

CHAPTER 6

POPULATION GROWTH AND EDUCATIONAL DEVELOPMENT

*- Tirtha Bahadur Manandhar**

*- Krishna Prasad Shrestha***

6.1 Introduction

6.1.1 Coverage of the Paper

The Population Census, 2001, has collected data on two main educational features of the population: literacy status, and educational attainment of the population. The National Report of the Population Census, 2001 presents census results on the following:

- i. Population 6 years of age and over by literacy status, age and sex for regions, and districts.
- ii. Literate population 6 year of age and over by educational attainment (level passed) age and sex for regions and districts.

Based on the above census results, overall literacy rate for population 6 years and above, and adult literacy rate for population 15 years and above have been presented in this paper. Also educational attainment of the literate population has been analyzed based on the census results in this paper. Thus, we could find out what level of formal education have the various segments of the population completed (level of school education, higher education). Apart from the findings based on the census results, it is pertinent to analyze the relevant data collected by the Ministry of Educational and Sports, (MOES) and presented regularly in the Annual Educational Statistics reports of the MOES. In this paper, the basic educational data based on the Educational Statistics Reports are analyzed initially in context of the educational policies and the relevant population information from the Census. Detailed analysis of the literacy status and educational attainment of the population is presented in the later part of the paper.

* Tirtha Bahadur Manandhar is ex-Joint Seretary, HMG, Nepal

** Krishna Prasad Shrestha is a Deputy Director of Central Bureau of Statistics.

6.1.2 Population and Educational Development

Population growth and educational development are closely interrelated. Population growth leads to an increase in number of persons for whom education facilities have to be provided. On the other hand, educational development affects population trends through promotion of increased acceptance of family planning measures by the adults, and delay in age at marriage.

Nepal has made significant progress in education at all levels during the past three decades. Currently, 3.8 million students are attending the primary schools and 1.5 million students are attending the secondary schools (lower secondary and secondary together). Universal primary education, that is enrollment of all 6-10 years old children in primary schools, is the long-term goal of the government. The Education for All - Plan of Action (2003) has set the target of attaining universal primary education by 2015 AD.

Secondary education has also expanded rapidly, as a result of efforts of the government to provide access to secondary education and also due to increased public demand for this level of education. Higher secondary education has emerged as an alternative to Proficiency Certificate Level (PCL) education provided in the campuses of Tribhuvan University. There is now a countrywide network of higher secondary schools, all of which are functioning under private management. The PCL programme is proposed to be phased out with the expansion of the higher secondary schools.

Two new universities, the Purbanchal University and the Pokhara University have been established since 1992. The B.P. Koirala Institute of Health Sciences, having university status has also been set up. Tribhuvan University is still the main provider of higher education in the country. The new universities have granted affiliation to a large number of private colleges.

Literacy rate has gone up steadily reaching 54.1% for population 6 years and over. Expansion of primary education, and execution of various non-formal education programmes have contributed towards this increase.

6.2 Features of the Education System

6.2.1 Structure

The structure of school level education with Primary Education of Grades 1-5, Lower Secondary Education of Grades 6-8, and Secondary Education of Grades 9-10, that was created in early 1990's, still remains in practice. The long term goal of the government as indicated in the Ninth Plan (1997-2002) document is to integrate the higher secondary education (Grades 11, 12) with the school level education.

6.2.2 Types of Schools

There are three types of schools at each level of school education namely Government aided schools (Public Schools), Community Schools and Private Schools. The Community Schools and Private Schools do not get government grants and rely on their own resources and community contributions. The Community Schools are observed to be attempting to get government paid 'teacher quotas' on receiving which they get recognition as government aided schools. In the year 2001, the government aided schools accounted for 88.8% of enrollment at the primary level, 87.6% of enrollment at the lower secondary level, and 85.8% of enrollment at the secondary level. The rest of the enrollment of various levels was in the Community Schools and Private Schools. (DOE, School Level Educational Statistics of Nepal, 2001)

6.2.3 Growth of the Private Sector

The private schools have emerged as major provider of school level education since past two decades. In the year 2001, private schools constituted 8.7% of all primary schools, 17.8% of all lower secondary schools, and 21.3% of all secondary schools (DOE, School Level Educational Statistics of Nepal, 2001). The private schools are seen to be particularly prominent in the delivery of secondary education. The perceived higher quality of education in these schools is the main factor for the growth of private sector institutions.

Early childhood education has been emphasized for proper development of young children and increased access to primary educations. Promotion of pre-primary education through community based child development centres is being done. In urban areas, private sector is providing pre-primary education on extensive scale.

6.2.4 Higher Secondary Education

Higher secondary education is provided by a diverse set of institutions such as the Public schools, Private schools, Colleges and specific Plus Two schools. The Higher Secondary Education Board (HSEB) provides approval to the institutions for conducting Grades 11 and 12 (Plus Two) classes, prescribes curriculum and conducts examinations. A large number of higher secondary schools have been established in recent years. The number of such schools reached 789 in April 2003. The addition in number of such schools has been as indicated by the Ninth Plan (1997-2002). The Plan had expected that the number of higher secondary schools would reach 758 by the end of the plan period. The number has now exceeded the plan expectation due to liberal granting of approval by HSEB.

6.2.5 Expansion of Higher Education

With the establishment of two new universities - the Purbanchal University and the Pokhara University, the number of universities has reached five. The Kathmandu University and other two new universities have provided affiliation to a large number of private colleges for teaching Science, Management, Engineering, Medicine and other professional courses. The Purbanchal University and Pokhara University have quite small enrollment in their respective constituent campuses. The private colleges attached to these universities charge much higher fees than the private campuses affiliated to Tribhuvan University.

6.2.6 Department of Education

The establishment of Department of Education (DOE) in 1999 marks an important change in the system of educational administration. The DOE was made responsible for the implementation of the Basic and Primary Education Project (BPEP), Phase II (1999–2004). At the same time, the processes of preparation of District Education Plans (DEP) and School Improvement Plans (SIP) were started under the BPEP II programme. The DEP and SIP planning processes are considered to be important steps for promoting decentralized planning in the educational field and for raising quality education..

6.2.7 Financing of Education

The government has been devoting a substantial proportion of budget for the Education Sector. The allocation for the Education Sector was 14% of the government budget for Fiscal Year 2000/2001. The Education Sub-Sector allocations were as follows for FY 2000/2001: 55.4% for Primary Education, 21% for Secondary Education, 12% for Higher Education, and 1% for Non-formal Education. The total allocation for the Education Sector was Rs. 14.0 Billions. (MOES, Education Information of Nepal, 2001)

6.2.8 Education Regulations Revision

The Education Regulations 2059 (2002 A.D.) based on the Seventh Amendment of the Education Act, 2028 (1971 A.D.), allows the public schools to charge tuition and other fees on the students. The government is committed to free primary education. The tuition fees can now be charged in the Public Secondary Schools. Several new features such as Teacher Licensing System, setting up of Village Education Committees, formation of School Management Committees with major representation of parents, have also been included in the revised Regulations. Further, the new terminologies have been used to describe the types of Schools. The present government aided

schools are called Community Schools and the Private Schools (including private boarding schools) are described as Institutional Schools.

6.2.9 Projects

A number of externally supported projects have been implemented during 1991-2001 to promote educational development.

These are :

- Basic and Primary Education Project (1993-98) Phase I
- Basic and Primary Education Project (1999-2004) Phase II
- Secondary Education Development Project (1993-2000)
- Primary Education Development Project (1992-97)

The Basic and Primary Education Project (Phase I and II) has the objectives of (i) expanding access to basic and primary education (ii) raising quality of teaching/learning and (iii) improving educational management. The Primary Education Development Project (PEDP) concentrated on building infrastructure for primary teacher training and on establishment of National Centre for Educational Development (NCED). Secondary Education Development Project provided support for improving infrastructure for science teaching and for expanding institutional base for secondary teacher training. The PEDP provided support for the establishment and operation of the NCED and Primary Teacher Training Centres.

6.2.10 Population Pressure on Education

The country's rate of growth of population during 1991-2001 was 2.25% per year. This is considered to be relatively high growth rate of population. The population growth exerts continuing pressure on provision of primary education in the short term and on provision of other levels of education in course of time.

6.3 Progress in Education

6.3.1 Primary Education

The growth in number of schools and enrollment continued during the intercensal period 1991-2001. As reported in the School Level Educational Statistics of Nepal, 2001, the number of

primary schools reached 24,943 in the year 2001; and enrollment reached 3.8 millions in that year. (Table 6.1)

Over the period 1993-2001, there was an absolute increase of 4726 primary schools; and the average annual rate of increase in enrollment during the period was 2.8%. This growth rate is lower compared to the annual growth rate (11.1%) over the earlier period (1987-92) (Table 6.2). The Educational Statistics Report for 2001, indicates a decline in number of primary schools in 2001.

Primary education has been a priority area of educational policy and programme. Several measures have been taken to increase the access to primary education and improve its quality. Basic and Primary Education Project with comprehensive coverage (Physical facilities development, Curriculum Development, Teacher Training, Resource Centres, Woman Education) has been implemented. A new phase of the project is currently under implementation since 1999.

There has been a steady increase in the participation of girls in primary education. Girl students as proportion of total primary enrollment increased from 38.7% in 1993 to 44.8% in 2001. Special measures such as provision of scholarships for girl students in specified districts, and appointment of female teachers have contributed towards this increase in girls participation. The Education for All – Plan Action 2003 aims at attaining complete gender parity in school enrollment by 2015. Primary enrollment ratios are used to measure progress in access to and participation in primary education. Gross Enrollment Ratios have exceeded 100% because of presence of "underaged" and "overaged" children in primary classes. Currently, Net Enrollment Ratio is 81.1%. This implies that about 19% of children in 6-10 years age group are still out of school (primary level). It is observed that most of the unschooled children belong to the disadvantaged groups, communities in remote areas and families in extreme poverty.

6.3.2 Secondary Education

There has been a significant increase in number of lower secondary and secondary schools and also in the enrollments of the respective levels. The number of lower secondary schools went up from 4376 in 1993 to 7340 in 2001. Enrollment grew from 637 thousand in 1993 to 1058 thousand in 2001 indicating an annual increase of 5.2% over the period 1993-2001. (Tables 6.1 and 6.2)

The number of secondary schools reached 4113 in 2001, which is nearly double the number in 1993. Enrollment at this level went up from 272 thousand in 1993 to 449 thousand in 2001, indicating an annual growth rate of 4.2% during the period 1993-2001. A decline in number of secondary schools in 2001 is noted: however there was a large increase in secondary level enrollment in this year.

The increase of lower secondary and secondary level enrollment can be explained by factors such as the demand for secondary education created by an expanding primary education system, social pressure for gaining more education at upper levels, and the waiving of tuition fees in the public schools at lower secondary and secondary levels. The "tuition fee" in secondary education was done away in 2059 when a major revision of the Education Regulations, 2059 (2002 A.D.) permitted the charging of tuition and other fees in the public schools.

The percentage of girls at the enrollment of the lower secondary level was 42.2% and at secondary level 41.4% in 2001. Over the years from 1993 to 2001, some increment in the percentage of girl students at the secondary levels has occurred. A large number of lower secondary and secondary schools have been approved with a view to increase, for the boys as well as the girls, the access to secondary education.

Table 6.1 : Trends in number of schools, total enrollment and girls' enrolment 1993 – 2001, Nepal.

