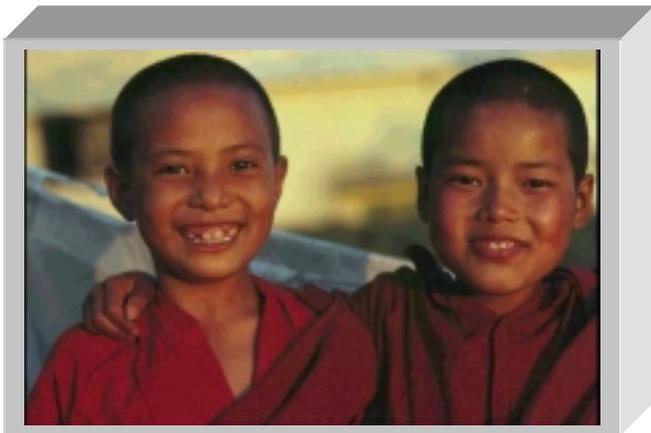


April 2001- No. 18

Regional, Gender and Ethnic Disparity in Education



Editor-in-Chief: Mr. T.M.Sakya

<b>Editorial</b>	<b>; DkfbSlo</b>
<p>Illiteracy is one of the most serious problems of Nepal. More than half of its population is still illiterate. Moreover only some regions have benefited more from formal and literacy program so far. But other regions are lagging behind in the field of primary education and of literacy. There is also great disparity in education in different regions, and similar disparity is also found between male and female population. The literacy rate among some of the ethnic groups is lowest. It is a glaring example of discrimination against them. Because of this disparity and discrimination, the educationally backward people and groups are lagging behind in the over all development process. Different studies have shown that literacy rate is negatively correlated with child labor, child marriage and infant mortality rate. Similarly, contraceptive prevalence rate, women empowerment etc. are positively co-related with literacy rate of people. The disparity is one of the reasons why all people could not be participants and beneficiaries of the country's development. There are many reasons of this disparity. Such as geographical difficulty, the insensitivity of the country's leaders towards the balanced development of all Nepalese people. Definitely caste system still prevalent is perpetuating the disparity. Lack of opportunity to receive basic education and literacy in the mother tongue is also another cause for aggravating the problem.</p> <p>Since this issue is grave one, this issue of the bulletin has tried to highlight the disparity of literacy and overall education level among different regions, between male and female population and the disparity of education among various ethnic groups .It also attempted to show its effects in their development. We hope the bulletin would be helpful to draw the attention of all concerned persons to the problem.</p>	<p>lg/lf/ty gkfnstf; aeGbf 7hf]; d:ofx? dWb]Ps xf]. cem}klg bZsf] cfwfegbf a9l hg; Wof lg/lf/ 5g\ . bZsf sXl JolSt / :yfg lazifn]dfq xfn rln/x\$ f cflkrfl/s tyf ; flf/ty lzlfaf6 kmf0bf lng ; ls/x\$ 5g\ . bZsf cIolws efusf hgtx?df lzlf kmn; s\$] 5g . gkfnstf laleg :yfgx?sf] lzlfstf] l:yltdf 7hf] c; dfgtf b]V65 eg] of] c; dfgtstf] vf8n k?if / dlxfn alr emg 7hf]b]V65 . cem klg hghftlx?sf] ; flf/ty b/ ; fx} Gog b]V65 . o; /L lzlfdf b]Vstf] c; dfgtstf] sf/0fn] ubf{ lzlfdf k5f8l k/\$f juX? / lfQx? lasf; sf c? s/fdf klg k5f8 g} k/\$f] b]V65 . laleg cllbog / cg' Gwfgx?n]s]b]Vp5 eg]sb}klg bZdf ; flf/ty b/ a9df afn dnb/ b/, afn lajfxsf] ; d:of / afn d[ob/ 36g hf65 . ; fy} ; flf/ty b/ a9df dlxfn k?ifdf a9 ; dfgtf x65 . kl/jf/ lgo]hgsf] ; fwgsf] kofu b/ tyf dlxfn ; lzIQms/0fdf a[4 xg]b]V65 . bZsf ; a}JolStx? tyf :yfgaf6 bZ lasf; df ; dfg ; xeflutf gxg5f]Pp6f kdV sf/0f klg oxl z]f]s c; dfgtf xf]. To:t}lasf; df ; dfg ; xeflutf gxgdf u/lal / c6o sf/0fx?df efulns laifdtf, zf; sx?df klta4tstf]sld klg xg ; S5g\</p> <p>xfdf] bZdf /lx /x\$] hftkftstf] Joj :yfn] klg of] c; dfgtf a9fpg 7hf] ; xofu ul//x\$]kf065 . To:t} cfwf/e't lzlf tyf ; flf/ty ; lk ckm] dft]eiffdf kfg] c; / gkfg' klg z]f]s c; dfgtstf] c\$ sf/0f xf]. z]f]s c; dfgtf bZsf]Pp6f kdV ; d:of ePsf] xgn] o; c\$sf] ah]6gdf ; flf/ty lzlfstf] lfQdf b]Vstf] lfQut c; dfgtf, dlxfn tyf k?ifalrstf] c; dfgtf Pj+laleG hghftl alrstf] c; dfgtfnf0{ phfu/ ug{vf]hPsf] 5 . cfzf 5 of] ah]6gn] ; Dj l6wt ; a} JolStx?sf] Wofg o; ; d:of kl't csliff ug5 .</p>

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# Regional Disparity in Education in Nepal

## **Gross Enrollment Rate (GER) by Geographic Region (Grade 1-5)**

Although overall enrollment in schools and the rate of literacy have shown upward trend between 1990 and 2000, but all regions of Nepal did not receive equal benefit.

