitive higher education in different disciplines.

Strategies for Women Education

- Make provision of scholarship in order to increase the access of women, the lowest-caste (Dalit) and disadvantage communities to education.

- Implement “Gender auditing” system by developing specific sensitive indicators in all aspects of holistic education such as study, teaching training, policy formulation and management.

4.11 Ten Actions

Eliminating gender discrimination in primary and education by 2005, and achieving gender equality in education by 2015 with a focus on ensuring girls full and equal access to education and achievement in basic education by 2015. The MOES and DOE, to take the following ten action

1. Develop, agree and disseminate a gender policy for MOES/DOE
2. Redefine the women's remit in line with the recommended shift in department of education from implementation to planning, policy and evaluation, moving for a women's education section to a gender unit or gender focal point.
3. Integrate gender into all departments, divisions, sections and educational implementing agencies.
4. Set specific gender focused goals, objectives and targets and ensure monitoring and performance indicators are gender specific.
5. Genders disaggregate all statistics.
6. Implement the policy on female teachers.
7. Increase the number of female managers at all levels to achieve 30 % in five years.
8. Revise civil service regulations to make them "Family Friendly" to benefit spouses and parents.
9. Present gender equitable role and ensure all teaching materials are free from gender bias.
10. Incorporate gender issues into all training.

4.12 Current Policies on Education

The tenth plan in its policy objectives for education has focused on expanding and developing quality education and producing as internationally competitive human resource for supporting the national economy, enhancing social development and contributing to poverty education. It has also emphasized implementing programmes on

literacy, post literacy, income, generation and non-formal education with a view to assist the disadvantaged communities and women in increasing their living standard. More specifically, following are the policies and policy objectives outlined in the tenth plan that are directly related to the basic and primary education sub-sector.

- Following the spirit of LSGA on decentralization, responsibility for educational planning and management will be given to the local bodies and communities.
- SMCs will be responsible for planning and management of schools.
- Capacity of the local bodies, communities and SMCs will be enhanced to take the necessary leadership in educational planning and management.
- Permission for new schools will be granted only on the basis of school mapping.
- Free primary education will be gradually made compulsory and provisions for scholarships will be made for Dalits, disadvantaged, ethnic groups, girls, children with disadvantaged children.
- Curriculum will be gender sensitized, life skills will be integrated into the curriculum from the primary level, and civic education will be emphasized.
- School education will consist of grade one to twelve and curriculum, examination and financial management will be reformed accordingly.
- The continuous assessment system will be scaled up to grade 5 based on the result of pilots.
- NGOs and the local bodies will be given the responsibility to implement literacy programmes with technical backstopping from the non-formal education center that will formulate policies monitor programmes and evaluate them.
- Local bodies will be responsible for establishing community learning centres for continuous learning.
- Norms and standards for quality education will be developed for all levels, and effective mechanisms for monitoring and evaluation will be put in place.
- Establish procedures at all levels for teacher licensing and implement them to ensure that all teachers have teaching license and the minimum level of required training.
- Develop necessary infrastructure to upgrade of primary school teachers to grade 12 (or PCL) with teacher training.

- Special programmes for increasing access of girls, dalits, and disadvantaged groups to quality education will be made.
- Programmes that provide education in mother tongues will be encouraged in order to increase access of children from diverse linguistic groups.
- ECD centers and pre-primary classes will be established in partnerships with NGOs, INGOs, private enterprises and local communities will be encouraged.
- Computer literacy and use of information technology in education will be promoted by introducing information and communication technology at the school level and by using information technology in education.
- Increased partnership with civil society, NGOs and the private sector is necessary for bringing in additional resources and expertise.

4.13 Education for All (2004-2009)

The Ministry of Education and Sports (MOES) and the Department of Education (DOE) developed Education for All 2004-2009 is designed, as a 5 yrs strategic programme within the frame work of the fifteen year National Plan of Action (NPA) for Education for All 2015 to which His Majesty's Government of Nepal is committed. It draws from the goals of the Dakar frame work of action and has formulated the following six EFA goals.

- Expanding and improving early childhood development.
- Ensuring access to education for all children.
- Meeting the learning needs of all children including indigenous people and linguistic minorities.
- Reducing adult illiteracy.
- Eliminating gender disparity.
- Improving all aspects of quality education.

Chapter-V

The Spatial and Regional Variation of Educational Attainment and Literacy Rate Analysis of Variables

5.1 Demographic Condition

Nepal is one of the land locked developing country in the world, which is situated in the north of the south Asia. Nepal has rectangular shape, which covers 0.03% of the world and 0.3% of Asia having area 147181 square kilometers. Its East west length is 855 kilometers and there is no uniform width but the average width is 193 kilometers. The total population of Nepal is 23151423 having 115563921 males and 11587502 female with high population growth rate of 2.25% per annum the sex ratio is 99.8. Nepal is divided into 5 development regions. Among the total population 23.08% people live in Eastern development Region, 34.69% people live in central development region, 19.74% people live in western development region, Similarly 13.01% people live in mid-western development region and 9.47% people live in the far-western development region.

Among ecological zones 7.39 % people live in mountain region, 44.3% live in hill region and 48.4% people live in Terai region. Nepal is basically rural in character where 86.1% people live in rural area (MOPE 2003). According to census 2001, the crude birth rate (CBR) is 32.5% per 1000 population, Crude death rate (CDR) is 9.3% per 1000 population and total fertility rate (TFR) is 4.1% per women. Contraceptive prevalence rate (CPR) is 39% (DHS, 2001).

5.1.1 Overall Situation of Nepalese Women

As far as Nepali is concerned an improvement in the status of women has to late, become a national wide the socio-economic profile of Nepalese women will highlight the impact of complex inter-relationships between the social and economic variables on women's participation in the development process.

Table 5.1 : The Main Indicators of Present Situation of Women in Nepal.

Subject	Years		Source
	1991	2001	
Literacy	25	42.8	CBS 2003
Life expectancy	53.5	60.7	CBS 2003
percent of civil service (Gazette)	4.39	5.1	CBS 2002
Judge %	NA	2.08	CBS 2004
lawyer	NA	4.97	CBS 2004
Active in communication	NA	12	MWCSW
Teacher	NA	24.1	DOE 2003
Fertility rate	5.8	3.8	CBS, 2003
Median age of marriage	18.1	19.5	CBS, 2004
Knowledge of contraceptive devices	90.2	99.5	CBS,2004
Percent of Economically active	48.7	60.4	CBS, 2004
involvement in foreign job %	NA	10.85	MWCSW 2004
Involvement in local govt.	NA	20	CBS, 2002
Active in Agriculture and Forestry	45.0	48.1	CBS, 2003
CDR(per1000)	13.6	9.62	CBS, 2003
MMR(per1000)	850	415	CBS, 2003
CBR(per1000)	41.6	33.5	CBS, 2003

Source: MWCSW, March, 2005.

5.2 Labour Force Participation of Women

Nepal's Labour force is still concentrated in agriculture. Slightly more than 60 percent of the economically active men and nearly 73 percent of economically active women are still engaged in agriculture. This proportion is much lower in 2001 than in 1991 both for men and women while men's engagement in the non-agricultural sector has increased by about 16 percentage. Women's engagement in this sector has increased by about 18 percentage.

One useful indicator is the labour force participation rate which means the proportion of the working age population which is economically active. The labour force participation of woman in different development region is given the table 5.2.

Table 5.2 : Labour force Participation Rates of Population aged 5 and Over by Age ,Sex and Locality.