	1993	1994	1995	1996	1997	1998	1999	2000	2001
Primary Level									
1. No of Schools	20217	21102	21473	22218	23284	23885	25527	25927	24943
2. Total Enrolment (in 1000)	3091	3191	3263	3447	3460	3587	3780	3623	3853
3. Girls Percentage in Total Enrolment	38.7	39.0	39.9	40.6	41.6	41.9	42.6	44.1	44.8
Lower Secondary Level									
1. No of Schools	4376	4739	5041	5506	6062	6617	7276	7287	7340
2. Total Enrolment (in 1000)	637	670	726	791	828	842	916	957	1058
3. Girls Percentage in Total Enrolment	34.0	35.0	36.0	38.0	38.6	40.9	40.9	41.0	42.2
Secondary Level									
1. No of Schools	2242	2482	2654	2903	3322	3624	4082	4350	4113
2. Total Enrolment (in 1000)	272	274	290	329	344	375	385	373	449
3. Girls Percentage in Total Enrolment	31.0	32.0	35.0	36.1	40.9	39.2	39.7	40.6	41.4

Source : Ministry of Education, Educational Statistics Reports for Various Years 1993 to 2001.

Note : The statistics mentioned here include Public (Government aided), Community and Private Schools.

Table 6.2 : Average annual growth rate of enrollment at primary, lower secondary and secondary levels.

Year	Primary	Lower Secondary	Secondary
1993-94	3.2	5.2	0.7
1994-95	2.2	8.3	5.8
1995-96	5.7	8.9	13.8
1996-97	0.4	4.8	4.5
1997-98	3.7	1.6	9
1998-99	5.3	7.8	2.7
1999-2000	-4.1	4.5	-3.2
2000-2001	6.3	0.7	20.4
Average	2.8	5.2	6.7

Source : Based on data presented in Table 6.1.

Note : The Minus (-) notation indicates a decline in related rate.

The Gross Enrollment Ratio at the lower secondary level was 63.2% and at the secondary level, 43.8% in the year 2001. These ratios indicate relatively low participation rates of the adolescents and youths in secondary education. Gender disparities in participation are more pronounced at this level than at the primary level. The participation of low socio-economic and disadvantaged groups is generally observed to be low, mainly because of high incidence of dropout at the primary level, among these groups. Further, the low efficiency of secondary education as indicated by high failure rate in the S.L.C. examination is a matter of serious concern.

6.3.3 Proportion of Girls Enrollment at Primary Level

The pattern of primary enrollment in 2001 by Development Regions and Geographical zones is shown in Table 6.3 Each cell in the table has two figures: the first figure is the total enrollment in the concerned region/zone, and the second figure is the percentage of girls in that enrollment. It is seen that the Mountain and Hill Zones of Eastern and Western Region, and Kathmandu Valley have high percentages of girls enrollment in the total enrollment of respective Region/Zone. Lowest percentages of girls enrollment are found in Mountain Zones of Mid Western and Far Western Regions, and Terai Zone of Central Region.

Table 6.3 : Primary enrollment and percentage of girls, 2001 by development and geographical regions.

Region	Eastern	Central	Western	Mid Western	Far Western
Mountain					
Total	100041	112131	3508	50814	73944
% of Girls	47	45	50.7	34.3	41.4
Hills					
Total	337674	352242	629543	300089	121624
% of Girls	47.9	46.6	48.9	43.7	43.4
Kathmandu Valley					
Total		221290			
% of Girls		47.7			
Terai					
Total	445616	482246	259540	206615	156701
% of Girls	44.3	38.2	42.5	44.7	45.1
Region Total					
Total	883331	1167909	892591	557518	352269
% of Girls	46	43.2	47.1	43.2	43.8

Source : Department of Education, MOES, School Level Educational Statistics of Nepal, 2001

6.3.4 Teachers at the School Level

The total number of teachers in schools (all types) in 2001 was 96,659 at the primary level, 26,678 at lower secondary level, and 18,846 at the secondary level. Female teachers as proportions of total teachers constituted 25.3% of teachers at primary level, 14% of teachers at lower secondary level and 7.9% of teachers at secondary level in 2001.

During the period 1996-2001 the number of primary teachers increased by 8.1%, number of lower secondary teachers by 35.4% and number of secondary teachers by 14.7%. The increase in number of lower secondary and secondary teachers is evidently higher than that of primary teachers.

Over the period 1996-2001, there was steady increase in proportions of female teachers at the primary level; about 25% of the teachers in primary schools are female teachers: and the proportions of female teachers reached around 14% at lower secondary, and about 8% at secondary level in 2001.

Table 6.4 : Teachers at school level 1996-2001.

Level	Category	1996	1997	1998	1999	2000	2001
Primary Level	Total Teachers	89,378	91,464	91,878	99,382	97,879	96659
	Percentage of Female Teachers	20.6	22.5	22.5	23.8	25.3	25.3
Lower Secondary Level	Total Teachers	19,704	20,641	22,095	24,696	25,375	26678
	Percentage of Female Teachers	12.8	12.6	11.6	13.4	12	14
Secondary Level	Total Teachers	16,423	16,494	16,677	19,185	19,498	18,846
	Percentage of Female Teachers	10.3	8.2	7.2	8.4	7.6	7.90%

Source : Ministry of Education, Educational Statistics Reports (Various Years) 1996 to 2001.

The Student: Teacher ratios at the school level in 2001 were as follows: 40:1 at primary level, 40:1 at Lower Secondary Level and 24:1 at Secondary Level. There are large regional variations in the student teacher ratios. Generally the student teacher ratios are higher at all levels in Terai region compared to other regions.

6.4 Enrollment Ratios

6.4.1 Trends in Enrollment Ratios

The enrollment ratios indicate the extent of access to and participation of population of relevant age groups in education of various levels of education. Targets of educational development are generally laid down in Nepalese development plans in terms of enrollment ratios – Net Enrollment Ratios (NER) (Number of students in officially defined age group for a given level of education expressed as percentage of population in the corresponding age group) with respect to Primary Education, and Gross Enrollment Ratios (GER) (Enrollment in a specific level of education, regardless of age, expressed as a percentage of the eligible school age population corresponding to the same level of education) with respect to Lower Secondary and Secondary levels. For instance, the Ninth Plan laid down enrollment targets of attaining 90%(NER) at Primary Level and 45% (GER) at Secondary Level. The Tenth Plan (2002/2007) has set target of attaining GER 65% for lower secondary level and 45% secondary level During the period 1995-2001, the GER at primary level increased marginally, and there was significant improvement in the NER.

Table 6.5 : Change in GER, NER 1995-2001.

Year	1995		2001	
Level	Gross Enrollment Ratio	Net Enrollment Ratio	Gross Enrollment Ratio	Net Enrollment Ratio
Primary	114.1	67.5	124.7	81.1
Lower Secondary	47.9	26	63	39
Secondary	31.6	17.3	43.8	25.5

Source : Ministry of Education, Educational Statistics Reports, 1995, and 2001.

The GER at lower secondary increased significantly during 1995-2001 period. There was also moderate increase in NER at this level. GER and NER at the secondary level also went up moderately. The data indicate that in 2001, about 81% of primary school age (6-10 years) children were enrolled in schools; at the lower secondary level about 40% of lower secondary age (11-13 years) children were enrolled, and similarly, 25% of secondary school age (14-15 years) children were enrolled in secondary schools.

It is seen that the GER at primary level exceeds 100%. This situation is due to lack of strict age-grade correspondence in school enrollment. There are "underaged" as well as "overaged" children (ages lower or higher than specified for a particular grade). In the year 2001, the distribution of students in percentage at primary level by their age/grade level was as follows: "underaged" students 7.8%; "correct age" students, 65.1%, "overaged" students 27.1%. The data indicate that over a quarter of all primary students are overaged for the grades they attend.

The pattern of GER at primary level exceeding 100% is found in a number of the South Asian countries (Bangladesh, India, Maldives, Sri Lanka) besides Nepal.

6.4.2 Pattern of Enrollment Ratios at Various Levels

Table 6.6 presents the GER at different levels by Development Regions. At the primary level, the GER exceeds 100% both for boys and girl students, and in all the five Development Regions. Highest total GER is found in the Western Region. Relatively low GER is found in Central Region. At the lower secondary level, total GER is 63.2%, relatively low GER is found in Mid Western and Far Western Region, particularly for the girl students in 2001. At the Secondary level, GER for the country is 43.8%, the highest GER (51.4%) is found in the Western Region and relatively low GER (about 30%) is found in Mid Western and Far Western Regions in 2001, GERs are particularly very low for the girl students in all development regions.

Table 6.6 : Gross enrollment ratios, by development regions 2001.

Development Region	Primary			Lower Secondary			Secondary		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Eastern	126.7	112.1	119.5	71.9	59	65.5	55.8	42.7	49.2
Central	125.8	102	114	71	51	61	51	37.2	44.2
Western	144.4	138.6	141.6	80.9	68.6	74.8	58.2	44.9	51.4
Mid Western	153.8	119.7	137	66.9	40.1	53.5	42.1	20.3	30.7
Far Western	132	108.4	120.5	66.8	37.1	52.3	43.6	17.2	30.2
Nepal	134.1	115	125	72	54	63	52	36	43.8

Source : DOE, MOES, School Level Educational Statistics of Nepal, 2001.

Table 6.7: Net enrollment ratios by development regions 2001.

Development Region	Primary			Lower Secondary			Secondary		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Eastern	83.9	76	80	46	36	41	32.8	24.4	28.4
Central	86.3	69	77.9	46.2	34.6	40.5	32.9	23.8	28.4
Western	89.7	81.4	85.7	49.3	41	45.2	31.9	24.5	28.1
Mid Western	91.1	80.7	85.9	38.2	23	30.6	21.7	10.8	16
Far Western	84.7	73	79	39	22	31	22	8.8	15.4
Nepal	86.9	75.1	81.1	45	33.7	39.4	30.2	20.9	25.5

Source : DOE, MOES, School Level Educational Statistics of Nepal, 2001.

There are wide differences between GER and NER (total as well as genderwise) at all levels. The relatively low NER compared to GER at primary level indicates the practice of late school going in several parts of the country.

With respect to both GER and NER at the primary level, there is a substantial gender gap indicating the need to be met in getting the girls to schools. The gender gaps are wider at lower secondary and secondary levels than at primary level.

Table 6.7 presents NER at different levels and development regions. In the year 2001, the total NER at the primary level was 81.1%, in total, 86.9% for the boys and for the girls 75.1%. It means that about 19% of the primary school age children are not in schools. More girls of primary school age (25%), are not in schools, compared to 13% of the primary school age boys.

Regionwise the NER at primary level exceeds the national average of 81.1% in two Development Regions, (Western and Mid Western Regions). The NER for the Central Region is less than the national average. This is due to relatively low girl specific NER in this Region.

The NER at lower secondary and secondary levels are quite low, particularly at the secondary level. Regionwise higher NER (45.2%) is found in the Western Region, for the lower secondary level; and highest NER (28.4%) is found in the Eastern and Central Regions for the secondary level. Girl specific NER is generally lower than the boy specific NER in all regions.

Further exploration of NER at primary level by geographical regions is relevant in view of the government's goal of attaining 90% NER by the end of Tenth Plan. The NER data for the year 2001 show that NERs are generally low in the Terai Region of all development regions particularly for the girls. Also the Mountain and Hill belts in the Mid Western and Far Western Regions have low NER. (Table 6.8)

Table 6.8 : Net enrollment ratio at primary level by development and geographical regions, 2001.