Following Table No.1. Shows the disparity among different regions in gross enrollment ratios in primary schools.

**Table No1. Gross Enrolment Rate in Primary level**

<i>Region</i>	<i>1991</i>		<i>1997</i>	
	<i>Total (%)</i>	<i>Girl (%)</i>	<i>Total (%)</i>	<i>Girl (%)</i>
<i>Mountain</i>	128.3	86.1	141.6	108.9
<i>Hill</i>	140.1	109.9	148.8	133.1
<i>Terai</i>	87.7	61.9	94.2	73.7
<i>Kathmandu Valley</i>	148.7	143.2	160.0	161.1

Source: Educational Indicators, 1991-1997

In 1997 the Hill region has highest gross enrollment ratio in primary schools i.e.148.8 % followed by the Mountain region i.e. 141.6%. At the same time the Terai region has the lowest gross enrollment i.e.94.72.

## **Net Enrollment Ratio (NER) in Primary Schools**

The Education for All: National Plan of Action submitted by the Ministry of Education and Sports in the South Asian Ministerial Meeting on EFA: Follow up to Dakar Framework of Action organized by UNESCO in Kathmandu on 10-12 April 2001 stated that the Net Enrollment Rate in the Primary Schools in 1999 was 72% (Girls 64% and boys 79%). The girls NER is 15% lesser than that of the boys. This is quite a significant difference.

## **Literacy Rate in Different Regions**

Similarly the literacy rate of the whole country of the population of 6 year and above has risen to 52.89% (Nepal Multiple Indicator Surveillance (NMIS) 5th Cycle 1999). But disparity in different regions has not decreased as illustrated in the following Table No 2.

**Table No.2.Literacy rate among different development region (1997)**

<i>Development Region</i>	<i>Male(%)</i>	<i>Female(%)</i>	<i>Total(%)</i>
<i>Eastern</i>	67.5	37.3	52.4
<i>Central</i>	61.8	31.2	46.5
<i>Western</i>	78.5	51.7	65.1
<i>Mid Western</i>	59.3	23.3	41.3
<i>Far Western</i>	64.8	27.6	46.2

Source: Women in Nepal, Some Statistical facts, CBS, 1999

The Western region has the highest literacy rate (65.1%) followed by the Eastern region (52.4%),but the Mid Western (41.3%) and the Far Western region (46.2%) have very low literacy rate. Surprisingly, the Central region did not show high literacy rate in spite having three big metropolis of Nepal namely Kathmandu, Patan and Bhaktapur, Their literacy rate are 69.64 % , 62.23%, 58.46% respectively.

Similarly, the literacy rate of Mountain region, Hill region and Terai region could be analyzed. The overall literacy rate of the Hill region is 45.51%. The Table No 3 given below shows that in all three regions the literacy rate of the female population is very low. Especially the literacy rate of the female population in the mountain region is as low as 13.42%, which is alarming to say the least.

**Table No 3. Literacy Situation in Mountain, Hills and Terai Regions.**

<i>Geographical Region</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
<i>Mountain</i>	43.23	13.42	27.73
<i>Hill</i>	61.75	31.00	45.51
<i>Terai</i>	45.44	19.92	32.61

Source: Women in Nepal, Some Statistical facts, CBS, 1999

### **Disparity Between Rural and Urban Literacy Rate**

According to 1991 census data, the total literacy rate in the rural areas was 36.8 %, where as the rate in the urban areas was 66.9% in 1991. As regards male female disparity, 22.0 % females and 51.9 % of the males were literate in the rural areas in 1991, as shown in the following Table No.4. It can be seen that the male and female literacy rates are consistently higher in urban areas than in rural areas.

**Table No 4. Disparity between Urban and Rural Literacy Rate**

	<i>1981</i>			<i>1991</i>		
	<i>Both</i>	<i>Male</i>	<i>Female</i>	<i>Both</i>	<i>Male</i>	<i>Female</i>
<i>Rural</i>	21.4	32.0	10.3	36.8	51.9	22.0
<i>Urban</i>	50.5	61.1	38.2	66.9	48.0	54.8

Following Table No 5. illustrates correlation of the level of socio economic situation of different regions and their literacy rates.

**Table No 5. Co relation of the Literacy Rate with Some Development Indicators**

<i>S.N</i>	<i>District</i>	<i>Literary Rate</i>	<i>Infant mortality rate</i>	<i>Ranked according to the Poverty and deprivation Index</i>
1.	<i>Kathmandu</i>	69.64%	34	71
2.	<i>Chitwan</i>	49.45%	82	66
3.	<i>Palpa</i>	41.46%	99	61
4.	<i>Nawalparashi</i>	35.04%	100	38
5.	<i>Nuwakot</i>	26.24%	94	32
6.	<i>Kapilbastu</i>	29.52%	103	26
7.	<i>Kailali</i>	24.68%	115	20
8.	<i>Sindhupalchok</i>	22.85%	91	16
9.	<i>Dhanusha</i>	30.14%	68	11
10.	<i>Mugu</i>	10.64%	201	5