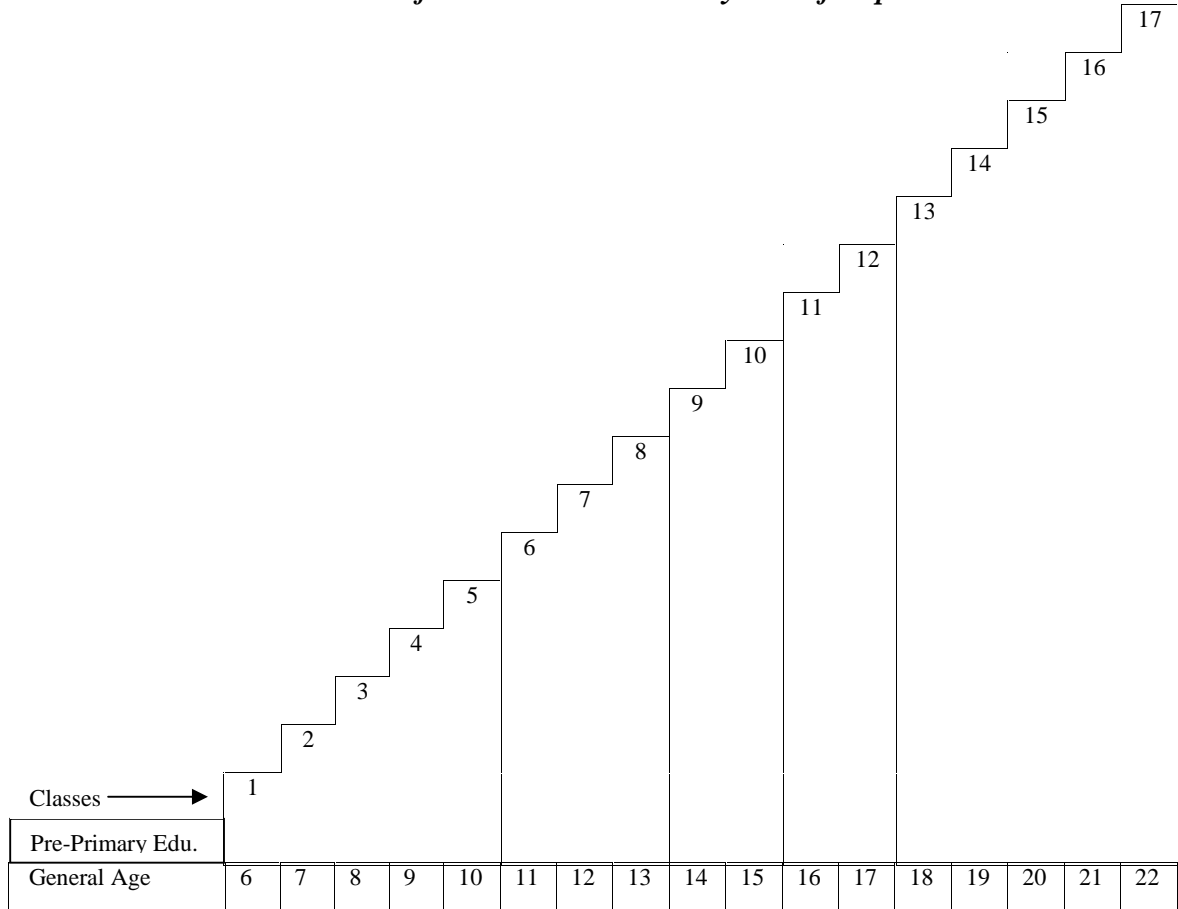
Age Group	Nepal			Urban			Rural		
	Female	Male	Both	Female	Male	Both	Female	Male	Both
All	71.2	73.3	72.3	51.9	65.0	58.5	73.9	74.5	74.2
5-9	23.6	18.3	20.9	8.4	6.4	7.3	25.4	19.8	22.9
10-14	67.1	55.2	60.9	32.7	27.5	30.0	71.5	58.8	64.9
15-19	77.9	77.1	77.5	52.0	55.7	53.8	81.5	80.3	81
20-24	82.7	91.4	86.5	63.9	83.8	73.4	85.6	92.8	88.7
25-29	86.5	96.7	91.2	68.9	94.7	81.1	89.2	97.8	92.8
30-34	90.8	97.8	94.1	74.2	97.4	65.8	93.1	96.6	95.3
45-59	87.2	96.2	91.7	65.8	93.0	80.0	89.8	76.4	93.2
60+	51.2	75.1	63.2	34.1	62.9	51.2	53.2	64.9	64.9

Source: NLFS, 1998/99

Table 5.2 shows that the labour force participation of female and male in various age groups for the country as a whole and separately for urban and rural areas. There are about 72% female are in the work force. Women in rural area have the high (73.9%) participation rates during these years with their rates always in urban one as are very much for never reaching as high as 80 percent. Especially among where children aged 5 to 9 a fifth of the boys and quarter of the girls are economically active. Roughly two-thirds of the 10 to 14 year age group is economically active with the rates for girls exceeding the rates for boys.

Box 2

Structure of National Education System of Nepal



This figure presents the structure of National Education System. The horizontal line show the general age of the children or students and the vertical lines/number gives the classes or the number of class or level.

Pre-Primary Education : This education gives the children under the age 5 years.

Primary Education (1-5) : Children who cross 5 years.

Lower Secondary Education (6-8) : Children who cross 10 years.

Secondary Education (9-10) : Children who are in the minimum age of 14 and 15.

Higher Secondary Education (11-12)

Proficiency Certificate Level: Equivalent to (11-12)

Higher Education (13-17)

5.3 Literacy Definition

In common interpretation, literacy is the knowledge of reading and writing. Those who can read and write are called literates. A literate person is expected to be conversant with the reading, writing and arithmetic. Traditionally for census taking purposes in most countries the ability to read and write has been regarded as the minimal standard of literacy (NPC 1992). Nowadays literacy is interpreted in a wide and comprehensive sense. UNESCO came up with the concept of functional literacy and added qualitative approach in 1965. It defined a person to be functionally literate if he/she can read and write enough to be effective in the normal activities of life. It is difficult to measure the extent of knowledge and skills required to carry on daily responsibilities relating to work and supporting one self and one's family. For census purposes the ability to read and write and do simple computation is enough basis for categorizing a person as literate. Even this difference to measure precisely and census taking have to ask respondents to declare where they are literate or not, it is not possible to subject the respondents to literacy tests in census operations.

5.3.1 Literacy Situation in 2001

The overall literacy rate in 2001 was 54.1% for both sexes with 65.5% for the males and 42.8% for females. Nepal Living Standard Survey (NLSS) 2003/4 however shows low literacy rate of 43.05 (64.5 for male, 33.8% for female).

Between census household information, monitoring an evaluation system (BCHIMES) conducted by Central Bureau of Statistics in year 2000 reported literacy rate of 57.6% (70% for males and 44.9% for female) using the literacy definition of 1991 census.

The lower literacy rates among females are the result of a variety of historical economic and social reasons; social prejudices against female education, restriction mobility of females, low social status of females, the system of early marriage and low participation of female in formal education are the main reasons for low female literacy rate. The situation is now rapidly changing. Female have now greater access to primary as well as upper levels of education, and education has become a necessity for social status as well

as for economic betterment. There has been a considerable increase in the literacy rate for the population aged 6 yrs and above between 1981 and 2001. The female literacy rate went up from 12% in 1981 to 42.8% in 2001.

5.3.2 Temporal Variation of Literacy with Respect to Gender Perspective (1952-2001)

The temporal variation of literacy rate for the census years 1952/54 to 2001 shown in Table 5.3 which is based on the population aged to years and over by sex.