Regions	Boys	Girls	Total
Nepal	86.9	75	81.1
Eastern Region	83.9	75.8	79.9
Mountains	90.4	94	92
Hills	93.3	88.5	90.9
Terai	78.4	67.1	72.9
Central Region	86.3	69	77.9
Mountains	94.6	90	93
Hills	94	84.8	89.5
Terai	79.8	51.7	66.3
Kathmandu Valley	91.4	89.5	90.5
Western Region	89.7	81.4	85.7
Mountains	96.5	97.4	97
Hills	93.1	90.4	91.8
Terai	84.1	67	75.8
Mid Western Region	91.1	80.7	85.7
Mountains	92.9	67.8	80.5
Hills	95.3	88	91.7
Terai	85.8	75.1	80.5
Far Western Region	84.7	73.1	79
Mountains	96.6	85.2	91.1
Hills	82.5	70.5	76.7
Terai	81.9	70.7	76.4

Source : DOE, MOES, School Level Educational Statistics of Nepal, 2001.

6.5 Promotion, Repetition and Dropout Rates

6.5.1 Promotion, Repetition and Dropout Rates at Primary Level

One of the main problems of the education system particularly at the primary level is the low rate of retention in the schools. Retaining the students in schools and enabling them to complete primary education is now one of the key aims of the education policy at present. The low retention is a reflection of the successive dropout and repetition rates prevailing in the primary grades.

Recent Educational Statistics Reports and Ministry of Education Reports have used 'Survival Rates' at primary level to represent the status of efficiency. The Survival Rate (by grade) at primary level refers to percentage of student cohort enrolled in Grade 1 of primary education, that reaches a given grade of the primary cycle. The Educational Statistics Report (1999) has mentioned the Survival Rate to Grade 5 to be 49.7% for the year 1999. The EFA Plan of Action, 2003, has mentioned the Survival Rate to be 63% for the year 2000.

Data on the flow rates at the primary and secondary levels are regularly presented in the annual Educational Statistics Reports of the MOES. Data on these rates for two years 1995, and 2001 are briefly analyzed here (Tables 6.9, A and B). It is seen from the Table 6.9 (B) that in 2001 promotion rate was just above 47.4% at Grade 1; repetition rate was very high; so too the dropout rate was quite high at Grade 1. Consequently promotion rate to Grade 2 was low. Promotion rates improved substantially from Grade 2 onwards. Repetition rate at the Grade 2 and subsequent grades are substantially low compared to the rates prevailing at Grade 1.

A comparison of the flow rates for 1995 and 2001 shows that the promotion rate has gone up; and repetition and dropout rates have gone down across the entire five grades of primary education. More particularly the promotion rate at Grade 1 has gone up to 47.4 in 2001. Dropout rate has gone down to 13.7% in 2001. (Table 6.9, A & B). These trends indicate an improvement in the internal efficiency of primary education.

The pattern of promotion, repetition and dropout rates (at primary level) for boys and girls is almost similar, with not significant difference.

Table 6.9 A: Promotion, repetition, dropout rates at primary level, 1995.

Flow Rate	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Promotion Rate	37.6	70	77.3	73.2	67
Repetition Rate	41.8	18.9	17	16.9	17.4
Dropout Rate	20.6	11	6	10	16

Source : MOE, Educational Statistics of Nepal, 1995.

Table 6.9 B : Promotion, repetition, dropout rate, 2001.

Flow Rate	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Promotion Rate	47.4	79.0	83.7	82.7	82.0
Repetition Rate	38.7	16.8	12.3	12.7	90
Dropout Rate	13.9	4.0	4.0	5.0	10.0

Source : DOE, MOES, School Level Educational Statistics of Nepal, 2001

Note : (i) Promotion Rate Percentage of students who are promoted to the next upper grade in the following year to the number of students enrolled in grade..

(ii) Repetition Rate: The percentage of students who repeat the same grade in the following year to the number of students enrolled in the grade.

(iii) Dropout Rate: The percentage of students who dropped out from the school from a particular grade to the number of students enrolled in the grade.

Bringing down dropout and repetition rates is essential to attain higher NERs. For this, raising quality of instruction in schools, and improving school management including monitoring of student attendance and performance are essential. Under the BPEP II, the government has been conducting piloting of automatic promotion in Grades 1, 2, and 3. in a few districts The scheme is still in experimental stage. Further, there is a programme of introducing Compulsory Primary Education. Some municipalities like Banepa have done appreciable work on their own in their constituencies. The government programme on compulsory primary education is limited to five districts. Successful implementation of Compulsory Primary Education will cut down dropout rates substantially. The EFA Plan of Action (1993) has also mentioned strategy to introduce the compulsory education at the primary level. for raising primary enrollment. As yet, it seems unlikely that there will be extension of the scheme in the immediate future.

6.5.2 Promotion, Repetition and Dropout Rate at Secondary Level

Promotion rates are consistently high at secondary level; there is decline in promotion rate at Grade 8. Repetition and dropout rates are generally low. A comparison of data for 1995 and 2001 indicates that repetition and dropout rates for the year 2001 are lower than the rates for 1995.

(Tables 6.10A and B) Despite the lower repetition and dropout rates in the secondary grades, the secondary education system is seen to be evidently inefficient. This is indicated by the low pass rates in the SLC Examination. The low performance of students of the public schools points out the low efficiency levels of these schools mainly. The S.L.C. pass rates have varied between 33% and 45% in different years. In the SLC examination of 2003, the pass rate was 32.5%

Table 6.10 A : Promotion, repetition and dropout rate at secondary level, 1995.

Flow Rate	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Promotion Rate	79.4	81.1	71.2	76.8	-
Repetition Rate	13.2	11.1	16.9	12.0	18.3
Dropout Rate	7.4	7.8	11.9	11.2	-

Source : MOE, Educational Statistics of Nepal, 1995.

Table 6.10 B : Promotion, repetition and dropout rate at secondary level, 2001.

Flow Rate	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Promotion Rate	84.0	88.5	79.2	82.2	-
Repetition Rate	10.8	8.8	10.6	9.8	10.3
Dropout Rate	5.2	2.7	10.2	8.0	-

Source : DOE, MOES, School Level Educational Statistics of Nepal, 2001.

6.6 Higher Secondary Education

The higher secondary education system was introduced in early 1990's under the Higher Secondary Education Act of 1989. The system was intended to prepare students for the world of work as middle level manpower, and to prepare students for higher education in general and professional areas. Presently, the system is devoted mainly to preparing students for higher education. The higher secondary education system was expected to replace the Proficiency Certificate Level (PCL) in Tribhuvan University and other Universities. Such phasing out of the PCL programme from the universities has not materialized for various reasons.

Under the Higher Secondary Education Act, the Higher Secondary Education Board (HSEB) grants approval to various institutions to conduct the Plus Two (Grade 11 and 12) classes. The higher secondary schools are being run in the following organizational setups:

- Attached to existing secondary schools (Public and Private), but operating as separate entities,

- Attached to Campuses, mainly private campuses
- Separate Plus Two (Higher Secondary) Institutes.

In April 2003, the number of higher secondary schools approved by the HSEB was 789. The regional distribution of these schools is as follows: (Table 6.11)

Table 6.11 : Regional distribution of higher secondary schools (HSS), 2003.

Region	Number of H. S. S.	%
1. Eastern Region	165.0	20.9
2. Central Region	325	41.2
a) Districts other than Kathmandu Valley Districts	(139)	(17.6)
b) Kathmandu Valley Districts	(186)	(23.6)
3. Western Region	190	24.1
4. Mid Western Region	49	6.2
5. Far Western Region	60	7.6
Total	789	100

Source : Higher Secondary Education Board. (Compiled from the primary data supplied by HSEB, April 2003)

Data on enrollments and teachers in the higher secondary schools are currently lacking. The HSEB maintains data on students sitting in the higher secondary examination. According to HSEB Examination Section, a total of 172 thousand students (Grades 11 and 12) appeared in the higher secondary examinations held in April 2003. This gives some idea of the large student population involved in higher secondary school studies.

One important aspect is that the pass rates in the examinations conducted by the HSEB are very low. Pass rates vary by subject. The overall pass rate in Grade 11 Examination (Regular) of 2055 was 34.5%, and Grade 12 Examination (Regular) of the same year was 39.7%. Higher pass rates was found in Commerce and Science streams, compared to the rates in Humanities and Education streams. (HSEB, Examination 2055- At a glance)

6.7 Technical Education and Vocational Training

The Council for Technical Education and Vocational Training (CTEVT) is the principal government agency under the Ministry of Education and Sports, responsible for technical and vocational training directed mainly to students with some years of secondary education. Information is available on 8 Technical Schools and 1 Polytechnic directly operated by CTEVT.

In 2056/57, there were a total of 1520 students (undergoing two year Technical SLC programmes) in the 8 technical schools. The polytechnic (at Hetauda) conducts short term training. There were 114 private technical institutes affiliated to CTEVT, which were conducting the Technical SLC programmes in various vocational areas. A total of 7155 students were enrolled in these private institutes in 2056/67. The data indicate significant role of private institutes in vocational training. (MOES, Education Information of Nepal, 2001)

The CTEVT is now moving on to conduct Diploma level courses in some of the technical schools. It has also granted affiliation to 5 private institutes to conduct Diploma courses. Meanwhile, the Training Institute for Technical Instruction (TITI), under the CTEVT has received affiliation with Kathmandu University to conduct Bachelor programme in Technical Instruction.

6.8 Higher Education

6.8.1 Institutions

The higher education system of the country comprises of the following universities:

Universities	Enrollment Constituent (Campuses)	Year
Tribhuvan University, Kirtipur	142,308	2001/02
Mahendra Sanskrit University, Dang	1,606	2000/01
Kathmandu University, Dhulikhel	1,497	2000/01
Purbanchal University, Biratanagar	214	2000/01
Pokhara University, Pokhara	128	2000/01
B.P. Koirala Institute of Health Sciences, Dharan	860	2002

Source : Tribhuvan University, The 22nd Annual Report, and B.P.K. Institute of Health Sciences, Annual Report 2001-2002 and Plan of Action 2002-2003

Note : Constituent Campuses refer to campuses operated directly by the concerned universities. Thus private/affiliated campuses are not included here.

Until recently, higher education in Nepal was virtually synonymous with Tribhuvan University (Constituent and Affiliated campuses). At present, the other universities have come up with large number of affiliated campuses. At present, the total enrollment in constituent campuses of different universities together exceeds 146,000. In 2053/54 (1996), the total enrollment in constituent campuses of three universities (Tribhuvan University, Mahendra Sanskrit University and Kathmandu University) was 106,887.

6.8.2 Tribhuvan University

This university is the oldest and largest university of the country. It has 5 Institutes (Engineering, Medicine, Agriculture and Animal Sciences, Forestry and Science and Technology) and 4 Faculties (Education, Management, Law, and Humanities and Social Sciences). The university has 61 Constituent campuses under the various Institutes and Faculties. It has a total of 177 affiliated (private) campuses conducting various academic programmes. In 2058/59 B.S. (2001/2002 A.D.), the university had a total of 142,308 students enrolled in its constituent campuses. Data on the enrollment in the affiliated campuses are not available.

The university enrollment in Technical Institutes and Faculties in 2058/59 is shown in the Tables. (Table 6.12 A and 6.12 B). From Table 6.12 A it is seen that 42.4% of T.U. enrollment is at Certificate Level, 45.5% at Bachelor Level, 11.2% at Post Graduate Level, and about 1% at 'Others' category.

Further, girl students constituted 26% of total T.U. enrollment (constituent campuses). In Technical Institutes, girls constituted about 19% of total related enrollment, and in General Faculties, the girl students constituted about 28% of total related enrollment.