Source: Districts of Nepal: Indicators of Development, ICIMOD, 1997

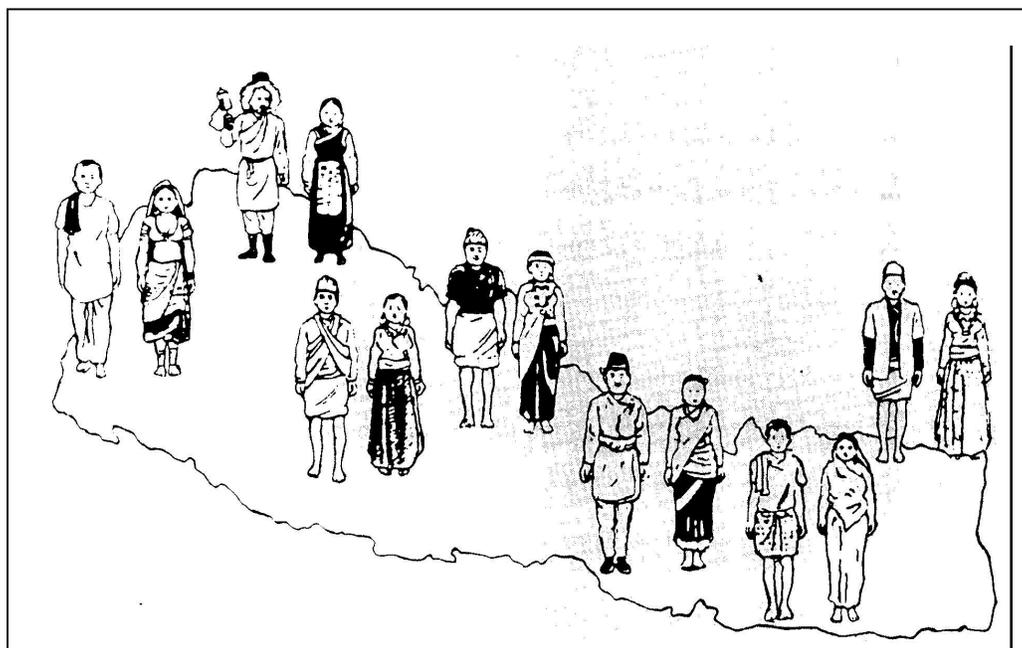
Tables No. 5 and 6 have made it clear that the districts with high literacy rate have lower in poverty & deprivation index. The study carried out by International Center for Integrated Mountain Development (ICIMOD) to assess the development status of Nepal's 75 districts showed that the issues of child deprivation, gender discrimination, and women's marginalization are more serious in those districts where the overall literacy rate

are lower than in those districts where the literacy rate are higher. It can be seen by the correlation coefficient of the overall literacy rate with the child illiteracy rate, child labor rate and child marriage rate. Moreover, higher literacy rate is found to be associated with lower infant mortality rate and higher contraceptive prevalence rate.

**Table No 6. Correlation coefficient of social indicators with the overall literacy rate**

<i>Social Indicators</i>	<i>Correlation with OLR</i>
<i>Child labor</i>	-0.90
<i>Child illiteracy rate</i>	-0.96
<i>Child marriage</i>	-0.37
<i>Gender imbalance ratio among the literate adult population</i>	0.86
<i>Gender imbalance ratio among the non agricultural adult Labor force</i>	0.56
<i>Percentage share of females in non agricultural occupations</i>	0.87
<i>Percentage share of females in primary level teaching</i>	0.67
<i>Percentage share of girl's enrollment at primary level</i>	0.85
<i>Infant mortality rate</i>	-0.53
<i>Contraceptive prevalence rate</i>	0.73

Source: Districts of Nepal: Indicators of Development, ICIMOD, 1997



**Various ethnic groups in different part of Nepal**

## **Discrimination Against Women in Nepal**

In Nepal, the educations of girls have always been lower than that of the boys. This is due to illiteracy among parents, social taboos against girl's education and stereotyping of role of girls in the society. One study has revealed that 77% of girls between 6 and 15 years leave school. If a family is poor they prefer to send their boys to school keeping the girls

at home to do the household chores. (Prativa Subedi, Nepali Women Rising, 1997). So girls and women are still lagging behind boys and men in education. One of the reasons for the backwardness of the girls and women in the field of educational in Nepal is also attributed to values propagated by some prominent peoples. The very famous poet of Nepal Bhanu Bhakta Acharya's "Instruction to a daughter-in-law was.

*"Women should not laugh, only whores do so, and the housework will never get done"*

A further illustration of the denigration of women can be found in Ram Charit Manas" which has been regarded as a great poem of Hindu literature. It says:

*"Drums and idiots,  
Outcasts, beasts  
And Women are fit  
Only for beating"*

Those religious texts and other social beliefs certainly do not encourage the parents to send their daughters to schools especially in the tradition bound rural society.

A recent study entitle NMIS (1995 May - July) has pointed out some specific characteristics of girls as compared to boys in terms of participation in education. A girl child compared with a boy child of the same age is:

- 2.6 times more at risk of being kept out of school
- 20 % more at risk of becoming a class repeater at least a year
- 8.9% more at risk of dropping out from school and
- 2.3 times more needed for household chores

Therefore, girl's enrollment rate has been very low compared with boys in all development regions. For example the overall Gross Enrollment Rate (GER) of the country is 117.2%, but a girl GER is only 98.6 in 1996. The overall GER of the country rose to 122.1% in 1997 and girl's enrollment to 103%.

**Table No 7. Gross Enrollment by Development Region**

Development Region	1996		1997	
	Primary Grade 1-5		Primary Grade 1-5	
	Total	Girls	Total	Girls
Nepal	117.2	98.6	122.1	103.8
Eastern	115.8	102.3	120.3	106.5
Central	107.8	89.6	116.8	94.5
Western	145.4	130.5	141.9	135.5
Mid Western	103.7	77.1	115.0	89.0
Far Western	111.3	80.1	111.9	81