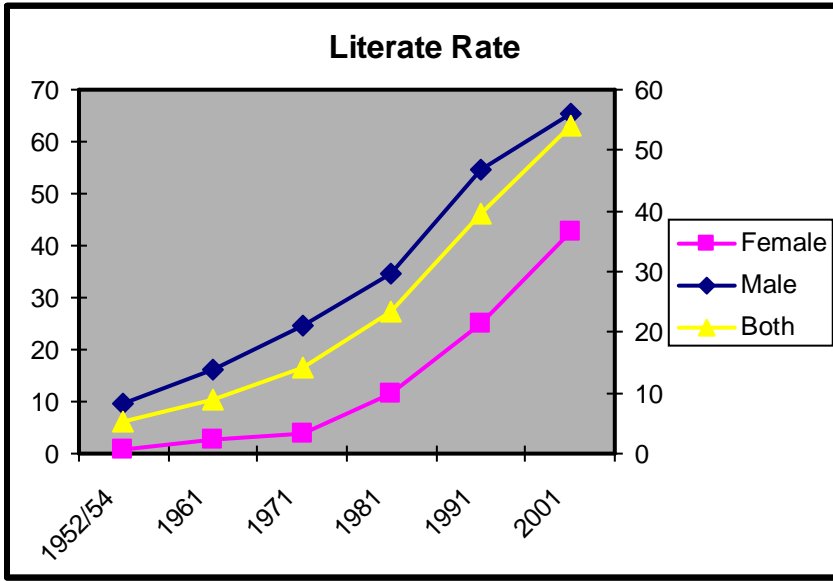
Table 5.3 : Literacy rates by sex, census years 1952/54-2001

Years	literacy		
	Female	Male	Both sex
1952/54	0.7	9.5	5.3
1961	2.8	16.3	8.9
1971	3.7	24.7	14.3
1981	11.5	34.9	23.5
1991	25.0	54.5	39.6
2001	42.8	65.5	54.1

Source: CBS, 1995/2003, Popⁿ Monograph of Nepal

The table 5.3 shows the temporal variation of literacy for the census years 1952/54-2001. It is observed that overall literacy status has improved over the years. In 1952/54, the literacy rate for both sexes was 5.3 percent where only 0.7 percent females are literate, in looking at the data obtained in 2001, there was 54.1% people are literate. The male literacy rate varied from 9.5% in 1952/54 to 65.5% in 2001. Where as, in case of the female, it ranged from 0.7% in 1952/54 to 42.8% in 2001.

Figure No. 1 : Literacy rate by sex 1952/54-2001



Source: Table 5.3

5.4 Regional Variation in Literacy rate

5.4.1 Literacy rate by Development Regions

The status of literacy rate for development regions is not equal for each development region because of the physical and topographical condition of country and the availability of educational facilities as well as the female literacy is very low, which can be seen as following table.

Table 5.4 : Literacy Rate and Inter-census Growth Rate by Development Regions in 1991-2001

Development Region	1991			2001			Intercensal Change Both sex
	Female	Male	Both sex	Female	Male	Both sex	
EDR	29.9	59.3	44.3	45.0	66.5	55.7	11.4
CDR	24.6	52.0	38.6	41.6	63.3	52.9	14.3
WDR	28.9	58.5	44.0	49.3	70.4	59.3	15.3
MWDR	16.3	47.6	31.8	37.7	61.1	59.4	17.6
FWDR	13.3	52.0	32.2	33.2	64.7	48.7	16.5
Nepal	25.0	54.5	39.6	42.8	65.5		14.5

Source: CBS, 2003, popⁿ monograph of Nepal

Table 5.4 present the status of literacy in 1991 and 2001 by development regions. Western development region had the highest (59.3%) literacy rate followed by the Eastern development region (55.7%) and Central development region with 49.4% and Far-western development region with (48.7%). These are the regions with relatively lower and nearly identical literacy rates in 2001. While EDR had the highest 44.3% and Mid-western had lowest (31.8%) literacy rate in 1991. On while examining the literacy rate by gender in different development regions both females and males had the highest (49.3) for females and (70.4%) for male) literacy rate is WDR in 2001 and lowest (61.1%) for male in MWDR and FWER in 2001. The literacy for males was highest 59.3% in EDR followed by WDR and lowest (47.6%) for MWDR in 1991. To examine the female literacy it was found highest (29.2%) in EDR and lowest 13.3% in FWDR in 2001. Where, WDR has the highest female literacy (49.3%) rate in 2001. During this decade female literacy growth rate improved more then that of males in all development regions.

5.4.2 Literacy Rate by Ecological Zones and Eco-Development Region

The literacy rate by ecological zones is presented in Table.5.5

Table 5.5 : Literacy Rate by Ecological zone, both sexes 2001

Ecological Zone	EDR	CDR	WDR	MWDR	FWDR	Nepal
Mountain	51.4	43.7	55.4	31.2	39.7	43.5
Hills	56.9	63.9	61.8	47.2	44.6	58.6
Terai	55.7	43.8	55.4	54.1	55.5	51.3
Total	55.7	52.9	59.3	49.4	48.7	54.1

Source: CBS, 2003, popⁿ monograph of Nepal

Table 5.5 shows that the total literacy rate by ecological regions and development regions for 2001. Among the ecological zones the Hills had the highest (58.6%) literacy followed

by Terai (51.3%) and lowest in Mountain (43.5%) in 2001. The highest literacy was noted in central Hills (63.9%) followed by WCR or western Hills (61.8%) an lowest in Far-Western Hills (44.6%) in 2001. The Western Mountain and Western Terai noted the highest literacy and Far-western Mountain and Central Terai noted the lowest literacy in 2001.

5.4.3 Literacy rate by Rural and Urban Residence and the Development Regions

The literacy rate by rural and urban residence and development regions by sex is in Table 5.6.

**Table 5.6 : Literacy rate by Rural and Urban Residence in Development Regions
Nepal, 2001**

Dev. Region	Rural			Urban		
	Both sex	Male	Female	Both sex	Male	Female
Nepal	51.0	62.6	39.6	71.9	81.2	61.9
EDR	54.0	64.9	43.1	88.6	77.8	59.0
CDR	46.9	58.1	35.5	75.7	84.2	66.2
WDR	57.7	68.6	47.5	73.3	83.1	63.5
MWDR	48.1	60.1	36.4	62.2	72.1	52.1
FWDR	47.2	63.5	31.5	60.3	73.7	46.4

Source: CBS, 2003, *Popⁿ monograph of Nepal*

Table 5.6 presents the literacy status by the rural and urban residence and by the development regions for 2001. It is seen that in 2001 the rural areas in WDR had the highest 57.5% literacy rate followed by rural areas EDR and lowest 46.9% in rural CDR. The male literacy rate are consistency higher then that of females in all areas. It suggests that greater efforts should be made to improve female literacy in all the areas. The data indicate greater efforts have been made in providing education in the rural areas of WDR and EDR as compared to efforts made in the rural areas of other development regions.

The literacy rates in the urban areas in different development regions for 2001 the CDR had the highest literacy rate (75.9%) and this is true for both the males and females literacy rates. The second highest urban literacy rate (73.2%) is found in the WDR and lowest (60.3%) was in FWDR in 2001 the male literacy in the urban areas of all development regions was above (70%). The female literacy rates in all the urban areas were above (46%) in 2001.

5.4.4 Comparison of Literacy Status of Nepal with the SAARC Countries

A comparison of literacy status in Nepal with that of SAARC countries which can be seen in the following table:

Table 5.7: Adult literacy rate in SAARC countries during 1990s

countries	Literacy Rate (1990)		Literacy Rate (1995-99)	
	Female	Male	Female	Male
Bhutan	23	51	28	56 (1995)
Bangladesh	33	47	43	59 (1998)
India	34	62	44	68 (1999)
Maldives	92	93	96	96 (1999)
Nepal	11	37	28	92 (1999)
Pakistan	21	46	32	62 (1999)
Sri Lanka	85	93	89	94 (1999)

Source: CBS, 2003, population monograph of Nepal.

Table 5.7 present the comparison of adult literacy in Nepal with south Asia Association of Regional co-operation (SAARC) countries. The literacy was highest for males 96% in Maldives followed by Sri Lanka 94% India 68% , Nepal 62% all of them in 1999, Bangladesh 59.1% in 1998 and Bhutan 56% in 1995. That indicator was highest for female in Maldives 96% by Sri Lanka 89%, India 44%, Bangladesh 43% Pakistan 32%, Nepal and Bhutan 28% in the same time period. Therefore in terms of literacy achievement Maldives and Sri Lanka recorded highest position among SAARC countries.

5.5 Educational Attainment

The literacy shows only the basic status. It does not indicate the level of educational attainment. Alone with the literacy rate, it is not possible to analyze the educational status of a nation. The explanation of educational facilities in the nation has aided the enhancement of educational attainment of people. The educational attainment differs

from one place to another from one circumstance to another. So the level of educational attainment is different along the nation end different part or region of the nation. The level of educational attainment is shown in the following table.