The distribution of T.U. enrollment by Institutes and Faculties is shown in Table 6.12 B. and 6.13. In 2058/59, 13.5% of T.U. enrollment was in Technical Institutes and 86.5% in General Faculties. Data presented in Table 6.13 indicate that enrollment in Science and Technology at Certificate and Bachelor Levels constitute major portion of Technical Institute enrollment. Engineering education is seen to be expanding. In general higher education, the Management and Humanities/Social Science faculties accounted for major proportion of total enrollment.

For comparison purposes, higher education enrollment status (in constituent campuses of different universities in 2053/54) is presented in Table 6.12C. The total enrollment in that year was 106,887. Enrollments by Institutes and General Faculties of Tribhuvan University, and by Schools of Kathmandu University are also shown in the table. Significant increases have occurred in enrollment in Tribhuvan University during 2053/54 and 2058/59. (Please refer to Table 6.12A and 6.12B as well). There has occurred an 18% increase in Technical Institute enrollment compared to 39% increase in General Faculty enrollment 39% over the five year period in Tribhuvan University only.

Table 6.12 A : Enrolments by levels, Tribhuvan University constituent campuses, 2058/59.

Institutes/Faculties	Certificate		Bachelor		Post Graduate		Others		Total	
	Total	% Girls	Total	% Girls	Total	% Girls	Total	% Girls	Total	% Girls
Technical Institutes	9873	19.2	7521	18.6	1770	18.9			19,164	18.9
General Faculties	50,470	30.8	57,315	25.9	14,230	19.4	1129	18.3	123,144	27.6
Total	60,343	28.8	64,836	25.0	16,000	19.3	1129	18.3	142,308	26.0
Proportion of enrollment by level	42.4	–	45.6	–	11.2	–	0.8	–	100.0	–

Table 6.12 B : Enrolment in Tribhuvan University by institutes and faculties (constituent campuses) 2058/59.

Institutes/Faculties	Certificate	Bachelors	Post Graduate	Others	Total
Technical Institutes					
1. Engineering	2414	1487	173		4074
2. Agri. and Animal Science	101	536	81		718
3. Medicine	839	616	292		1747
4. Forestry	157	189	14		360
5. Science and Technology	6,362	4693	1,210		12265
Sub Total Technical	9,873	7521	1,770		19,164
General Faculties					
6. Law		1924	92		2016
7. Management	12,814	19,072	5,547		37,433
8. Education	7758	13,308	1735		22,801
9. Hum. & Social Science	29,898	23,011	6,856	1129	60,894
Sub Total General	50,470	57,315	14,230	1129	123,144
Total	60,343	64,836	16,000	1129	142,308

Source : Tribhuvan University, The 22nd Annual Report of Tribhuvan University 2058/59

Table 6.12 C : Higher education enrollments: enrollments in constituent campuses 2053/54.

University	Enrollment
1. Tribhuvan University (T.U.)	
Institute of Engineering	1998
Institute of Agriculture and Animal Sciences	602
Institute of Medicine	1565
Institute of Forestry	410
Institute of Science and Technology	11655
Sub Total Technical	16230
Faculty of Law	3877
Faculty of Management	31534
Faculty of Education	10984
Faculty of Humanities and Social Sciences	42001
Sub Total General Faculty	88396
Total T.U.	104626
2. Mahendra Sanskrit University (M.S.U.)	1017
3. Kathmandu University (K.U.)	
School of Science	865
School of Engineering	252
School of Management	71
School of Education	24
School of Arts	32
Total K.U.	1244
Grand Total (T.U., M.S.U., K.U.)	106887

Table 6.13 : Distribution of enrollment (constituent campuses) Tribhuvan University by institutes/ faculties, 2058/59.

Institute/Faculty	Total Enrollment	Percent of Enrollment
Technical		
1. Engineering	4074	2.9
2. Agriculture and Animal Science	718	0.5
3. Medicine	1747	1.2
4. Forestry	360	0.3
5. Science and Technology	12265	8.6
Sub Total Technical	19164	13.5
General Faculty		
6. Law	2016	1.4
7. Management	37433	26.3
8. Education	22801	16
9. Humanities and Social Science	60894	42.8
Sub Total General	123144	86.5
Total	142308	100.0

Source : Planning Division, Tribhuvan University, The 22nd Annual Report of Tribhuvan University (2058/59).

6.8.3 Mahendra Sanskrit University

This university has 12 constituent campuses and a few affiliated campuses. There were 1606 students in the 12 constituent campuses with following levelwise distribution : Uttarmadhyama-1070; Shastri-424; and Acharya-112. (Enrollment Data for 2057/58) (U.G.C. Annual Report of University Grants Commission 2057/2058)

6.8.4 Kathmandu University

This private sector university has 6 constituent campuses (organized in Schools of Science, Engineering, Management, Education, Medical Sciences and Arts). The total enrollment in these campuses/schools was 1497 (25% girls) in 2057/58. The university has 12 affiliated colleges (including 5 medical colleges) in different parts of the country. There were a total of 2491 students (40.6% girls) in these colleges in 2057/58. (UGC, Annual Report of University Grants Commission, 2057/58)

6.8.5 Purbanchal University

This university functioning with state support has 2 constituent campuses, and 34 affiliated colleges/campuses. The two constituent campuses had a total of 214 students. The affiliated colleges/campuses offer Bachelor courses on a number of subject areas such as Science, Management, Engineering, Agriculture, Bio-chemistry, Education, Humanities and Law. The affiliated colleges/campuses had a total of 1117 students in 2057/58. (UGC, Annual Report of University Grants Commission 2057/58)

6.8.6 Pokhara University

This university conducts programmes in Management, Construction Management, Resource Management under its three Faculties. It has 19 affiliated (private) campuses; these affiliated campuses conduct courses on various areas such as Science, Bio-chemistry Management, Engineering. Altogether, there were 128 students in the courses run by the university under its Faculties. There were 1500 students in the private campuses affiliated to the university in 2057/58. (UGC, Annual Report of University Grants Commission, 2057/58)

Some notable trends in higher education are:

- The demand for professional courses like Engineering, Management, Medicine, and specific job oriented areas is increasing.
- As the cost of taking up technical studies is increasing, the common people can hardly afford the high fees charged by the private institutions. Seats in the campuses of Tribhuvan University are very limited. The Engineering Institute has started course shifts charging high fees, running in parallel with the regular fee courses.
- In the Faculty of Humanities and Social Sciences, (Tribhuvan University), the proportion of total enrollment is high. But actual daily attendance of the students in the classes is reported to be quite low. The failure rate of students in examination in Humanities and Social Sciences are higher than that in Sciences, Management, and professional areas.
- Generally the private colleges affiliated to the universities do not have adequate physical, and instructional facilities for conducting the studies.
- The Proficiency Certificate Level classes are being run by constituent and affiliated campuses of Tribhuvan University. The Kathmandu University and Mahendra Sanskrit University continue to run their Certificate Level courses in their respective areas. At the same time, the 10+2 programme is being expanded.

6.8.7 B. P. Koirala Institute of Health Sciences (BPKIHS), Dharan

The BPKIHS was established in 1993 as an autonomous Health Sciences University. The Institute conducts MBBS programmes, B.Sc. in Nursing, Bachelor in Dental Surgery and a number of Post Graduate programmes on various clinical sciences. In 2002, the BPKIHS had the following number of students: 384 in MBBS, 160 in BDS, 75 in B.Sc. Nursing, 160 in Certificate level in Nursing, 48 in MD/MS and 33 in other clinical areas.

6.9 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 three R' s - 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. Now a day, 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 when he/she could 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 is difficult to measure precisely; and census-takers have to rely on respondents to declare whether they are literate or not. It is not possible to test respondents about literacy in census operation.

6.9.1 Literacy and Development

Education is one of the fundamental means for all for alleviating poverty and bringing improvement in the standard of living through different socio-economic activities. So, literacy is the most important single means of attaining socio-economic development and of opening for the individual, the door to innovative ideas and actions. Literacy enhances access to information that may be necessary to conduct various essential activities in daily life and work. It enables a person to improve his knowledge base, acquire education informally and make progress in life. The objective of 9th Plan (1997-2002) was to attend 70% literacy and that of the 10th plan to achieve 75% literacy by year 2007 for population 6 years and above and make all people literate at the end

of Twelfth Plan Period. UNESCO has made a worldwide call for eradicating illiteracy in the member countries by the year 2000 A.D. The 'Education for all' Conference held in Jomtien, Thailand (1990) called for action by the participating countries to reduce their respective illiteracy rates by half, by the year 2000 A.D. The illiteracy should be abolished by the year 2015 AD according to the Millennium Development Goals (MDGs) endorsed by UN in September 2001. In the context of Nepal, since the illiteracy rate was 45.9 percent in 2001, the resolution implies that illiteracy rate should be reduced drastically to meet the target endorsed by national and international authorities.

Various measures are being taken in the country to raise the literacy rate. The expansion of free primary education is the major contributing factor in raising the literacy rate. Primary education tackles illiteracy at the source. However, there are large numbers of school dropouts especially more girls, which adds to the numbers of illiterates.

Adult literacy activities are being carried out by various governmental and non-governmental agencies in an integrated way. Literacy campaigns have been launched in some districts to achieve literacy in a short period of time. Provisions are also made to distribute free textbooks for girl students. Compulsory primary education is initiated in 5 districts. All these activities have contributed to raise literacy in the country in recent years.

6.9.2 Census Data on Literacy

Censuses have been the main source of information on literacy situation in the country. Data on literacy have been collected in all the censuses conducted since 1952/54. The concept of literacy used in the censuses has remained almost uniform. The literacy competence was interpreted as ability to read and write in any language in the censuses of 1952/54, 1961 and 1971. The 1981 census made a slight improvement in the definition of literacy. The literacy competence was defined in this census as ability to read and write in any language with understanding. The 1991 and 2001 censuses made further improvement by defining literacy as ability to read and write with understanding and to do simple arithmetic calculations. Census of 2001 categorized literacy in two parts able to read and able to read and write with understanding in any language. The later category was considered as literate in 2001 census. This provision further filtered the quality of literacy consequentially literacy was reported to be in lower side than expected level in 2001.

6.9.3 Literacy Situation in 2001

Literacy rates by single ages from 6 years to 14 years and for various age groups for 1981 and 2001 are presented in Table 6.14. The overall literacy rate in 2001 was 54.1 percent for both sexes, 65.5 percent for the males and 42.8 percent for females. Nepal Living Standard Measurement Survey (NLSS) 1995/96 using the same definition as of 2001 census, found low literacy rate of 37.8% (52.2% for males and 24.4% for females.)

Between Census Household Information, Monitoring and Evaluation System (BCHIMES) conducted by Central Bureau of Statistics (CBS) in year 2000-reported literacy rate of 57.6% (70.0% for males and 44.9% for females) using the literacy definition of 1991 census.

On examining the percent of population who reported as can read only to be 5.9 percent in 2001 census, there was some probability that some of them could be reported as literate and the literacy rate could be noted more than that of reported figures in both the 1995/96 survey and the 2001 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 on mobility of females, low social status granted to the females, the system of early marriage and low participation of females in formal education are the main reasons for low female literacy rate. The situation is now rapidly changing. Females 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 total population aged 6 years and above between 1981 and 2001. The total literacy rate went up from 23.3 percent in 1981 to 54.1 percent in 2001. The male literacy rate increased from 34.0 percent in 1981 to 65.5 percent in 2001. Similarly, the female illiteracy rate went up from 12 percent in 1981 to 42.8 percent in 2001 (Table 6.14 and Fig. 6.1).