Source: Educational Statistics of Nepal, 1996 and 1997

**Table No 8. Disparity in Net Enrollment Rate between boys and Girls.**

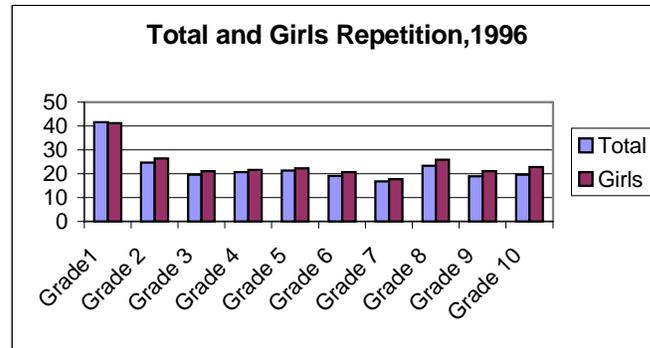
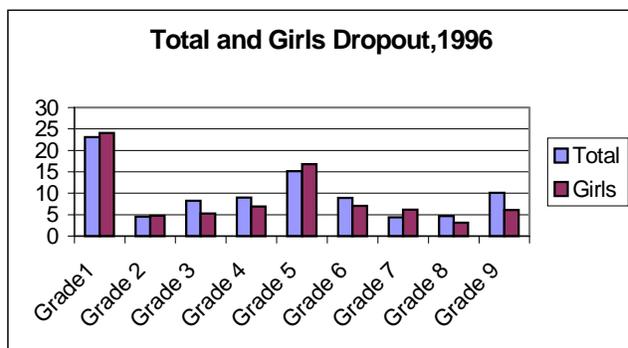
	Primary	L. Secondary	Secondary	Total
Total	69.6	28.2	19.1	48.6
Boys	78.6	34.0	24.1	56.3
Girls	59.9	22.3	14.3	40.7

Source: Educational Statistics of Nepal, 1997, MOE

The Table No. 8 given above shows that the girl's NER has been lower in all levels of education. The higher the education levels the NER of girls become lower.

### Dropout Rate in Primary Schools

Dropout ratio is still high in all grades in Nepal. The dropout and repetition is shown in the following Charts.



Girl's drop out rate seems to be high in two most important grades i.e. grade one and grade five which made even the overall dropout rate high in those grades. This problem has been persisting in spite of various incentive programs such as Girls Scholarship Program, Distribution of Free Textbooks to girls etc.

In the case of repetition rate it reaches to 41.7% for overall students and 41.2% for the girls in Grade One. The repetition rate decreases as they go to higher grades. It is lowest in grade seven.

All those data showed that female educational situation of Nepal is very poor. Because of their poor educational standard they stay deprived of all other types of opportunities such as participation in politics, in economic activities, administration etc.

According to the World Population Report 1996, “ A mother’s education is the single most important factor in keeping her family small and her children alive. Education is the first line of defense for women faced with the life-threatening situation that traditional life styles perpetuate. It encourages senses of control over personnel destiny. It opens the door to choice that is not bound by tradition. With an education, the women’s status steps beyond the confinement of mother hood. Further the quality of life in the family of an educated woman becomes a priority.” Sadik, Nafis, The State of World Population 1990, New York.

The slogan adopted by the International Literacy Year 1990 was “ Let us educate a women, let us educate a nation.” If a woman is educated entire family will be affected.

The country is investing a lot of its national budget and foreign aid /loan in formal education since long times, especially in the primary education. The formal education systems do not have any visible impact on the girls children. A study conducted by Shtrii Shakti on “ Women Development Democracy” showed that formal education especially primary education of females do not seem to have made any measurable impact; in fact, they are worse off in many ways. The study also revealed that there is also a negative correlation between the increased education of women and their authority in the household. This is because of inappropriateness of the formal education curriculum. To have visible impact on education of people, the curriculum should be need based. So, government of Nepal should revise its curriculum based on girls needs, that will be helpful to increase girls enrollment in the school and this will have positive impact on their daily life of females.



Girls and Women are mostly kept out of school to look after household chores.

## **Educational Disparity among various Ethnic Groups**

It is well known fact that people of Nepal are socially segmented along the lines of caste, sub caste and ethnic and sub ethnic groups. The National Ethnic Groups Development Committee has identified 61 such groups and the National Living Language Policy Advisory Commission has listed 60 living languages in Nepal. There is a large variation in the socio economic development between and among those groups. Various research studies have shown that socio economic developments of those groups are very much affected by the level of illiteracy situation among the groups. The illiteracy is positively correlated with the lower level of living standard, incidence of poverty, less access to the health, lack of awareness, lack of knowledge of family planning processes etc.

Despite the legal abolition of discrimination on the basis of caste and ethnicity, such discrimination is still very strong in the rural areas, although it is declining in the urban areas. Caste and ethnicity continue to function as universal and salient social and cultural classificatory categories in rural areas. Besides having different caste and ethnic discrimination there are linguistic belts (hills and plains) in the country situated mostly in the hills and the mountain areas. Such language groups are mainly Tamangs, Raies, Limbus, Magers, Gurungs etc. In the hills and mountains the largest group is the Tamangs. There are still many other smaller language communities in various pockets of the hills and mountains. Those people speak their own language in their homes and communities and they have to use Nepali language for communication with others especially when they have to deal with the government offices.

Another languages spoken by large number of populations are Maithali, Bhojpuri, Tharu and Avadhi languages. They are mainly spoken in Terai districts of Nepal. Besides them there are several other small language groups, which exist in the Terai districts. The education levels of all ethnic groups are low. If we analyze the GER, NER and Literacy level of those groups vis a vis other groups which have access to decision making power of the country such as Bramans and Chhetri. In all the fields of education they are at disadvantage. The education level of Newars is also high because most of them reside in urban areas.