Table 5.8 : Percentage Distribution of Literate Population 6 year and above by Educational Attainment (level passed) by sex, Nepal – 2001

Level of education	Total	Female	Male
No Schooling	8.7	9.2	8.5
Primary (1-5)	42.6	45.9	39.3
Lower secondary	19.3	19.6	18.9
Secondary (9-10)	11.3	10.7	11.8
SLC and equivalent	8.8	8.1	9.6
PCL and equivalent	4.9	3.7	6.1
Graduate and equivalent	2.4	1.3	3.6
Post graduate and equivalent	0.7	0.3	1.0
Others	0.2	0.1	0.3
Not stated	1.0	1.2	0.9
Total	100	100.0	100.0

Source: CBS 2001, BCHIMES

Table 5.8 attempts to shows the level of the educational attainment of the country's literate population by sex. It can be seen that there are 8.7 percent of literate people who have not undergone any formal education above 4.2 percent females and 8.5 percent males are literate without any formal education. Literate people with primary education constitute 42.6 percent comprising 45.9 percent females and 39.3 percent males. This shows that more female have dropped their study at primary level up to lower secondary level. More female are literate than male with increase of the level of education the percentage of literate female decreases. The educational attainment is lower for females than their male counter part. In total, 11.3 percent of the literate population has crossed secondary level of education among them 10.7 percent are females which is lower than that of males (11.8 %).

The lower education attainment at this level may be due to early marriage of females as most of them get married at this level. The percentage of attaining higher education level of education of females decreases sharply then males. Only 2.4 % of the total literate

population have attained the graduation level of education among them 0.3 % are females compared to 1.0 percent males. There is vast gender disparity in each level of education, while it decrease with increase the level of education more male have higher education status then females.

5.5.1 Number of Schools

In Nepal school is the main institution to provide the education for children. The school with grade 1-5 separately considered on a primary school unit with grade 6-8 as a lower secondary school unit and with grades 9-10 as a secondary school unit. In some cases there are school also with grade 6-8 or 9-10 or even 4-10. The implementation and education act (seventh amendment) which categorize schools into public community and private.

Box-3

Types of schools

Public schools receive regular government grants in the form of teachers. Salary administrative cost and support for stationary. Because they also receive other support like teacher training free textbook for primary level students. Scholarships for girls dalit deprived and children with disabilities.

Community schools are established supported and managed by school management committees (SMCS) and local bodies such as village development committees (VDCS) and municipalities. These schools do not receive regular government grants.

Private schools are established by individuals or trust and depend on one parental support. They charge tuition and other fees from the students for the delivery of educational receives.

Table 5.9 : Number of Schools by Level of Education Nepal, 2003

Types of school	Total units	Public	community	private
Pre-primary	1471	-	-	-
Primary	27268	15500	2166	1499
Lower sec.	8249	1883	1266	359
Secondary	4741	29090	862	888
Total Units	27415	20375(74.32%)	4294(15.67)	2746(10.01)

Source: DOE, 2003, School level Educational Statistic, 2003.

Table 5.9 shows the total number of schools by the level of education in Nepal 2003. The data reveal that there were about 28 thousand schools, across the country. Because of the insurgency situation in the country some private schools were closed down. Among the total schools in 2003 almost all schools offer primary level education. Lower secondary and secondary level teaching learning takes place between 30 and 17percent of total schools respectively.

Among the total number of schools 14332 percent (20375) are public schools, 15.67 percent (4294) are community schools and 10.01 percent (2746) are private schools.

5.5.2 School Enrollment Rate

The school enrollment is another important indicator of the educational status of the country. Increase in the accessibility to and participation in education has been re of the goals of the educational policy in Nepal. Progress in the participation of school age population in school education is generally measured in terms of enrollment rate. Enrollment rate is the proportion of children of a particular age group enrolled in education of the corresponding level. The school enrollment rate shows the educational status of the nation. It also presents the access to education of males and females at the starting level. The school enrollment rate can be seen in the table5.10.

Table 5.10: Percentage of students in school by level of education and sex, Nepal, 2001

Level of education	% of girls	% of boys	Gender gap
pre-primary	42.7	57.3	14.6
primary (1-5)	44.1	55.9	11.8
lower secondary(6-8)	41.5	58.5	17.0
secondary (9-10)	40.6	59.4	18.8

Source : CBS, 2001

Table 5.10 represents the school enrollment rate of student by education level. The school enrollment rate of male students is increasing by the level of education while exactly opposite for the girls. In each stage the enrollment rate of boys is higher than girls. It clearly shows the gender disparity in educational level. Most of the female children are derived from attaining school education. Gender based disparity in education level; most of the female children are deprived from attaining school education. Gender based disparity in enrollment has remained a persistent feature of the primary education system. The data shows vast gender gap in each level. Females have low enrollment rate in each level than male students. It is because girls get married at early age. Due to household burden and early child bearing they can not continue their studies regularly.

5.5.3 Gross enrollment rate (GER)

The gross enrolment rate is the ratio between school attending children, without considering their age at a given level of education and the total population of the age group specified for the level in a given time and area. In other words or the term GER is the total enrollment in a specific level of education, regardless of age and expressed on percentage of the eligible official school-age population corresponding to the same level of education in a given school year. It tell us to what extent the system can accommodate the school-going-age children.

It is calculated by dividing the total enrollment at a given level by total number of age group population specified for that level.

Table 5.11 provides the GER of different levels for the period 1999-2003 by sex. This is one way to measure the progress achieved in regard to the proportion of the eligible population entering the school system.

Table 5.11: Gross Enrollment Rates by Levels of Education for the Year 1999-2003

Year	Primary			Lower secondary			Secondary		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
1999	111.5	143.1	127.7	47.2	66.4	56.9	30.7	47.5	39.0
2000	108.4	130.6	119.8	49.1	67.4	58.3	29.8	44.4	37.1
2001	114.7	134.1	124.7	54.0	72.2	63.2	36.0	51.8	43.8
2002	109.4	127.1	87.1	51.2	63.4	57.5	38.7	50.7	44.8
2003	117.1	136.0	126.7	54.3	65.2	60.0	41.3	51.5	46.4

Source: MOES (2004) DOE (2003), school level education statistics 2003.

Table 5.11 attempts to show the gross enrollment rate of school going children by sex and by level of education for different years. The gross enrollment of girls is lower than the boys in years 1999 to 2003. The gross enrollment of primary, lower secondary and secondary levels of girls are slightly increasing in the year 2003. The highest gross enrollment rate of girls in year 2003 is primary level (117.1%) where the gross enrollment of boys is 136.0 percent.

5.4.4 Gross Enrollment Rate (GER) by Development Regions:

Table 5.12 shows the GER in different development region for the year 2003. It gives us an idea about access to and participation in schooling. Moreover, it gives us idea about the service providing capacity of the system in different development regions.

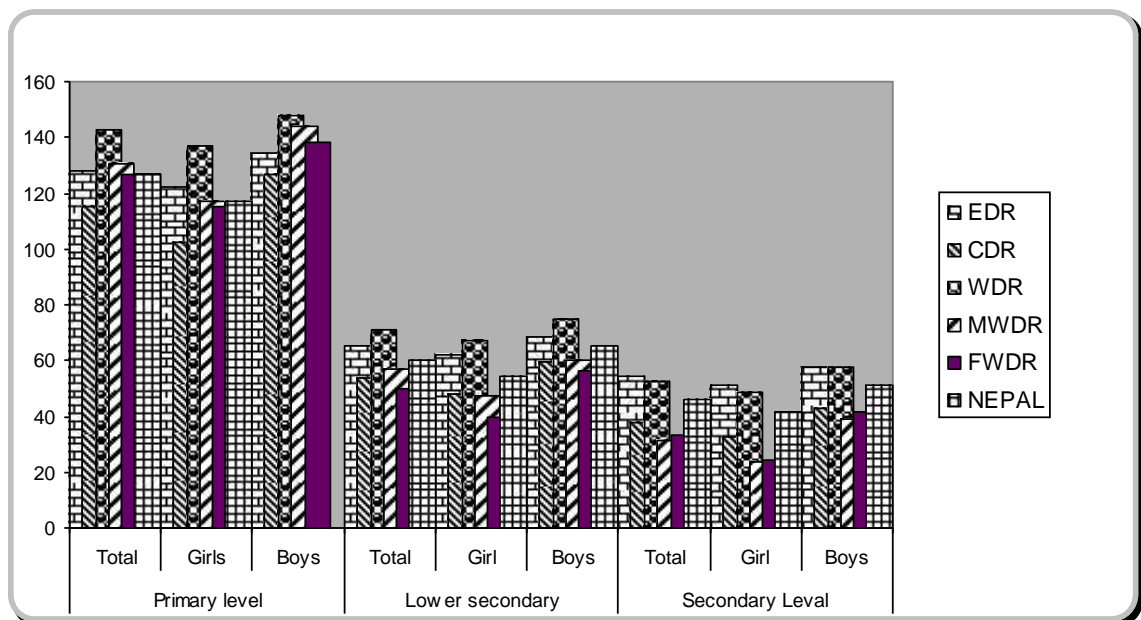
Table 5.12: Gross Enrollment rate (GER), by Development regions, 2003.