6.9.4 Growth in Literacy Level by Sex

The overall literacy rate for population 6 years and above by sex and their growth over the years is given in Table 6.14. It is seen that during 1981-2001, the total literacy rate has increased more than two fold. The male literacy has increased less than double and the female literacy rate increased more than three fold. The growth in the literacy rate has been greater for females than that of males. Further, there has been an acceleration in the growth of literacy of females from

1991-2001 decade compared to 1981-1991 decade. This in itself is a proof of the effort made towards eradication of illiteracy and encouragement of females to enroll in school system.

Table 6.14 : Literacy rate by age and sex, Nepal, 1981-2001.

Age/Sex	Literacy Rate (%)								
	1981			1991			2001 [@]		
	Both Sexes	Male	Female	Both Sexes	Male	Female	Both Sexes	Male	Female
All ages (6+)	23.3	34.0	12.0	39.6	54.5	25.0	54.1	65.5	42.8
Adults (15+)	20.6*	31.7*	9.2*	33.0**	49.2**	17.4**	48.6	62.7	34.9
6 Years	14.0	17.5	10.5	34.3	40.1	28.3	34.9	36.9	32.8
7 Years	20.3	26.2	14.5	46.1	54.4	37.6	52.9	55.8	49.9
8 Years	24.3	31.1	16.8	51.0	61.0	40.4	61.8	65.8	57.6
9 Years	29.5	38.3	20.4	58.3	69.3	46.9	72.8	76.8	68.7
6-9Years	21.6	27.8	15.2	47.0	55.7	38.0	54.7	58.0	51.4
10 Years	34.4	44.4	22.6	60.0	71.8	46.9	72.5	77.4	67.1
11 Years	42.5	54.7	28.5	68.4	80.4	55.3	81.9	86.0	77.6
12 Years	38.0	49.8	23.9	61.9	74.7	47.8	78.5	83.9	72.5
13 Years	42.2	56.2	26.4	65.5	79.2	51.0	82.5	87.7	77.2
14 Years	40.0	53.9	24.0	62.3	76.4	47.5	80.7	86.4	74.9
10-14 Years	38.8	50.8	21.2	63.2	76.0	49.3	78.6	83.7	73.3
15-19 Years	33.6	48.2	17.5	54.7	71.5	38.6	74.3	82.5	66.2
20-24 Years	26.5	41.7	12.6	43.8	64.3	26.3	65.0	78.2	53.4
15-24 years	30.0*	45.1*	15.0*	49.6**	68.2**	32.7**	70.1	80.6	60.1
25-29 Years	23.0	36.3	10.1	35.1	54.7	17.6	55.7	71.4	41.4
30-34 Years	19.3	31.8	7.8	31.0	49.6	13.9	49.7	67.7	32.6
35-39 Years	17.5	27.6	6.7	28.4	45.3	11.2	42.4	60.3	24.7
40-44 Years	14.6	23.7	5.5	24.1	41.2	7.9	37.5	55.7	19.5
45-49 Years	14.2	22.2	5.0	21.7	36.5	6.3	33.7	51.3	15.4
50-54 Years	12.5	19.4	4.6	18.1	30.9	4.7	28.5	45.1	11.1
55-59 Years	13.3	20.7	4.5	17.2	28.5	4.2	25.7	41.1	8.3
60-64 Years	10.2	16.1	3.8	13.6	24.0	3.1	19.1	32.4	5.6
65+ Years	10.5	16.4	3.9	14.3	24.5	3.5	16.0	27.5	4.2

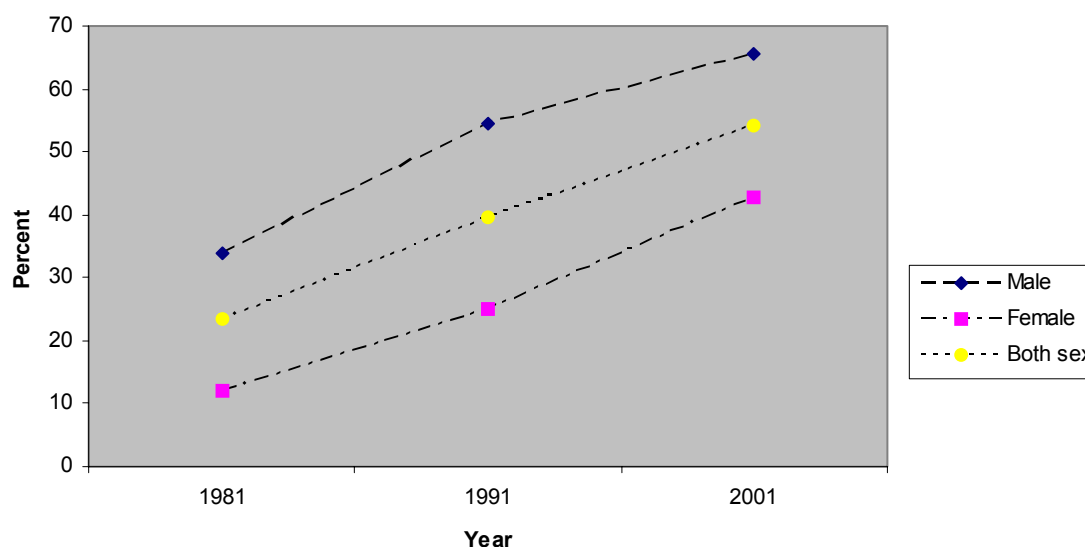
Source : CBS, 1995; Population Monograph of Nepal, Table 16 p.378.

[@] CBS, 2002; population Census 2001, National Report Vol. II Table 11 p.136.

*CBS, 1984; Population Census 1981, Vol. I, Part IV, Table 14 p.1

**CBS, 1993; Population Census 1991, Vol. I, Part X Table 30 p.1

Figure 6.1: Literacy rate for 6 years and above by sex 1981-2001, Nepal



6.9.5 Growth of Literacy in Specific Age and Sex

The literacy rate was highest for single age 13 years. It was 82.5% (87.7 % for males and 77.2% for females) in 2001. The adult literacy rate (for age 15 years and above) was 48.6% (62.7% for males and 34.9% for females) in 2001. That rate was 20.6 % in 1981 and 33% in 1991. The literacy rate was 44.5% (62.3% for males and 28.3% for females) in Nepal Labour Force Survey (NLFS) in 1998/99 conducted by CBS. The definition of NLFS was similar to that of 2001 census. The literacy rate for age group 15-24 was 70.1% (80.6% for males and 60.1% for females) in 2001 that rate was 49.6 % in 1991. This shows that the literacy rate of younger generations are increasing fast during recent years compared to earlier years due to expansion of educational facilities and increasing awareness of the people.

A comparison of adult literacy in Nepal with South Asia Association of Regional Co-operation (SAARC) countries would be instructive. The literacy was highest for males (96%) in Maldives followed by Srilanka (94%), India (68%), Nepal (62%) all of them in 1999, Bangladesh (59%) in 1998 and Bhutan 56% in 1995. That indicator was highest for females in Maldives (96%) followed by Srilanka (89%), India (44%), Bangladesh (43%) Pakistan (32%), Nepal and Bhutan 28% in the same time period. Therefore in terms of literacy achievement Maldives and Srilanka recorded highest position among SAARC countries (Table 6.15).

Table 6.15 : Adult literacy rate in percent (15 years above) in South Asian Association of Regional Co-operation (SAARC) countries during 1990s.

Countries	Year (1990)		Year (1995-99)	
	Female	Male	Female	Male
Bhutan	23	51	28	56 (1995)
Bangladesh	23	47	43	59 (1998)
India	34	62	44	68 (1999)
Maldives	92	93	96	96 (1999)
Nepal	11	37	28	62 (1999)
Pakistan	21	46	32	57 (1999)
Srilanka	85	93	89	94 (1999)

Source : Asian Development Bank by Oxford University Press : 2001. p.40

Table 6.16 : Literacy rate and intercensal change by sex, Nepal 1981-2001 for population 6 years and above.

Sex	Percent Literate			Inter-Censal Change (Average Annual Rate of Increase in %)		
	1981	1991	2001	1981-91	1991-2001	1981-2001
Both Sexes	23.3	39.6	54.1	1.63	1.45	1.54
Male	34.0	54.5	65.5	2.05	1.10	1.58
Female	12.0	25.0	42.8	1.30	1.78	1.54

6.9.6 Age and Sex Patterns of Literacy in Rural and Urban Areas

The status of literacy by age and sex in 1991 and 2001 for the rural and the urban areas are presented in Tables 6.17 & 6.18. The total literacy rate in the rural areas was 51.0 percent compared to 71.9 percent in the urban areas in 2001. In the rural areas, 62.6 percent of the males and 39.6 percent of the females were literate in 2001. In the urban areas, 81.2 percent of the males and 61.9 percent of the females were literate in the same year 2001. There is evidently a wide disparity in the literacy rates in the rural and urban area. The higher literacy rate in the urban areas is attributable to the facts that there is greater necessity of being literate in urban than in rural areas, greater access to educational facilities and also greater awareness in the urban areas as well as the tendency of educated rural people to migrate in urban areas for different job opportunities.

The literacy rate in the rural areas grew from 36.8 percent in 1991 to 51.0 percent in 2001. While the literacy rate in the urban areas grew from 66.9 percent in 1991 to 71.9 percent in 2001.

Literacy rate has improved much in the rural areas; the rural-urban difference in literacy rates has declined substantially in this decade. It is likely that the difference will continue to prevail if migration of educated persons from the rural areas to the urban areas continues as is happening at present.

Table 6.17: Rural literacy rate by age and sex, Nepal 1991-2001

Age/Sex	Rural Literacy Rate (%)					
	1991*			2001**		
	Both Sexes	Male	Female	Both Sexes	Male	Female
All ages (6 Years+)	36.8	51.9	22.0	51.0	62.6	39.6
Adult (15 Years+)	29.7	46.0	14.2	45.0	59.4	31.2
6 Year	31.8	37.7	25.7	31.5	33.6	29.4
7 Year	43.7	52.3	34.9	50.0	53.1	46.9
8 Year	48.8	59.2	37.7	59.6	63.8	55.0
9 Year	56.1	67.8	44.3	70.7	74.9	66.4
6 - 9 Years	44.7	53.7	35.3	52.0	55.4	48.5
10Year	58.0	70.5	44.4	70.6	75.9	65.0
11Year	66.6	79.3	52.6	80.6	84.9	76.1
12Year	60.0	73.5	45.1	77.1	82.8	70.7
13Year	63.5	78.1	48.0	81.0	86.8	75.1
14 Year	60.1	75.2	44.3	79.1	85.4	72.6
10-14Years	61.2	74.8	46.6	77.0	82.5	71.2
15-19 Years	51.8	69.6	35.0	71.7	80.8	63.1
20-24 Years	39.8	61.2	22.0	61.4	75.8	49.0
15-24 Years	48.2*	67.2*	31.1*	76.0	78.6	56.5
25-29 Years	31.1	51.2	13.6	51.2	67.8	36.6
30-34 Years	27.3	46.0	10.4	45.1	63.9	27.8
35-39 Years	25.0	41.9	8.1	37.9	56.1	20.2
40-44 Years	21.1	37.8	5.5	33.2	51.4	15.7
45-49 Years	19.0	33.3	4.2	30.4	47.3	13.6
50-54 Years	15.9	28.1	3.1	26.6	42.5	10.1
55-59 Years	15.3	26.0	2.8	24.7	39.9	7.3
60-64 Years	12.0	21.8	2.2	18.5	31.6	4.9
65 Years+	12.7	22.3	2.5	15.8	26.9	3.9

Source : * CBS 1995, Population Monograph of Nepal Table 18, p.380 and CBS 1994, Population Census Vol. I, Part X and Vol II

**CBS 2002, National Report Volume II Table 11 p.136 Special table generation

There has been an improvement in rural literacy rate during 1991-2001. The male rate went up from 51.9 percent in 1991 to 62.6 percent in 2001. The female rate went up from 22 percent in 1991 to 39.6 percent in 2001.