Poverty is the main cause for people of ethnic groups for not sending their children to schools. Similarly there is less number of schools where they reside. The medium of instruction in the schools is the Nepali language, which is not spoken in their homes. So the children have difficulty to learn the alien language from their childhood. Moreover the teachers cannot speak local languages. Whereas the children from well off castes enjoy all the privileges of access, language and facilities, which furthers widens the inequalities. The educational system of the country has not succeeded to draw the children and adults from the poor and underprivileged groups in Nepal. The government is not paying adequate attention towards the educational needs of the people of so called lower caste and ethnic groups. Education is perhaps the most important investment in social and economic development of the people. Because the ethnic groups and so called lower caste people have not received education they have become more and more marginalized. There is a wide spread dissatisfaction among them. That may lead to social tension in the country very soon. Due to their low education status their full potentiality have not been used for the development of the country. So the whole country is suffering due to faulty education policy of the government.

A study conducted on Tharu community's education problem showed that majority of the boys and girls from the Tharu community resent to go to the schools due to the language problems. (CERID, 1986). Children of such communities even if enrolled in schools remain absent most of the time and finally drop out without completing basic education, because the children do not understand what the teacher was teaching and the teacher cannot communicate with the children in their local language. In most of the educationally backward societies this kind of situation is still prevailing (CERID, 1997).

**Table No.9. Adult Illiteracy, Life Expectancy and Income Index by caste of Nepal, 1996**

<i>Caste</i>	<i>Life Expectancy Rate (%)</i>	<i>Adult Illiteracy Rate (15+)(%)</i>	<i>Income Index 1996</i>	<i>Human Dev. Index</i>
<i>Nepal</i>	55.0	63.28	0.179	0.325
<i>Brahmin</i>	60.8	42.0	0.237	0.441
<i>Chhetry</i>	56.3	58.0	0.181	0.348
<i>Newar</i>	62.2	45.2	0.289	0.457
<i>Gurung, magar, Sherpa, rai, Limbu</i>	53.0	64.8	0.152	0.299
<i>Muslim</i>	48.7	77.9	0.145	0.239
<i>Rajbansi, Yadav, Tharu, Ahir</i>	58.4	72.5	0.160	0.313
<i>Occupational Caste</i>	50.3	49.7	0.110	0.239
<i>Others</i>	54.4	45.6	0.170	-

Source: Nepal Human Development Report, 1998

From the above data, it is clear that there is high level of incidence of illiteracy among occupational castes, which include mostly so called untouchables of the Hills and the Terai. Brahmin, Chhetri and Newar have comparatively low illiteracy rates accounting 42, 58 and 45.2%. Gurung, Magar, Sherpa, Rai, Limbu also have more illiteracy problem. The disadvantaged caste like Rajbanshi, Yadav, Tharu, Ahir, and Muslim have hopelessly low literacy rate. The Table No. 9 also shows that the caste group with higher literacy rate has high-income index and high life expectancy rate and they stood higher rank in human development index. The caste groups with higher illiteracy rate have less life expectancy level and have lesser income index.

The study conducted by NMIS 2<sup>nd</sup> Cycle also showed that the illiteracy among different disadvantaged ethnic group also resulted into lower enrollment rate of their children in school. The school enrollments for boys and girls from households of different ethnicity as revealed by the NMIS sample are as follows:

**Table No.10. Ethnicity of head of household and initial school enrollment in 6-10 year old children**

<i>Ethnicity of head of household</i>	<i>Initial school enrollment</i>		<i>Total n</i>
	<i>Boys n</i>	<i>Girls n</i>	
	<i>(% enroll)</i>	<i>(% enroll)</i>	<i>(% enroll)</i>

1. Brahmin	1040(96)	1072(93)	2112(95)
2. Chhetri	1275(89)	1187(70)	2462(79)
3. Newar	275(95)	282(87)	557(91)
4. Gurung/ Ghale	186(88)	188(65)	374(77)
5. Magar	290(86)	306(68)	596(77)
6. Rai/Limbu	281(84)	315(74)	596(78)
7. Tamang/Sherpa	249(78)	256(58)	505(68)
8. Muslim	296(63)	246(42)	542(53)
9. Occupational	974(67)	918(45)	1892(56)
10. Tharu	606(68)	554(36)	1160(53)
11. Yadav	331(74)	279(39)	610(58)
Other(Terai)	732(79)	649(45)	1381(63)
Other(Hills)	227(59)	224(34)	451(47)

Source: Nepal Multiple Indicator Surveillance, 2nd Cycle Primary Education, 1995

The Brahmin, Newar and Chhetri have high literacy rates and they also have highest initial enrollment rate among 6-10 year old children reaching to 95, 91, and 71% in total respectively. Among these groups the enrollment of boys and girls is found almost same. But Muslim, Tharu and other occupational groups, which have very low literacy rate, also have very low initial school enrollment rate among 6-10 years old children. In these groups the differences between boys and girl's enrollment is also very high.

Most higher caste people in general and the pupils and teachers from those communities harbor and express attitudes and practices, which are discriminatory against, disadvantaged caste and ethnic groups. Negative attitudes and practices make a lasting impression on children belonging to the lower caste groups. Such attitudes and practices also contributed to the high drop-out rates among the children from disadvantaged groups which resulted into high illiteracy among them.

The Constitution of Nepal has stated that all people may receive their education in their own mother tongue but no effective action has been taken by the Government to provide education in their mother tongue to these ethnic groups. If there is a provision of promoting education in their mother tongue 48 percent of non Nepali speaking ethnic groups would have got benefit to receive education in their mother tongue.

The curriculum does not reflect the needs of the lower caste people. Same is true with the learning materials. If the government of Nepal really is serious to lessen the educational inequalities among the different ethnic groups, then it should develop a need based curriculum and learning materials. Similar changes also should be done in overall planning and management of education program in the country. The democratic government has special obligation to provide equal access to quality education to the children and adults from disadvantaged population. Otherwise it could not claim to be a democratic government and it will not be proved that the government is committed to democracy and socio economic development of the country.