Development region	Primary			Lower Secondary			Secondary		
	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys
EDR	128.3	122.2	134.1	65.4	61.9	68.8	54.7	51.5	57.9
CDR	114.0	102.7	126.6	53.7	47.7	59.5	37.8	32.8	42.7
WDR	142.5	136.8	148.0	71.1	67.5	74.6	52.8	48.4	57.4
MWDR	130.8	117.3	144.1	56.8	47.2	65.9	31.4	23.7	39.0
FWER	127.0	115.4	138.2	50.0	39.8	59.6	33.1	24.5	41.6
Nepal	126.7	117.1	136.0	60.0	54.3	65.2	46.4	41.3	51.5

Source: DOE, MOES (2004), school level education statistics of Nepal 2003.

Table 5.12 presents the GER at different levels by development regions. At the primary level, the GER exceeds 100 % both for boys and girls students in all the five development regions. Highest total GER is found in the western development region. Relatively lower GER is found in MWDR. At the lower secondary level, the GER is 67.5 %, relatively low GER is found in EDR (61.9%), particularly for the girl students in 2003. At the secondary level, GER for the country is 46.4 %, the highest GER (54.7%) is found in the Eastern development region and relatively low GER (52.8%) is found in western development region in 2003, GER are particularly very low for the girl students in all development regions.

Figure 2: GER by Development Regions 2003



Source: Table 5.12

5.5.5 Gross Enrolment Rate (GER) by Geographical Areas:

The table no.5.13 shows the GER by geographical areas, which gives to what extent the system, has accommodated the school-going-age children.

Table 5.13: GER of Children by Sex and by Level of Education for Different Geographical Areas, Nepal 2001

Geographical area	Primary			Lower Secondary			Secondary		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Ecological zones									
Mountain	89.3	113.7	102.1	20.8	36.1	28.9	5.6	5.5	5.5
Hill	112.6	126.1	119.6	41.7	48.2	45.1	8.3	10.3	9.3
Terai	76.3	93.1	85.0	37.8	42.1	40.1	9.3	11.4	10.4
Place of Residence									
Rural	93.2	109.2	101.5	34.2	43.1	38.9	7.1	8.7	7.9
Urban	99.5	112.1	106.0	71.0	55.0	62.6	17.6	23.6	20.4
Nepal	93.9	109.5	102.0	38.4	44.5	41.6	6.5	10.4	9.5

Source: CBS 2001 (BGHIMES).

Table 5.13 represent/present the gross enrolment of children in different ecological zones, which is carried by report as the situation of women, children and households (BCHIMES). The GER was found decreasing in the higher level of education. It was at 102.0 % at the primary level (109.5% for boys, and 93.9 % for girls), 41.6 % (44.5% for boys, and 38.4 % for girls) at lower secondary level, and only 9.5 % (10.4 % for boys and 8.5 % for girls) at secondary level in the country. The GER was higher for both boys and girls in urban areas. The above table 10 shows that the highest GER is in the Hills and lowest in the Terai among the ecological belts.

5.5.6 Net Enrolment Rate (NER)

Net enrolment rate (NER) is the ratio between school attending children of specified as group at a given level of education total population age group for that level in a given time and area. NER is calculated by dividing current age enrolment at a given level by the total number of age group population specified for that level. The NER by levels of education in presented in the table no. 5.14.

Table 5.14: Net Enrolment by Level of Education, Nepal (1999-2003)

Year	Primary			Lower Secondary			Secondary		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
1999	64.4	79.4	72.1	25.5	36.9	31.3	16.3	25.3	20.8
2000	74.6	86.0	80.4	27.9	38.6	33.3	16.0	24.1	20.0
2001	75.1	86.9	81.1	33.7	45.0	39.4	20.9	30.2	25.5
2002	76.8	88.7	82.3	35.8	44.7	40.4	23.9	31.0	27.5
2003	77.5	89.4	83.5	38.7	46.8	42.9	26.3	32.7	29.5

Source: MOES 2004, DOE school level educational statistics 2003

** MOES 2004*

The table 5.14 attempts to shows the net enrolment rate NER by levels of education and by sex Nepal in the year 1999-2003. According to the table 5.14 NER in primary level on boys and girls shows gradually increasing from 1999 to 2003 but in 1999 to 2000 the NER abruptly increased from 72.0 to 80.4 percentages. This means that more children made access to schooling.

In 1999, the total primary NER was 72.0 %, which increased to 83.5 in 2003. Similarly, on girls an increasing trend was observed for the NER form 1999 to 2003. It also shows that as 16.5 percent of total primary school age children are still out of school;

The table 5.14 and figure no. 3 shows that the NER of lower secondary level was 31.3 in 1999 and this rate increased to 42.9 in 2003. Similarly, NER of girls also increased from 25.5 in 1999 to 38.7 in 2003 and that of boys increased up from 36.9 in 1999 to 46.8 in 2003. The NER in lower secondary level on boys and girls smoothly increased from 2002 to 2003 with a fast growth in 1999 to 2001. The growth differences between girls and boys on NER indicate gender disparity. More girls need to attend the school. In case of secondary level the NER was 20.8 in 1999, which improved up to 29.5 in 2003. Likewise, girls NER in 1999 was 16.3, which increased to 26.3 in 2003. NER in secondary level on boys and girls shows a smooth increase from 1999 to 2003. The growth pattern of NER in secondary level on boys and girls demonstrates increasing from 2000 to 2003, comparing with boys, the girls NER increased significantly.

5.5.7 Net Enrolment Rate by Development Regions

The net enrolment rate (NER) is the ratio between school attending children of the specified age group at a given level of education and the total population of the age group specified for that level in a given time and area. The NER is not equal in the all development region there is huge difference between different development regions. The following table 5.15 presents the NER in different development regions.

Table – 5.15 : Net Enrolment rate by Development Regions, Nepal - 2003.

Development region	Primary			Lower Secondary			Secondary		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
EDR	77.0	84.5	80.8	45.7	51.8	48.8	32.8	36.5	34.7
CDR	70.8	88.4	79.8	35.8	45.9	41.1	30.1	37.5	33.9
WDR	83.0	90.3	86.7	47.1	48.6	47.8	28.0	30.4	32.9
MWDR	82.1	94.6	88.4	29.7	41.6	35.9	12.1	19.4	15.8
FWDR	84.1	94.7	89.5	27.0	41.3	34.4	13.3	24.2	18.8
Nepal	77.5	89.4	83.5	38.7	46.8	42.9	26.3	32.7	29.5

Source : DOE, school level educational statistic 2003

Table 5.15 presents NER at different levels and development regions. In the year 2003, the total NER at the primary level was 83.5 %, in total, 77.5 % for the girls and for the boys 89.4 %. It means that about 17 % of primary school age children are not in schools. More girls of primary school age (22.5%), are not in schools, compared to 10.6 % of primary school age boys.

Region wise the NER at primary level is higher the national average 83.5 % in three development regions (Western 86.7 %, Mid-western 83.4 %, Far-western 89.5 %). The NER for the Central development region and the Eastern development region is less than the national average. This is due to relatively low girl specific NER in this region.

The NER at lower secondary levels are quite low, particularly at the secondary level. Region wise higher NER (48.3%) is found Eastern regions (girl's 45.7%, boys 51.8%) for the lower secondary level, and highest NER (34.7 %) is found also Eastern development region (Girls 32.8 %, Boys 36.5%) for the secondary level. The Central Development

Region is slightly low (33.9 %) for the secondary level. Girls specific NER is generally lower than the boy specific NER in all regions.