Table 6.18: Urban literacy rate by age and sex, Nepal, 1991-2001.

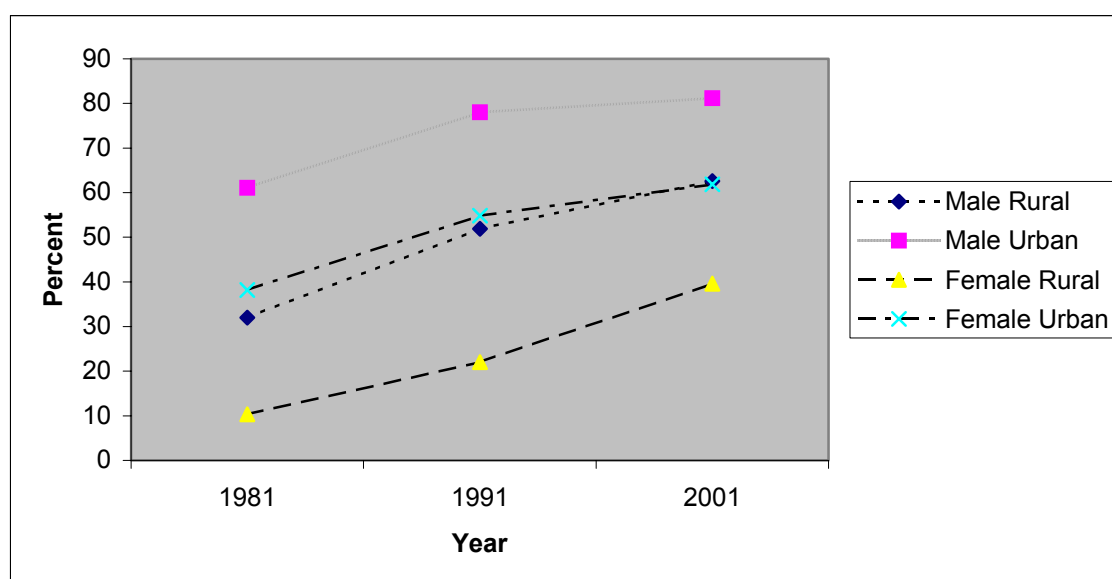
Age	Urban Literacy Rate (%)					
	Both Sexes	1991 Male	1991 Female	2001 Both Sexes	2001 Male	2001 Female
6 years & above	66.9	78.0	54.8	71.9	81.2	61.9
15 years & above	62.5	76.0	47.8	68.3	80.0	55.8
6 Year	63.5	67.2	59.6	59.9	61.1	58.5
7 Year	73.7	77.4	69.7	73.9	75.3	72.3
8 Year	77.1	81.6	72.1	79.4	81.0	77.6
9 Year	82.4	86.5	78.0	87.2	89.2	84.9
6 – 9 Years	73.9	77.9	69.6	74.6	76.3	72.8
10 Year	81.3	86.2	75.7	85.7	88.3	82.8
11 Year	86.5	90.6	81.9	90.4	92.8	87.6
12 Year	82.4	87.1	76.9	88.0	90.7	84.8
13 Year	84.7	89.3	79.7	91.2	93.0	89.4
14 Year	83.0	87.8	77.8	90.2	92.4	88.0
10-14Years	83.4	88.0	78.2	88.9	91.2	86.4
15-19 Years	79.4	86.4	71.8	87.1	90.8	82.9
20-24 Years	73.8	85.1	62.1	82.0	89.0	75.2
15 – 24 Years	76.6*	85.8*	66.9*	84.7	90.0	79.1
25-29 Years	66.7	80.3	52.6	76.3	86.5	65.7
30-34 Years	63.1	77.8	46.8	71.7	84.4	57.7
35-39 Years	59.0	74.0	41.6	65.4	80.1	49.0
40-44 Years	54.0	71.4	33.8	60.9	77.0	42.4
45-49 Years	50.2	67.5	29.2	54.0	73.6	28.4
50-54 Years	43.9	61.7	23.6	42.8	63.9	18.4
55-59 Years	40.1	57.8	19.6	33.3	51.8	15.8
60-64 Years	33.3	51.8	14.9	24.2	40.4	11.0
65 Years+	31.6	50.2	13.8	17.6	32.9	5.9

Source : CBS 1995, Population Monograph of Nepal Table 18, p. 380

* CBS 1994, Population Census 1991, Vol.II

CBS 2002, Population Census 2001 National Report Special Table

Figure 6.2: Literacy rate for 6 years and above by sex and rural- urban, Nepal, 1981-2001.



The urban literacy rate increased from 66.9 percent in 1991 to 71.9 percent in 2001. The male literacy rate increased by 3 percentage points from 78 in 1991 to 81.2 in 2001. The female literacy rate also increased by about 7 percentage points from 54.8 in 1991 to 61.9 in 2001. The gain in literacy during 1991-2001 was greater for females than that of males in both urban and rural areas. This implies that proportionately more females than males became literate in the rural areas during 1991-2001 (Table 6.17, 6.18 and fig. 6.2). Urban literacy rate for 55 years and above in 2001 was noticed lower than that of 1991. One of the reasons was that in those categories only can read percent was about 9 percent in urban and 6 percent in rural areas in 2001. If there was no filtered question there was probability to include some of them in literate category.

6.9.7 Regional Variations in Literacy Rate

6.9.7.1 Literacy Rate by Development Regions

The status of literacy in 1991 and 2001 for development regions is presented in tables 6.19. Western Development Region had the highest (59.3%) literacy rate followed by the Eastern Development Region (55.7%) and Central Development Region (52.9%). The Mid- Western Development Region with 49.4 percent and Far Western Development with 48.7 percent, are the regions with relatively lower and nearly identical literacy rates in 2001. While EDR had the highest (44.3%) and Mid- western had the lowest (31.8%) literacy rate in 1991. On examining the literacy rate by gender in different development regions both males and females had the highest

(70.4% for male and 49.3% for females) literacy rate in WDR and lowest (61.1 % for male) in MWDR and FWDR in 2001. The literacy for males was highest (59.3%) in EDR followed by WDR and lowest (47.6%) for MWDR in 1991. On examining the female literacy, it was found highest (29.2%) in EDR and lowest 13.3% in FWDR in 1991. During this decade female literacy growth rate improved more than that of males in all the development regions.

The growth of literacy rate in different development regions during the same period is also given in Table 6.19. During this decade Nepal gained literacy by 14.5 percentage points. The MWDR gained the highest percentage point (17.6) and EDR gained the lowest (11.4) percentage points in the same time period 1991 – 2001.

Table 6.19 : Literacy rate and inter-censal growth rate by development regions, 1991 and 2001.

Development regions	1991			2001			Increase in Percentage Points
	Both Sexes	Male	Female	Both Sexes	Male	Female	Both Sexes
EDR	44.3	59.3	29.2	55.7	66.5	45.0	11.4
CDR	38.6	52.0	24.6	52.9	63.7	41.6	14.3
WDR	44.0	58.5	28.9	59.3	70.4	49.3	15.3
MWDR	31.8	47.6	16.3	49.4	61.1	37.7	17.6
FWDR	32.2	52.0	13.3	48.7	64.7	33.2	16.5
Nepal	39.6	54.5	25.0	54.1	65.5	42.8	14.5

Source : CBS 1995, Population Monograph of Nepal Table 20 A, 20 B. p. 380

CBS 2002, Population Census 2001, National Report Vol. II Table 11

6.9.7.2 Literacy Rate by Ecological Zones and Eco-development Regions

The total literacy rate by ecological zones and eco-development regions is presented in Table 6.20 for 1991 and 2001. Among the ecological zones, the Hills had the highest literacy followed by Terai and lowest in Mountain both in 1991 and 2001. The highest literacy was noted in Central Hills followed by Western Hills and lowest in MWDR Mountain among the eco-development regions both in 1991 and 2001.

Table 6.20 : Literacy rate by ecological zones, both sexes, 1991 and 2001 .

Ecological Zones	1991					
	EDR	CDR	WDR	MWDR	FWDR	Nepal
Mountains	45.1	31.1	47.0	22.0	31.2	33.2
Hills	44.6	48.4	48.0	31.6	30.6	43.9
Terai	44.0	30.8	36.6	35.0	34.4	36.5
Total	44.3	38.6	44.0	31.8	32.2	39.6
2001						
Mountains	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

Table 6.21 presents the literacy by sex and by eco development regions. The male and female literacy rates in the Mountain zones were the lowest among different ecological zones. Over the period 1981-2001, the total literacy rate in Mountains increased from 18.0 percent to 43.5 percent; the literacy rate in Hill increased from 24.9 percent to 58.6 percent. Similarly the literacy rate in the Terai increased from 22.5 percent to 51.3 percent. Relatively there has been a large increase (in percentage points) on literacy rate in Hills followed by Terai and lowest in Mountain ecological zones (Table 6.21).

As may be seen from Table geographic variations are not identical in all the development regions. The Mountains in WDR have relatively high literacy rate (above the national average), compared to the Mountains in other development regions. The Hills in CDR, WDR and EDR have relatively higher literacy rate (above the national average) compared to the Hills in the other two development regions. The Terai in all development regions has relatively higher and almost equal literacy rate (also above or equal to the national average) compared to the Terai of central development region in 2001. In general, the Mountain in EDR, CDR, MWDR, FWDR, the Hills in MWDR, FWDR and Terai in CDR have relatively low literacy rates in 2001.

Table 6.21 : Literacy rate by sex and development regions, ecological zones and eco-development regions of Nepal, 1981-2001.

Regions/Zone	Literacy Rate (%)								
	1981			1991			2001		
	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female
EDR	27.4	39.5	14.5	44.3	59.3	29.2	55.7	66.5	45.0
Mountains	26.5	40.6	12.1	45.1	62.0	29.0	51.4	61.5	41.7
Hill	25.3	38.7	11.7	44.6	61.4	28.5	56.9	67.8	46.4
Terai	28.8	39.7	16.8	44.0	57.9	29.7	55.7	66.5	44.7
CDR	22.7	32.3	12.5	38.6	52.0	24.6	52.9	63.7	41.6
Mountains	15.6	23.6	6.9	31.1	46.5	15.7	43.7	55.1	32.4
Hill	28.6	39.3	28.9	48.4	63.0	33.6	63.9	74.7	52.7
Terai	18.8	27.5	9.3	30.8	43.0	17.8	43.8	54.6	32.2
WDR	25.8	38.3	13.2	44.0	58.5	28.9	59.3	70.4	49.3
Mountains	22.4	31.4	12.4	47.0	59.2	33.5	55.4	63.5	45.8
Hill	27.5	41.3	25.9	48.0	63.6	34.7	61.8	73.0	52.4
Terai	22.1	32.2	11.0	36.6	49.9	23.0	55.4	66.7	44.0
MWDR	16.4	25.2	7.3	31.8	47.6	16.3	49.4	61.1	37.1
Mountains	12.3	19.3	4.7	22.0	36.9	6.4	31.2	46.2	14.7
Hill	16.1	25.8	20.6	31.6	49.4	14.6	47.3	60.5	34.5
Terai	18.3	26.5	9.3	35.0	48.4	21.2	54.1	64.0	44.2
FWDR	17.3	26.8	7.6	32.2	52.0	13.3	48.7	64.7	33.2
Mountains	15.4	24.8	6.2	31.2	53.1	10.5	39.7	59.1	21.3
Hill	17.0	26.9	7.6	30.6	53.3	10.1	44.6	64.1	26.6
Terai	19.1	28.0	8.7	34.4	50.4	18.2	55.5	67.3	43.4
NEPAL	23.3	34.0	12.0	39.6	54.5	25.0	54.1	65.5	42.8
Mountains	18.0	27.6	7.8	33.2	50.2	16.5	43.5	56.9	30.4
Hill	24.9	36.9	12.9	43.9	60.2	28.5	58.6	70.6	47.3
Terai	22.5	32.1	11.9	36.5	49.8	22.7	51.3	62.1	40.1

Source : CBS,1995: Population Monograph of Nepal Table 21 p. 384

CBS 2002: Population Census 2001, National Report Vol. II Table 11

6.9.7.3 Literacy Rate by Rural/Urban Residence in the Development Regions

Literacy status by the rural and urban residence and by the development regions for 1991 and 2001 is presented in Table 6.22. It is seen that in 2001, the rural areas in WDR had the highest (57.5%) literacy rate followed by rural EDR and lowest (46.9%) in rural CDR. The male literacy rates are consistently higher than that of females in all the 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.