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tyf v]hsb dGqno4f/f k]tt u/\$f]æ; a]sf]nflu lzlffsf] /fli60 sfo{ of]hg fÆ  
cg' f/ ; g\!((( df kfylds laBfnodf vb egf{b/ &@% -aflnsf ^\$% / afns  
&(% \_ b]v0Psf]5 . pSt tYofs cg' f/ aflnsfsf]vb egf{b/ afnssf]eGb  
!% % 36l b]v65 .

## ; flf/ tf b/

lzlff dGqnon]sxl aif{otfb]v ; flf/ tf b/df a]vb ePsf]b]vPsf]5 . NMIS sf]  
5th Cycle sf]kl]ta]gn]b]zsf]sh ; flf/ tf b/ %@=( \*% b]vPtfklg laleGg lasf;  
lfgx?sf] ; flf/tfdf b]vPsf]c; dfgtf eg] 36sf] b]vpg ; sq . kfgf g+# sf]  
tflnsf g+@ sf cg' f/ d]vb klZrdfGn / ; b/ klZrdfGn lasf; lfgsf]; flf/ tf  
b/ ; fx}Gog cyjf sdz M \$!#% / \$^=@% dfq /xsf]b]v65 . d]vdfGn lasf; lfg  
l:yt tlg 7hf zx/x? sf7df8f]-^(=^)%\_ nlnk/ - ^@=#% ) / eStk/sf]-%\*=\$^  
%\_ klg ; flf/ tf b/ ToIt ; Gt]fhgs b]vq .

efuflns lfg cg' f/ kxf8l lfgsf] ; flf/ tf b/ ; aeGb pRr \$%=%! % / ToxF  
dlxfx?sf]; flf/ tf b/ #! % /xsf]5 . lxdfnl lfgdf sh ; flf/ tf Pj +dlxf ; flf/ tf  
b/ ; aeGb sd b]v65 . hg sdz M @&# % / !#=\$@ % dfq 5 . o:t} -tflnsf  
g+#\_ t/f0sf]sh ; flf/ tf b/ #e^!% / dlxf ; flf/ tf b/ !=( @ % /xsf]5 .  
(Women in Nepal Some Statistical Facts, CBS, 1999) To:t}u]l0fd / zx/l lfgsf]  
; flf/ tf b/df klg w}]cGt/ b]v65 . zx/l lfgsf]; flf/ tf b/ u]dl0f lfgsf]eGb a9l

g}b]V65 . !((! sf] tYofs cg' f/ zx/L If]sf] ; flf/tf b/ ^^=(% 5 eg] uflldof  
 If]df of]b/ dfq #^=\*% dfq b]V65 .

laleG cllbog tyf cg' Gwfgx?af6 s]kQf nfu\$]5 eg] ; flf/tn]hljgsf]laleG  
 klfnf0{k]oif k]fj kf/\$]x65 . g]kfnf laleG If] Pj +hNnf? hxF; flf/tf b/  
 a9L 5g\tl lhNnf? c6o lasf; sf s'fx?df klG cufl8 /x\$]kf065 / hg lhNnf?  
 tyf If]x?df ; flf/tf b/ Gog 5g\tl lhNnf tyf If]x? Ik518Psf]kf065 . ; fy}hg  
 lhNnf?df ; flf/tf b/ sd 5g\tl lhNnf?df ul/alsf] b/ klG a9L /x\$] :ki6  
 b]V65 . -kfgf g+\$= tlnsf g+%. International Cener for Integrated Mountain  
 Development (ICIMOD) n] g]kfnf] &% lhNnf?sf] lasf; cj :yf ; Dj lGw u/\$]  
 cllbogn]hg lhNnfdf ; flf/tf b/ a9L 5 ToxFafn dhb'/L, afn lg/lf/tf, afn laj fx  
 tyf afn d[ob/ 36\$]b]V65 eg]pQm lhNnf?df kl/j f/ lgof]hgsf] ; fwgsf]k]f]u  
 b/ eg]a9L ePsf]b]V65 . tnsf] correlation co-officient tlnsf]of] s'fnf0{cem  
 ki6 kb5 .

; fdf]hs ; r'sx?sf]sh ; flf/tf b/; u\$]Correlation coefficient

; fdf]hs ; r'sx?	sh ; flf/tf b/; E ; x; Dj Gw
afn dhb'/L b/	-)=()
afn lg/lf/tf b/	-)=(^
afn laj fx b/	-)=#&
; flf/tf k]f]x?df n]us c; dfgtfsf]cgkft	)=*^
u} s]lf If]sf dhb?df n]us c; dfgtfsf]cgkft	)=%^
dlxnf?sf]u} s]lf If]df kxF kl]tzt	)=*&
dlxnf?sf]k]fylds lzlf lzlf0df ; u}ngtf kl]tzt	)=^&
dlxnf?sf]k]fylds lzlfdf egf{k]tzt	)=*%
afn d[o' b/	-)=%#
kl/j f/ lgof]hgsf ; fwgx?sf]k]f]u b/	)=&#