5.5.8 Net Enrolment rate by Geographical Areas and Place of Residence.

The net enrolments of different levels are not similar in all development regions. There is much difference between the all regions which can be seen in the following table.

Table no. 5.16 : Net Enrolment Rate by Sex and by Level of Education for Different Geographical Areas, Nepal 2001

Geographical area	Primary			Lower Secondary			Secondary		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
E c o l o g i c a l z o n e s									
Mountain	58.1	73.8	66.3	8.7	17.8	13.5	4.4	4.4	4.4
Hill	70.9	79.9	75.5	17.1	21.2	17.1	7.2	9.2	8.2
Terai	49.8	62.3	56.3	16.1	20.8	18.5	7.5	8.7	8.1
P l a c e o f R e s i d e n c e									
Rural	64.1	74.0	69.2	33.0	25.7	29.1	15.7	20.0	17.7
Urban	59.6	70.8	65.4	13.8	20.1	17.1	5.8	7.0	6.0
Nepal	60.0	71.1	65.8	16.0	20.7	18.5	7.1	8.5	7.8

Source: CBS (2001) BCHIMES p.p. 23

Table 5.16 shows the net enrolment rate of children by sex and level of education for different geographical areas. According to this table 34.2 % of primary school age group children in Nepal are not enrolled in primary school. The highest NER was reported in the Hills (75.5 %) and the lowest in the Terai (56.3 %). The substantial gap in NER among boys and girls was found in the Mountain region. The NER of children in primary level of education is only 65.3 % (71.1 for boys and 60.0 % for girls). The NER for lower secondary and for secondary level at national level were found to be 18.5 % (20.7 for boys and 7.1 % for girls) respectively.

The NER for the place of residence, in rural area has the lowest in all three levels, primary lower secondary and secondary level.

5.5.9 Drop out Rate

The drop out rate is the percentage of pupils enrolled in a given grade or cycle or level of education in a given school year who are not enrolled in any grade during the following school year. In other words, it is the percentage of students who leave the system without completing the grade to the total number of students originally enrolled in the grade. The school dropout rate can be studied as follows.

Table 5.17: School Dropout rate of Children by Sex and by Levels of Education for Different Geographical Areas, Nepal 2001

Geographical area	Primary			Lower Secondary			Secondary		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Ecological zones									
Mountain	8.1	4.2	5.9	0.0	1.6	1.1	16.7	16.7	16.7
Hill	3.3	2.1	2.6	0.5	1.4	1.0	11.5	0.0	5.5
Terai	3.2	4.7	4.1	1.2	2.5	1.9	16.7	8.6	12.3
Place of Residence									
Rural	3.2	2.3	2.7	0.6	2.1	1.3	3.4	5.7	4.7
Urban	3.7	3.4	3.6	0.8	1.7	1.3	18.9	4.1	11.2
Nepal	3.7	3.3	3.5	0.8	1.7	1.3	15.1	4.5	9.6

Source: CBS (2001) BCHIMES p.p. 24.

Table no. 5.17 shows the dropout rate of children at different level of education. In national level dropout rate is higher in secondary level than primary and lower secondary level. The dropout rate of girls is higher than boys in each regions and sectors. Even in urban areas dropout rate (2.1 %) is higher than in rural (1.7 %) in primary level, but it is equal (1.3 %) in lower secondary level, while it is lower in secondary level. The gender gap is higher in secondary level in terms of dropout rate. More girls drop the school due to different reasons. It is happened so, because girls child get married at this stage. Early marriage causes the earl child bearing household burden due to which girls do not continue their education regularly. They care compelled to leave formal education.

Very few Nepalese women continue school beyond the age often because of their value to the household as female domestic and agricultural labour. Even among these who have the opportunity to go to school, the dropout rate is very high among females. A heavy

work burden starting from an early age and comprising sibling care, animal grazing, fuel collection, domestic work and farm activities prevent young women from attending school.

5.5.10 Percentage of Girls

The percentage of girls students is an input and access education indicator, which is derived by dividing the number of girl students by the total number of students. It is also an indicative of discrimination, particularly in the countries like ours where traditionally girls have been facing various form of socio-culture and economic discriminations in accessing schooling, which is shown in the following table.

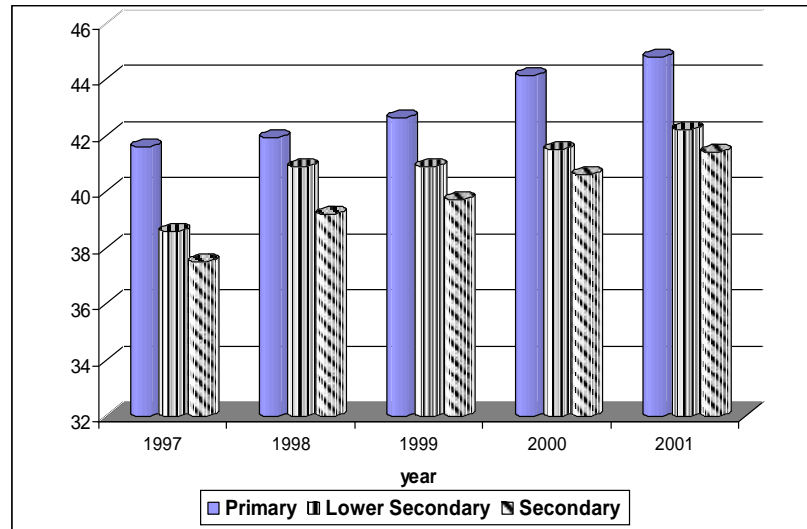
Table no. 5.18 Percent of girls by levels of education Nepal, (1997-2001)

Year	Primary	Lower Secondary	Secondary
1997	41.6	38.6	37.5
1998	41.9	40.9	39.2
1999	42.6	40.9	39.7
2000	44.1	41.5	40.6
2001	44.8	42.2	41.4

Source: MOES 2004

Table 5.18 present the percentage of girl students in different levels and years. The percentage of girls is only about 45 % even at the primary level indicating continued gender disparity in schools, situation of lower secondary and secondary level education is also critical where the percentage of female is just about 41-42 percent. Therefore, there is a need for taking innovative and strategic actions to increase girls' enrolment in school. It is still a major challenge how to ensure gender equity in education. The new strategy of MOES should how to focus on addressing economic and socio-cultural issues that come in the way as barriers for promoting girls education. In order to mitigate the effects of social distance between girls' home and school, there is an imperative need for ensuring girls friendly environment in school.

Figure 3 : Percent of Girls by Levels of Education, Nepal (1997-2001)



Source: Table 5.18

5.5.11 Percent of Girls by Level of Education and Regions

There is no equality for the percent of girls who enroll the school there is huge disparity in different region which can be seen as the following table.

Table 5.19: Percentage of Girls by Level of Education and Regions, Nepal 2001.

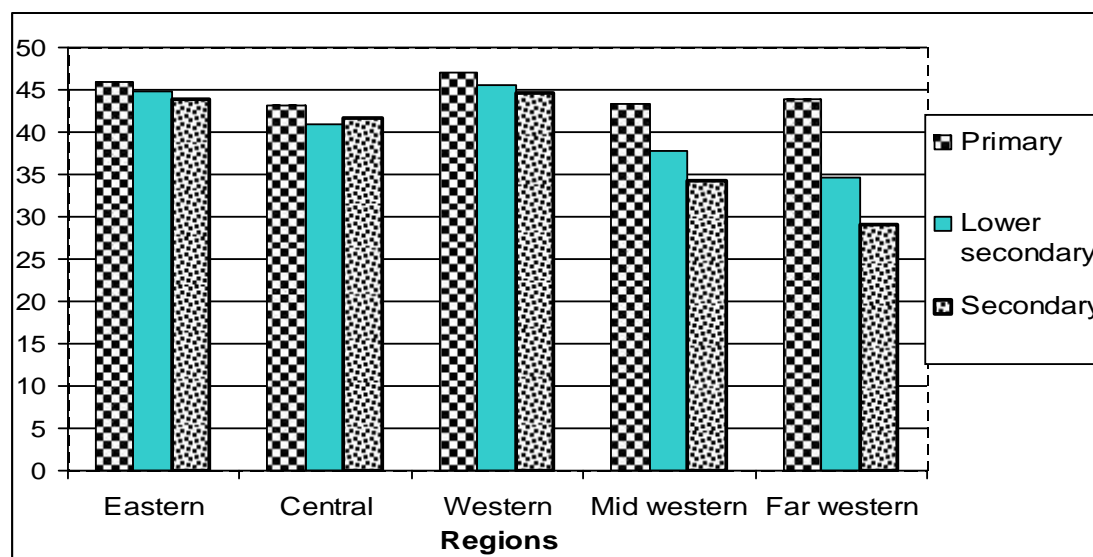
Region	Primary	Lower secondary	Secondary
Eastern	46.0	44.9	43.8
Central	43.2	40.9	41.6
Western	47.1	45.5	44.6
Mid western	43.3	37.8	34.3
Far western	43.8	34.6	29.1
Residence			
Mountain	43.4	37.8	35.7
Hill	47.0	44.2	41.9
Kathmandu valley	47.7	42.7	47.6
Terai	42.2	40.6	39.9

Source: MOES 2004.