With regard to 2001, literacy rates in the urban areas in different development regions, the CDR had the highest literacy rate (75.7%) 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 rate in the urban areas of all development regions was above 70 percent. It is surprising that the male literacy of urban in MWDR was found slightly less than that of 1991. It might be due to inclusion of some of the rural areas to urban areas after 1991 census and change of literacy definition. The female literacy rates in all the urban areas were above 46 percent in 2001.

Both the rural literacy rate and the urban literacy rate in the country showed improvement over the period 1991 and 2001. As may be seen from Table 6.22, the rural literacy rate increased from 36.8 percent in 1991 to 51.0 percent in 2001; the urban literacy rate increased from 66.9 percent in 1991 to 71.9 percent in 2001 exhibiting more increment in rural areas than that of urban areas in terms of percentage points.

During the period 1991-2001, there has been an increase in literacy rate ranging from 11 to 17 percentages points in the rural areas of the development regions, the greatest increase being in WDR and FWDR.

During the same period, increase in literacy rate in urban areas of the different development regions varied between 3 and 8 percentage points. Higher increments (in percentage points) are seen to have occurred in the case of WDR and FWDR as compared to those in other regions.

Table 6.22 : Literacy rate by rural-urban residence in development regions, Nepal 1991-2001.

Dev. Regions	1991						2001					
	Rural			Urban			Rural			Urban		
	Both Sexes	Male	Female	Both Sexes	Male	Female	Both Sexes	Male	Female	Both Sexes	Male	Female
Nepal	36.8	51.9	22.0	66.9	78.0	54.8	51.0	62.6	39.6	71.9	81.2	61.9
EDR	42.5	57.8	27.3	65.3	76.5	53.1	54.0	64.9	43.1	68.6	77.8	59.0
CDR	32.7	46.5	18.6	70.1	80.4	58.7	46.9	58.1	35.3	75.7	84.2	66.2
WDR	42.7	57.3	29.5	65.1	75.8	53.7	57.5	68.6	47.5	73.2	83.1	63.5
MWDR	30.5	46.4	14.9	61.3	72.9	48.7	48.1	60.1	36.4	62.2	72.1	52.1
FWDR	30.6	50.5	11.7	53.3	70.5	35.1	47.2	63.5	31.5	60.3	73.7	46.4

6.9.7.4 Literacy Rate by Districts

Literacy rate by districts for 1991 and 2001 are presented in Table 6.23. Among the districts, Kathmandu occupied the first position with respect to literacy rate and is followed by Kaski and Chitwan in 2001. The literacy rate in Kathmandu was 77.2 percent, while in Kaski and Chitwan were 72.1 percent and 71.1 percent respectively. The lowest literacy rates were in Humla and Mugu .

Table 6.23 : Literacy rate for population 6 years and above by sex for development regions and districts 1991-2001.

Region / District	Literacy Rate 6 Years and Above						
	1981*		1991*		2001**		
	Total	Total	Male	Female	Total	Male	Female
NEPAL	23.3	39.6	54.5	25.0	54.1	65.5	42.8
EDR	27.4	44.3	59.3	29.2	55.7	66.5	45.0
Taplejung	28.8	46.1	62.4	30.6	52.6	62.9	42.8
Panchathar	24.0	43.9	61.7	26.9	55.4	65.7	45.6
Ilam	33.0	52.5	65.9	39.0	66.5	74.4	58.6
Jhapa	37.0	56.3	67.8	44.5	67.1	75.6	58.8

Literacy Rate 6 Years and Above							
Region / District	1981*		1991*		2001**		
	Total	Total	Male	Female	Total	Male	Female
Morang	30.5	48.9	62.2	35.2	57.0	67.1	46.8
Sunsari	30.8	44.7	59.1	60.2	60.6	70.9	50.3
Dhankuta	31.2	49.6	66.3	33.5	64.3	74.5	54.5
Terhathum	33.8	55.7	74.9	37.6	59.3	71.3	48.2
Sankhuwasabha	27.5	48.6	65.4	32.6	54.2	63.7	45.1
Bhojpur	23.7	41.9	58.9	26.3	54.8	66.1	44.4
Solukhumbu	21.8	38.9	56.8	21.5	45.9	56.7	35.5
Okhaldhunga	17.8	39.1	56.2	23.1	49.3	63.6	36.3
Khotang	22.9	40.3	58.4	23.6	50.2	62.3	38.8
Udayapur	19.3	38.2	55.2	21.5	53.6	64.8	42.5
Saptari	25.2	34.8	51.4	17.8	49.6	63.2	35.5
Siraha	17.6	28.8	43.5	13.3	40.7	53.6	27.1
CDR	22.7	38.6	52.0	24.6	52.9	63.7	41.6
Dhanusa	18.4	30.1	43.1	16.1	48.7	60.1	36.3
Mahotari	16.3	26.0	37.3	13.9	34.7	45.9	22.4
Sarlahi	15.6	26.2	38.0	13.5	36.5	46.9	25.4
Sindhuli	19.4	33.1	48.6	17.7	50.5	62.6	38.5
Ramechhap	17.8	30.4	49.3	12.9	39.4	53.8	26.6
Dolakha	17.5	34.9	53.1	17.7	51.1	64.0	38.8
Sindhupalchoke	15.1	29.7	44.1	15.0	40.6	51.8	29.5
Kavre	24.3	39.6	56.2	23.7	64.0	75.7	52.8
Lalitpur	37.1	62.4	76.5	48.0	70.9	81.	60.4
Bhaktapur	32.4	58.8	74.8	42.7	70.6	81.1	59.6
Kathmandu	50.0	70.1	82.2	57.0	77.2	86.5	66.6
Nuwakot	18.3	31.6	45.4	18.0	51.4	62.4	40.7
Rasuwa	9.2	23.0	33.8	11.3	34.3	42.8	24.8

Literacy Rate 6 Years and Above							
Region / District	1981*		1991*		2001**		
	Total	Total	Male	Female	Total	Male	Female
Dhading	15.0	32.2	46.2	18.5	43.7	53.9	34.0
Makwanpur	24.1	38.6	52.1	24.7	63.4	72.6	53.9
Rautahat	12.6	23.7	34.7	11.9	32.7	42.9	21.7
Bara	17.9	28.2	41.7	13.7	42.7	55.2	29.1
Parsa	21.3	32.5	46.2	17.9	42.6	55.5	28.2
Chitawan	33.7	53.1	65.7	40.9	71.1	79.3	63.0
WDR	25.8	44.0	58.5	30.8	59.3	70.4	49.3
Gorkha	18.3	43.8	57.4	31.0	54.3	64.4	45.7
Lamjung	32.7	47.1	62.0	34.0	56.9	69.0	46.3
Tanahu	25.3	50.4	66.5	36.2	62.0	72.6	53.0
Syangja	28.1	51.3	66.9	38.4	66.7	77.9	57.7
Kaski	35.0	57.2	71.0	44.5	72.1	83.2	61.8
Manang	20.5	43.1	54.9	30.1	60.4	67.3	52.7
Mustang	23.3	48.5	60.8	34.8	52.1	61.1	41.1
Myagdi	22.1	39.6	55.0	26.1	56.0	67.9	45.9
Parbat	31.8	51.9	68.5	38.1	57.0	68.2	47.7
Baglung	23.2	41.1	57.3	27.5	61.7	73.1	52.3
Gulmi	31.8	46.8	64.6	32.7	57.8	70.1	48.1
Palpa	28.7	48.2	63.9	34.9	66.2	76.2	57.8
Nawalparasi	22.9	39.2	53.3	25.2	53.3	66.0	40.9
Rupandehi	27.5	40.0	53.4	26.2	66.2	76.2	55.9
Kapilbastu	13.2	28.8	41.1	15.5	41.8	53.3	29.5
Arghakhanchi	25.3	43.3	59.5	29.7	56.1	67.2	46.9
MWDR	16.4	31.8	47.6	16.3	49.4	61.1	37.7
Pyuthan	16.5	32.7	51.4	17.0	46.9	62.4	34.0
Rolpa	14.9	27.7	46.6	10.2	37.5	53.1	23.1

Literacy Rate 6 Years and Above							
Region / District	1981*		1991*		2001**		
	Total	Total	Male	Female	Total	Male	Female
Rukum	13.8	28.8	46.8	11.3	40.3	51.0	29.0
Salyan	13.5	29.8	47.5	12.5	48.5	60.2	36.2
Dang	21.5	39.9	55.8	24.4	58.0	69.3	46.9
Banke	18.2	34.6	46.4	21.8	57.8	66.0	49.2
Bardiya	13.9	29.4	41.6	16.8	45.7	55.5	35.9
Surkhet	21.5	42.6	60.2	25.5	62.7	73.9	51.7
Dailekh	18.6	29.8	48.3	11.3	48.0	64.7	32.3
Jajarkot	11.5	23.6	38.0	9.0	39.5	49.4	29.1
Dolpa	12.6	23.3	37.5	8.4	35.0	49.6	19.8
Jumla	18.2	25.4	41.5	8.5	32.5	47.0	16.8
Kalikot	8.5	19.6	33.6	5.1	38.5	54.2	17.8
Mugu	9.5	22.0	37.9	5.2	28.0	45.4	9.3
Humla	13.1	19.6	33.7	4.6	27.1	41.3	11.8
FWDR	17.3	32.2	52.0	13.3	48.7	64.7	33.2
Bajura	11.6	25.2	43.4	7.7	34.1	51.2	17.3
Bajhang	12.9	27.6	50.1	7.0	35.5	57.6	15.2
Achham	14.9	23.9	45.3	5.5	33.8	54.1	16.0
Doti	12.5	28.6	48.7	9.9	43.7	61.2	26.0
Kailali	16.0	30.3	45.3	15.1	52.6	64.0	41.0
Kanchanpur	23.8	41.0	58.5	23.1	60.1	72.8	47.2
Dadeldhura	21.9	36.6	62.3	13.0	51.9	72.2	33.3
Baitadi	20.2	35.7	60.0	13.5	51.9	71.5	33.8
Darchula	22.5	41.4	65.4	18.0	49.5	67.4	32.5

Source : * CBS 1995, Population Monograph of Nepal, Table 23, pp. 387,388.