; [I: Districts of Nepal: Indicators of Development, ICIMOD, 1997

# IzIffdf dlxnfdlysf] epefj

gkfnfd dlxfx? IzIffsf] Iqdf ; fX}g}Ik5I8Psf] b]v65 . cleefj sx?sf] lg/lf/ tf , laleGg ; fdfhs a6wg tyf s' ; sf/ ; dfhsf] dlxfnklt xg] wf/0ff cflbsf] sf/0fn] ubf{ klg dlxfx? IzIffdf k5f8L kl//x\$] b]v65 . o; Iqdf ul/Psf] Ps cWbog cg' f/ ^ b]v !% aif{ Ddsf aflnsfx? dWb] && kltzt aflnsfx?n] alrdf laBfno 5f8g] ub5g\ . ; fy} w]h; f] ul/ax?n] 5f]lnf0{ laBfno gk7f0{ 5f]fnf0{ dfq laBfno k7fpg] ul//x\$] kf0G5 -kltf ; j] bl Nepali Women Rising, 1997) . ol sf/0fx?n] ubf{ dlxfx? IzIffsf ; fy} ; dfhdf k?ife6bf k5f18 kl//x\$] 5 . o; /L dlxfx? ; dfhdf k?ife6bf k5f18 kgdf ; dfhdf :yflkt dlxfx?sf] dNo dfotf Pj + sygx?n] klg 7hf] k6fj kf/\$] kf0G5 . gkfnf cflb sla dflgg] efgest cfrfof] ckmf] æ axf/lnf0{pkbæ df dlxfx?n] xfg] gxg] s/f pNn] u/\$] 5g\ . To:t} lxbx?df axkfl/t k'ts æ/fd rl/t dfq; æ df klg dlxfx?nf0{ xfofpg] k]t b]v65 . o; df elgPsf] 5 M

**æ 9f]h, ujf/, zb/ kz' gf/l ol ; a)tf8gsf]clwsf/læ**

o:tf wld\$ k'tsx? tyf sygx?n] klg dlxfx?nf0{cuf18 a9gdf afwf kf//x\$] x65 / ol s/fx? gkfnf ulldf Iqdf cem a19 Joflt /x\$] kf0G5 . ol ; Dk0f{ s/fx?n] ubf{ dlxfx? IzIffsf] Iqdf k?if; E sfw ldnfP/ cl3 a9g ; ls/x\$] 5g .

ev{ } NMIS (!((%) n] u/\$] cWbog cg' f/ Pp6}pd]sf aflnsfx? klg afnsx? e6bf

- @^ u0ff a19 laBfnoe6bf aflx/ /xg] ; Defj gf x65 .
- Ps aifdf @) kltzt a9L slff b]v65 - ofpg]vt/f x65 .
- alrdf laBfno 5f8g]vt/f \*=( kltztn] a9L x65 .
- @# u0ff a9L 3/sf]sfd ugkg]x65 .

aflnsfx?n] laBfno egf{b/ afnsx?sf] thgdf sd g}b]v65 . ; g\!((^ df b]zsf]sh egf{b/ !!&= lyof]eg]aflnsfx?sf]of]b/ dfq (\*=^

kltzt lyof]. To:t}; g\!((( df b]zsf]vb egf{b/ &) kltzt lyof] eg] aflnsfx?sf] of] b/ dfq ^\$ kltzt kl\$] lyof]. aflnsfx?sf] vb egf{b/ ; a} txd f 36bf] /x\$] 5 eg] of] b/ a9bf] z]hfs tx; E} 36b}u/\$] b]v65 . - kfgf g& tlnsf g+\* \_

IzIffdf dlxfx?sf]; xeflutf a9fpg laleGg ; /sf/l Pj +u}; /sf/l ; 3 ; yfx? nfluk/\$] 5g\ . o; \$] nflu dlxf 5fqaQ, lgzNs kl:tsf lat/0f cflb sfo\$dx? z? ul/Psf] 5 . t/ ol sfo\$dx?sf] ; #fngaf6 klg dlxf IzIffdf ; Gt]fhgs a[4 ePsf] b]v65 . ; fy} aflnsfx?sf] laBfnosf] ; a} txd alrdf slff 5f8g]k]Q Pj +slff b]v65 - ofpg]k]Qdf vf; } sdl cfPsf] b]v65 . o; /L dlxfx?sf] IzIff Iqdf boglo ; xefultf Pa+; flf/ tf b/ sd ePa6 pglx?sf] c6o Iqdx? h:t} /fhglt, cfly\$ ls6fsnfk, kzf; lgs Iq cflbdf klg ; xeflutf sd /x\$] 5 .

laZj hg;Vof kltj h; g\!((^ sf cg' f/ cdfsf] IzIffn] dfq pgsf] kl/jf/ ; fg] agfpg / pgsf afnaflnsfx? lhjt /Vg d2t ub5 . k/Dk/fut hljgz]ln] dlxfx?sf] ; j:fo vt/fdf kg{ ; \$5 . To; af6 aRg] Pp6f alnof] ; /Iff IzIff xf]. IzIffn] dlxfx?nf0{ ckmf] lasf; ug{ ; lfd agf65 . IzIffn] dlxfx?nf0{ vfnl cdf dfqsf] eldsaf6 aflx/ hfg d2t ub5 . IzIff dlxfx?n] u0ff]ds kl/jf/sf]hljgnf0{pRr kfyldstf lb65g\ - ; fl8s glkm - laZj hg;Vof l:ylt kltj h; g\!((), 606f\$ { o=Pg=PkmkP \_

To:t} c6t/f]60 ; flf/ tf aif{ !(( ) n] klg dlxf IzIffn0{dx]j lbb}ckmf]gf/df eg\$] 5g\ æ Ps dlxf IzIff xgfn]; Dk0f{kl/jf/nf0{k6fj kfb5 . æ

o; /L dlxfnf0{ IzIffdf cuf18 a9fpg /fi60 Pj + c6t/f]60 k6f; e}x\$] 5 . gkfn] IzIff lasf; sf] nflu nfd] ; dob]v c/af} ?k6f c6f]rfl/s IzIffdf nufgl ubf{ cfPsf] 5 . t/ c]krfl/s IzIffn] dlxfx?nf0{ToIt cfsliif kf/\$] b]v65 . olb >L % sf] ; /sf/n]; fRr}g}dlxfx?nf0{IzIffsf]dh wf/df Nofpg]xf]eg]kf7dsdf kl/j t6 ugkb5 / hljg; E ; Dj l6wt u/] IzIff lbg ; Sgkb5 .