Table 5.19 presents the percent of girls by level of education and region in Nepal in 2001. Regional variations in terms of girls' participation are not pronounced in primary schools. According to the Table 5.19 the highest percentage of girl students in primary schools was found in the western development region. Interestingly the central development region that consists of the Kathmandu valley had the lowest percentage of girls in

primary school. In case of lower secondary and secondary schools, the regional gap in girls' participation in schooling is clearly visible. Yet, girls' participation is still a major stumbling block in the far Western and Midwestern development regions which is also clear from the figure no 4.

Figure 4 : Percent of Girls by Level of Education and Regions Nepal, 2001



Source: Table 5.19

5.5.12 Internal Efficiency or Coefficient of Efficiency (CE).

Internal efficiency or coefficient of efficiency (CE) is a very powerful indicator in the sense that it indicates the system's efficiency or the capacity of the system to educate optimum number of people within optimum time and with optimum use of resources. In other words in a school system with high internal efficiency, there will be no repetition and dropout, and all students in a cohort complete their primary schooling in a five years time. However in practice, this is not possible in country like Nepal, The following table5.20 shows the CE of Nepal in different year.

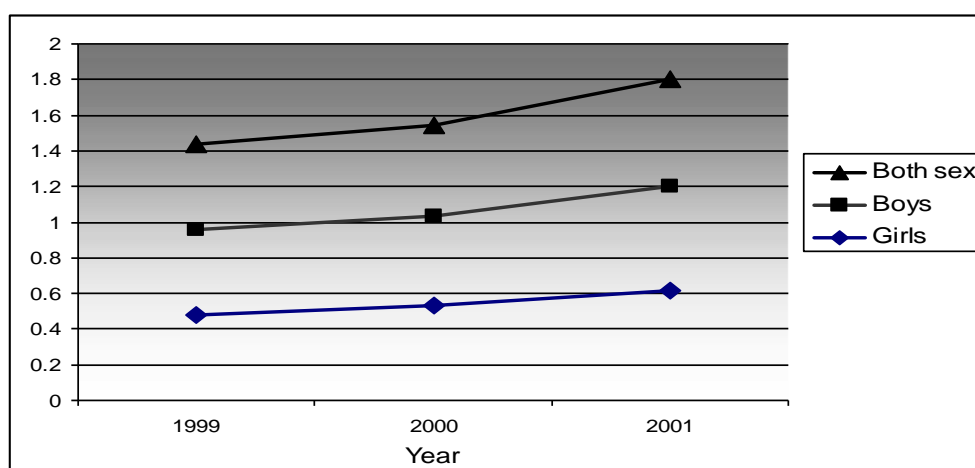
Table 5.20 : Primary Level Coefficient of Efficiency, Nepal (1999-2001)

Year	Girls	Boys	Both sex
1999	0.480	0.478	0.479
2000	0.532	0.500	0.514
2001	0.615	0.589	0.600

Source: MOES 2004

Table 5.20 attempts to show that the CE of the primary level for the year 1992-2001. As derived from the table 5.20 the primary level coefficient of efficiency for the year 2001 is found to be just 0.60. That is our system is only 60 percent efficient. This indicates many problems the Nepali education system is facing. One of the very positive aspects is that there has been considerable improvement in coefficient of efficiency during the period of 1999-2001. In 1999, the coefficient was only 0.48 which is reached 0.51 in 2000, and it went up to 0.60 in 2001. Expect for a slight Improvement in favor of girls, there was little difference in coefficient of efficiency in terms of gender which is also present in the fig.no.5

Fig. no. 5 Primary level coefficient of efficiency, Nepal (1999-2001)



Source: Table 5.20

5.5.13 Percentage of Female Teacher:

The percentage of female teacher is used to describe the increase of female participation in teaching which helps to lead? The family society and nation in right way :it also describe the situation of woman in society on a whole .It can be seen in the following table.5.21

Table 5.21: Percent of female teachers by levels of Education Nepal (1999-2003)

year	Total female	primary	lower secondary	secondary	All Level
1999	143263	23.8	13.4	8.4	19.9
2000	142752	25.3	12.0	7.6	20.5
2001	142183	25.3	04.0	7.9	20.9
2002	161086	28.6	15.9	10.2	23.8
2003	165552	24.1	16.4	9.4	24.1

Source: MOES, 2004 DOE 2002/ 2003

The table 5.21 shows that the participation of females in teaching in Nepal which is found to be very low. Their participation in 2001 was just around 20 percent collectively at all three levels. More importantly the trend between 1997 and 2001 does not show any increase in the participation of female except for a very small increase at primary and lower secondary level. Fluctuations though small in the proportion of teacher were observed. Hence there is an imperative need for increasing female participation in teaching across the country. This is crucial in order to create opportunities for females as well as to create an environment conducive to improving teaching learning in schools. The proportion of female teacher is found to be very low in secondary schools (8% 2001) and slightly better at the primary level (25% in 2001). The statistics in the country show that the higher the level of school, the lower is the proportion of female teachers.

5.5.14 Student Teacher Ratio

Student teacher ratio is a quality indicator indicating the status of human resources the teaching works force in a school system in relation to the numbers of students. It is calculated by dividing the number of students at a given level of education by the number of teachers at the same level in a given school year considering the importance of teaching workforce in children's education the student teacher ratio is a very important indicator in the education system student teacher ratio of Nepal for the year 1997 to 2003 shown in table 5.22

Table 5.22 : Student Teacher Ratio by Level of Education, Nepal 1997-2003

Year	primary	Lower sec.	Secondary	All level
1997	37.8	40.2	20.9	36.0
1998	39.0	38.1	22.5	36.8
1999	38.0	37.1	20.1	29.5
2000	37.0	37.7	19.1	34.7
2001	39.00	39.7	23.8	37.5
2002	35.7	40.4	21.1	34.4
2003	35.8	40.5	21.9	34.7

Source: MOES, 2004 DOE, 2001/2002/2003

Table 5.22 present the student, teacher ratio in the country for the year 1997 to 2003 which shown slightly fluctuation trends at all level of education. At primary and lower secondary levels the ratio ranged between 37 and 40 during the period of 1997-2001 but in the year 2002 and 2003 it is only about 36 to 40. During the same period the secondary level student teacher ratio ranged between 20 to 24 but in year 2002 and 2003 it has about 22.

The ratios at primary and lower secondary levels (1:37-40) can be described on more appropriate from the point of view of quality teaching in the classroom and cost effectiveness. The ratio at the secondary levels thought determined by subject specific requirements cannot be described on cost effective (1:19-24).

Chapter VI

Summary, Conclusion and Recommendation

6.1 Summary

Legally men and women are equal but in the practical life of Nepalese society there is vast difference between the two. With biological difference there is certain characteristic for e.g. women can not produce semen men can not produce ovum bare a child. Both if given equal opportunities can do the other matters, so why is this between men and women? Generally Nepalese women are suffering from this problem in comparison to men, the status of Nepalese women have been going down. Most of rural and urban women are uneducated, unemployed and their participation in social and economic phenomenon are negligible. This study focuses on the educational status of women in Nepal, which is based on secondary information obtained from the various sources.