# hghftl / z]lfs c; dfgtf

b]zsf] /fli6o lasf; df k]s[ts ; f]tsf ; fy}dfgj lo ; f]t ; fwgsf] klg 7hf] xft x65 .  
dfgj lo ; f]t ; fwg e]gfn] b]zsf] hg; wofsf] k]s[t / lfdtfnf0{ hgfp5 . g]kfnf0{  
; fdlhs ?kdf laleGg hft, pkhft, hghftl cflbdf afBq ; ls65 . /fli6o hghftl ; d]x  
lasf; ; ldltn] b]zdf ^! j6f hghftl ; d]xsf]klxrfg u/\$f 5g . o:t}/fli6o lhj t efiif  
gllt ; emfa ; ldltn] b]zdf ^) j6f lhat efiif /x]sf] s/f c]f]ofPsf 5g . ol laleGg  
efiifefilx? c6o lfd]df klg lk5l8Psf 5g\ . xfd] b]zsf] sfggdf hft / wd]sf] gfd]df  
s; h]f0{ klg x]f]ofpg] / c; dfg Jojxf/ ug{ g]k]fpg] k]j wfg /x] klg g]k]n]sf u]fd]of  
e"efudf / s]xl ?kdf zx/l lfd]df of]sfod g}/x]sf]5 . g]k]n]sf]lx]dfnl Pj +kx]f8l efudf  
a:g] t]df<sup>a</sup>, /f0{ u?<sup>a</sup> / t/f0sf d]ynl / e]f]h]k/l af]g] hghftlx?n] g]k]n]l efiif gaem] /  
g]k]n]df c]k]rfl/s Pj +cg]k]rfl/s lz]l]fd]f g]k]n]l efiifnf0{ g}d]f]ob efiifsf] ?kdf k]f]uf  
u/\$f]x]gfn]tl au]x]sf]lz]l]fd]f lolt ; xeflutf xg ; ls/x]sf]5g .

lz]l]f lasf; tyf cg; Gwfg s]b] ; l/8 , !(\*^ n]yf? ; dbfodf u/\$f] c]f]obogdf tl  
; dbfosf w]h; f]s]f]s]lx? efiifut ; d:ofs}sf/of laBfno hf]g]g\ olb tl afnaf]n]sf  
laBfno egf{ePtf klg alr]df 5f]B]g] / w]h; f]cg]k]l:yt /x]g]k]j lQ b]l]v65 . o:tf]; d:of  
w]h; f]lk5l8Psf hghftlx?df clxn]klg Jof]t /x]sf]5 . hghftlx?df /x]sf]lg/lf/t]sf]  
k]f]j pglx?sf]lasf; b/, c]f]db]gl ug]lfd]tdf klg :ki6 k/\$f]b]l]v65 . afxg, lfd] tyf  
g]j/x? h; sf]; flf/tf b/ a9l 5 pglx? lasf; s]d]df klg d]fly g}5g\ eg]pglx?sf]  
c]f]db]gl lfd]t klg a9l g}b]l]v65 . t/ c6o hghftlx? dl:nd, yf? , clx/ tyf c6o  
k]z]fut hghftlx? eg]lasf; s]d] Pj +c]f]db]gl lfd]df tn g}k/\$f]b]l]v65 - k]fg g+!)  
t]f]n]sf g+( . To:t}afxg, g]j/ / lfd]lx?sf]laB]fnodf aRr]fx?sf]k]l/IDes eg]f] / a9l  
s]dz M (% % , (!% / &!% 5 . t/ dl:nd, yf? tyf clx/ hftlx? h; sf]; flf/tf b/  
sd 5g\pglx?sf]aRr]fx?sf]k]l/IDes eg]f] / klg sd /x]sf]k]f065 .

w]h; f]7hf hft]sf JolStx? / lz]l]fsx?sf]Jojxf/n]ubf{t]Nnf]hft]sf laB]f]lx? laB]f]no  
c]f]pg lolt p]t; flxt x]g]g\ h; n]ubf{klg t]Nnf] hft] tyf c6o efiifefil tyf hghftlx?  
laB]f]no alr]df 5f]B]g]k]l a9l /x]sf]5 .

g]k]n]sf]; lawfgdf ; a]h]cf-c]k]n]f]d]t e]f]i]fd]f k]y]lds lz]l]f k]t ug] / u/fpg]k]j wfg  
ePtfklg o; sf]k]of]of Jojxf/df eg]nfu' xg ; s]sf]5g . lz]l]f dg]f]a]f]gsf ; fy; fy}  
laleGg c]f]obog cg; Gwfgaf6 klg k]l/IDes lz]l]f d]t e]f]i]faf6 lbg' kg]s/fdf hf]B lb0Psf]  
5 .

g]k]n]sf] laB]f]nox?sf] k]f7]s]d]sf ; fy; fy} k]f7]k:tsx? t]Nnf] hf]thft] Pj +laleGg  
efiifefilx?sf]; d:of Pj +c]f]j Zostfnf0{k]l]t]al]d]j t ug{; ls/x]sf]5g . ; f]R}g}; /sf/n]  
laleGg hghftl Pj +efiifefilx?nf0{lz]l]fd]f ; dfg cj ; / lbg]xf]eg]pglx?sf]j]f:tlas  
c]f]j Zostfnf0{klxrfg u/l ; f]xl cg?k k]f7]s]d] ; wf/ ug]k]b]5 . ; fy}; f]xl cg; f/ lz]l]f]sf]  
of]h]gf tyf Joj :yfkgdf klg Jof]s k]j t]g ug]{ckl/xfo}5 .

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