The total population of Nepal is 23,151,423 having 11,563,921 males and 11,587,520 females with high population growth rate 2.25 percent per annum. The literacy rate of Nepal is 53.8 percent while only 42.8 percent female are literate compared to 65.5 percent of males. The male literacy varied from 9.5 percent in 1952/54 to 65.5 percent in 2001. For the female, it ranged from 0.7 percent in 1952/54 to 42.8 percent in 2001.

In the case of development regions on the basis of female literacy, it was found in 1991 that the Eastern development region has the highest (29.2%) literacy rate, followed by western development region (28.9%), where as the far western development region has the lowest literacy (13.3%) rate in 1991. The overall female literacy rate of Nepal is 25.0 percent but in the year 2001 this rank changed. Western development region has the highest overall and the female literacy (59.3 and 49.3%) rate followed by the western development and central development region where as the far western development region has the lowest literacy rate (33.2%) in the same year, where overall female literacy rate in this year is (42.8) percent. In the case of ecological and eco development region, the hill region has the highest (58.6%) literacy rate followed by Terai region (51.3%) in

the case of Eco- development region the central hills has the highest literacy rate, where Mid-western mountain has the lowest literacy in the year 2001. But in the in the case of rural and urban residence, the WDR rural female has the highest literacy (47.5%) followed by EDR, But in urban area female literacy, CDR has the highest (66.2%) percent, followed by WDR (63.5%)

There is vast gender discrimination in each level of education attainment. This study shows that female population is higher in lower level of education, while it decreases with increases the level of education. Because of the socio-cultural values towards the girls children, early marriage etc., the gross enrolment of children by sex and level of education is low for different areas. The gross enrolment rate of girls is lower than boys, through all levels in all regions. The net enrolment rate of children by sex and by level of education for different geographical areas. According to this study only 83.5% of total children (77.5 Girls and 84.4 Boys) in primary school age group are enrolled in school. The highest NER in primary level is FWDR followed by MWDR in lower Secondary level EDR has the highest NER followed by WDR in the case of secondary level. Also CDR has the highest NER in the year 2003. The highest NER is reported in the hills and the lowest in the Terai. The dropout rate of children is high at different level of education. In national level drop out rate is higher in secondary level then primary and lower secondary is higher than boys in each regions and sector.

The percentage of girls by levels of education from the year 1997-2000 is highly change in all level of education, in the year 1997 there are 41.6% in primary level, 38.6% in lower secondary and 37.5% in secondary levels which across the 44.8% in primary level, 42.8% lower secondary and 41.9% in secondary level for the year 2001. The western development region has the highest girls percentage in the all levels of education in the year 2001(47.1, 45.5 and 44.86) and the far western development region has the lowest girls percentage in all levels of education in the year 2001, In case of residence. The Hill region has the highest Girls percent in all levels of education for the year. Interestingly the Kathmandu valley is lower then in lower secondary level then Hills, in case of

internal efficiency or coefficient of affiance (CE)the, girls is higher then the boys for the year 1999-2001.

In case the number of teachers in Nepal, the female participation is low. There are only about 20% female teachers; among the 143263 teacher for the year 1999. Which is slightly increasing in the later years and the year 2003, there are about 24% of female teachers among the 165552 teacher in all levels of the education system.

In the case of student teachers ratio, it is about 1:33 in the year 1997 to 2001 in the primary level. In lower secondary and secondary level, it is 1:40 and 1:20 for the year 1997 to 2003. In case of all levels it is 1:37 for the year 1997 to 2003.

This study shows that there are 27415 schools (public, community and private) in Nepal for the year 2003. Among them there 20375 are public, 4294 are community and 2746 are private schools it is clear that most of the school are public school in Nepal.

6.2 Conclusion

The main objective of the study was to find out the gender disparity in the educational perspective in Nepal by regional and temporal variation. The study shows that the educational status of women in general is lagging far behind men. Which cause women here low status occupations, health, nutrition, political participation, ownership of assets, decision making etc. Women have played significant roles in our country's development. But low educational status of women has deprived them from the mainstream of the development.

Not sending girls to school or keeping girls at home is common practice in Nepal. Very few Nepalese women continue school beyond the age of ten because of their value of the household work or female domestic and agriculture. Even among those who have the opportunity to go to school, the dropout rate is very high. Girls have a heavy work burden starting from the early age which includes sibling care, animal grazing, fuel collection, and domestic work and farm activities. These activities prevent young women from

attending school. Strong son preference is another important factor that keeps women out of school and also leads to a high drop out rate.

6.3 Recommendations

The educational status of female should be raised with proper policies and programs focusing on special issues due to which they are in backward position. It is necessary to bring them into mainstream of development increasing their capabilities and potentialities providing more opportunities. Thus, government and non governmental institutions and agencies should concentrate on the following issues.

- To achieve HMG's real objectives of education to all the children of the country irrespective of sex, primary and also secondary education must be made not only free but also compulsory. It seems that this is the only way to achieve the education of all girls in remote areas of the country a reality.
- Eliminate the gender discrimination in educational institutions and include gender sensitive syllabus to education.
- Adequate enrolment quotas should be provided for females students in school and colleges. It is Imperative to promote female enrolment in education
- Preference should be given to female teacher candidates with regard to recruitment and awarding of scholarships or any other financial support.
- Extensive publicity should be made about the importance of education for females.
- Well- organized and well- maintained hostels should be provided exclusively for female students.
- To increasing the no. of schools in the local area where the student ratio is high a based on the need of the local areas.
- Female instructors should be increased in order to attract more female students.
- Linkage of education with the job market should be established.
- Eliminate all forms of discrimination against the girls child in education.

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ANNEX - I

The following techniques were utilized to analyse the obtained data from various sources :

- The literacy rate of the nation was calculated by divided the literate population of age 6 yrs and above by the total population of the same age.

$$\text{Literacy rate} = \frac{\text{Total no.of litrate population of 6 yrs +}}{\text{total population same year}} \times 100$$

- Percentage of girls :

$$\text{Percent girls} = \frac{\text{No. of girls student}}{\text{total no of student}} \times 100$$

- Gross enrolment rate (GER): is the ratio between school attending children, without considering their age, at a given level of education and the total population of the age group specified for that level in a given time and area.

$$\text{GER} = \frac{\text{Total enrolment in the level}}{\text{Total no. of age group population specified for the level}} \times 100$$

- Net enrolment rate (NER):
- The net enrolment rate (NER) is the ratio between school attending children of the specified age group at a given level of education and the total population of the age group specified for that level in a given time and area.

$$\text{NER} = \frac{\text{Total enrolment of specified age group in the level}}{\text{Total no. of age group population in specified for the level}} \times 100$$

- Dropout rate :

The percentage of pupils enrolled in a given grade or cycle or level of education in a given school year and who are not enrolled in any grade during the following school year. In other words, it is the percentage of students who leave the system without completing a school cycle against the total number of students originally enrolled in the grade.

$$\text{Dropout rate} = \frac{\text{Enr in gr 'g' myr 't'- [(prom to gr 'g+1' in yr 't+1') + rep in gr 'g' in yr 't+1']}}{\text{Enrolment in grade 'g' in year 't'}} \times 100$$

Where,

$$\text{Promotion rate} = \frac{\text{Student promoted to grade 'g+1' in year 't+1'}}{\text{Enrolment in grade 'g' in year 't'}} \times 100$$

$$\text{Repetition rate} = \frac{\text{Repeaters in grade 'g' in year 't+1'}}{\text{Enrolment in grade 'g' in year 't'}}$$

$$\text{Promotion rate} + \text{Repetition rate} + \text{Dropout rate} = 1$$

$$\text{Dropout rate} = 1 - \text{Promotion rate} - \text{Repetition rate.}$$

- Percent of female teacher :

It is calculated by dividing the no. of teacher at a given level of education by the total number of teachers at the given level and then multiplied by 100.

$$\text{Percent of female teachers} = \frac{\text{No. of female teachers}}{\text{Total no. of teacher}} \times 100$$