** CBS 2002, Population Census 2001, National Report, Vol. II Table 11 .

Kathmandu was the first, Lalitpur and Bhaktapur were in second and third position while Kalitkot and Humla were in the lowest position in terms of literacy in 1991.

From the distribution of districts by range of literacy rates, it is seen that 43 districts have literacy rate below 54 percent and 32 districts have literacy rate of 54 percent and above (Table 6.24).

Literacy rates have increased in all districts during 1991-2001. There were 5 districts having literacy more than 71% and 14 districts with literacy 61-70% in 2001. There were no districts with literacy rate less than 20% whereas there were two such districts in 1991.

Table 6.24: Number of districts with literacy range for 1991 and 2001.

Range of Literacy Rates	No. of Districts	
	1991	2001
10% -20%	2	-
21% -30%	21	2
31% -40%	21	13
41% -50%	20	17
51% -60%	9	24
61% -70%	1	14
71% & above	1	5
Total Districts	75	75

6.9.7.5 Sex Differences in Literacy Rate- Spatial Variations

The status of literacy rate in 1991 and 2001 by sex is also presented in Table 6.23. As expected, we can observe wide differences in literacy rates exist between males and females in all the districts. Generally, the differences are particularly marked in the Mountain districts and in the districts of Mid-Western and Far-Western Development Regions. In the districts with predominantly urban areas, the differences in male and female literacy rates were observed to be much smaller.

6.10 Educational Attainment - by Level for National and Rural/Urban Residence

Considerable improvement in the level of literacy had been achieved in the country over the years. The literacy level however, does not indicate over all the level of educational attainment of

the people. Among the literates there are persons who have been literate without undergoing any formal schooling, as well as there are those who have completed different levels of formal education. Expansion of educational facilities, implementation of free education up to secondary school in recent years and awareness of the people has aided in the enhancement of educational attainment.

Table 6.25 presents the summary distribution of population aged 6 and above by level of education for the whole country from 1971 to 2001. The proportions of literate persons with various levels of educational attainment were as follows:

Table 6.25: Level of educational attainment of literate persons 6 years and above by sex for census year 1991 and 2001.

Level of Educational Attainment	1971 (%)	1981 (%)	1991 (%)	2001*		
				Both Sexes	Male	Female
Literate but no Schooling	4.42	5.50	8.98	4.73	5.54	3.92
Primary Education	5.79	11.33	16.15	22.65	25.70	19.62
Secondary Education	3.10	4.80	8.88	16.54	20.14	12.95
S.L.C./Intermediate	0.34	1.23	2.88	7.65	10.25	5.06
Graduate/Post Graduate	0.24	0.39	0.64	1.84	3.01	0.68
Level Not Stated	--	--	1.80	0.68	0.81	0.54
Total	13.89	23.25	39.33	54.09	65.45	42.77

Source : C.B.S. 1995, Table 24 p.390 ;

*CBS, 2002, Population Census 2001 National Report Vol. II Table 13, p.144,145

The proportion of people who were literate but had no formal education increased from 4.42 percent in 1971 to 5.5 percent in 1981, 8.98 percent in 1991 and decreased to 4.73 percent in 2001. This indicates increasing number of people learning to read and write through the formal schooling system. The proportion of literate people who had gone through primary education increased from 5.79 percent in 1971, 11.33 percent in 1981, 16.15 percent in 1991 and further increased to 22.65% in 2001. Similarly, proportion of literate people who had secondary education increased from 3.1 percent in 1971, 4.8 percent in 1981, 8.88 percent in 1991 and to 16.54 percent in 2001. This is evidently due to expansion of free primary and secondary education facilities in the country.

Those who had passed S.L.C. and studied up to Intermediate level accounted 0.34 percent of the literate population in 1971, 1.23 percent in 1981, 2.88 percent in 1991 and 7.65 percent in 2001.

Graduates and Postgraduate persons constituted a small proportion in all the census years. The proportions were 0.24 percent in 1971, 0.39 percent in 1981 and 0.64 percent in 1991 and 1.84 percent in 2001.

Table 6.26 presents the percent of population aged 6 years and above by age groups, sex, levels of educational attainment in the country for 1981-2001. There has been considerable improvement in different levels of educational attainment during 1981-2001. In all the age groups, the proportions of persons with different educational attainment levels were higher in 2001 compared to those in the preceding censuses. This is true for both males and females. For example, the proportion of population who had completed primary education was 22.7 percent (25.7 Percent males and 19.6 percent for females) in 2001. The corresponding proportions were 16.2 percent (21.2 percent for males and 11.2 percent for females) in 1991 and 11.3 percent (15.7 percent for males and 6.8 percent for females) in 1981.

Tables 6.27 and 6.28 present the similar information for rural and urban areas of the country during 1981 to 2001. The rural-urban differentials in educational attainment are clear when we compare the proportions of population in these areas, who have completed various (specially after primary) levels of education in 2001. The proportion of population who had completed secondary education was 15.6 percent for the rural areas, while that was 22.2 percent in the urban areas in 2001. Similarly, the proportions of urban population who had completed S.L.C., intermediate education and graduate & post graduate levels were respectively 16.1 percent, 5.9 percent while the corresponding proportions for the rural areas were 6.2 percent, and 1.1 percent respectively in 2001.

Attainment of a particular educational level in each specified age group was also higher in the urban areas than that in the rural areas in 2001 as compared to earlier censuses. For example, the proportion of people aged 6-9 years who have attained primary education was 48.9 percent in rural areas and 64.7 percent in the urban areas in 2001. This trend is seems to hold true in all specified age groups for each level of educational attainment.

The rural-urban differences in educational attainment are also noted. Higher proportions of population were found completing different levels of education in the urban areas compared to that of rural areas in 2001.

Table 6.26 : Percent of literate population aged 6 years and above by level of education, age and sex, Nepal 1981-2001

Year Attainment\ Age Group	1981*							1991*							2001**						
	6 - 9	10-14	15-19	20-24	25-34	35+	Total	6 - 9	10-14	15-19	20-24	25-34	35+	Total	6 - 9	10-14	15-19	20-24	25-34	35+	Total
No Schooling																					
Total	3.70	3.49	4.32	5.62	3.92	7.00	5.50	12.88	6.95	7.06	7.85	8.65	9.48	8.98	3.61	1.37	2.48	3.92	5.34	7.65	4.73
Male	4.44	4.12	5.32	8.06	10.03	11.39	8.13	14.76	7.28	7.33	9.57	12.24	15.60	12.06	3.87	1.23	1.93	3.12	4.95	10.81	5.54
Female	2.42	2.76	3.21	3.39	2.91	2.18	2.75	10.93	6.59	6.80	6.39	5.40	3.19	5.95	3.34	1.52	3.03	4.62	5.71	4.42	3.92
Primary (1-5)																					
Total	17.92	29.37	12.93	8.35	3.88	4.06	11.33	30.16	44.24	15.09	9.35	7.09	3.45	16.15	50.75	57.43	16.15	11.78	10.21	6.78	22.65
Male	23.32	38.71	18.46	12.47	9.34	5.61	15.65	36.32	53.56	19.37	13.64	11.37	5.76	21.18	53.73	61.06	17.21	13.51	12.60	10.14	25.70
Female	12.32	18.47	6.85	4.59	3.44	2.36	6.80	23.78	34.14	10.99	5.71	3.23	1.09	11.19	47.68	53.60	15.11	10.26	7.99	3.35	19.62
Secondary (6-10)																					
Total	--	5.87	4.60	8.23	3.16	1.78	4.80	--	10.34	27.64	15.43	8.45	3.18	8.88	--	19.46	44.11	25.13	17.53	7.65	16.54
Male	--	8.17	22.00	14.02	8.86	3.01	7.55	--	13.29	38.33	23.85	13.96	5.32	12.85	--	21.04	49.79	29.99	23.48	11.84	20.14
Female	--	3.44	6.45	2.94	1.61	0.42	1.92	--	7.14	17.38	8.26	3.47	0.99	4.97	--	17.78	38.52	20.82	12.00	3.37	12.95
SLC & Intermediate																					
Total	--	0.12	1.69	3.57	1.51	0.69	1.23	--	0.02	3.54	8.87	5.72	1.84	2.88	--	--	11.02	21.04	13.80	5.54	7.65
Male	--	0.02	2.33	5.97	4.21	1.19	1.98	--	0.02	4.88	14.16	9.61	3.13	4.48	--	--	13.05	27.17	19.04	8.90	10.25
Female	--	0.01	0.98	1.38	0.78	0.13	0.45	--	0.02	2.26	4.38	2.21	0.52	1.31	--	--	9.01	15.61	8.94	2.09	5.06
Graduate & Post graduate																					
Total	--	--	0.07	0.73	0.65	0.37	0.39	--	--	0.05	0.83	1.62	0.89	0.64	--	--	--	2.48	4.82	2.45	1.84
Male	--	--	0.10	1.16	1.83	0.64	0.65	--	--	0.07	1.29	2.70	1.54	1.06	--	--	--	3.58	7.93	4.26	3.01
Female	--	--	0.05	0.34	0.33	0.64	0.13	--	--	0.04	0.44	0.63	0.23	0.23	--	--	--	1.50	1.93	0.59	0.68
Level Not Stated																					
Total	--	--	--	--	--	--	--	3.41	1.40	1.06	1.20	1.47	1.92	1.80	0.36	0.36	0.52	0.69	1.21	0.74	0.68
Male	--	--	--	--	--	--	--	3.99	1.63	1.20	1.51	2.17	3.29	2.53	0.39	0.36	0.55	0.85	1.62	0.90	0.81
Female	--	--	--	--	--	--	--	2.80	1.16	0.93	0.94	0.84	0.53	1.09	0.33	0.36	0.49	0.56	0.83	0.58	0.54

Sources : * CBS 1995, Table 24 p. 390

** CBS 2002, Population Census 2001, Vol II Table 13 pp 144, 145

Table 6.27 : Percent of literate population aged 6 years and above by level of education, age and sex for rural Nepal 1991-2001.

Year Attainment Age Group	1991*							2001**						
	6 - 9	10-14	15-19	20-24	25-34	35+	Total	6 - 9	10-14	15-19	20-24	25-34	35+	Total
No Schooling														
Total	12.43	6.96	6.98	7.42	8.40	9.07	8.74	2.87	1.28	1.92	3.84	5.27	7.82	4.59
Male	14.36	7.31	7.28	9.64	12.34	15.45	11.99	3.37	1.17	1.73	3.02	5.03	11.30	5.64
Female	10.44	6.57	6.70	6.13	4.91	2.58	5.57	2.36	1.39	2.10	4.55	5.49	4.27	3.57
Primary (1-5)														
Total	28.40	43.55	15.51	9.56	7.12	3.29	15.88	48.86	57.54	17.18	12.51	10.59	6.66	22.88
Male	34.86	53.47	20.21	14.44	11.85	5.67	21.27	51.75	61.46	18.76	14.72	13.56	10.24	26.29
Female	21.74	32.86	11.06	5.52	2.94	0.86	10.61	45.89	53.40	15.66	10.60	7.91	3.02	19.54
Secondary (6-10)														
Total	--	9.04	25.70	14.32	7.48	2.62	7.93	--	17.83	43.85	24.55	16.77	6.81	15.56
Male	--	12.14	37.09	23.34	13.17	4.63	11.98	--	19.49	49.98	30.65	23.51	10.94	19.38
Female	--	5.70	14.93	6.85	2.44	0.58	3.97	--	16.08	37.95	19.27	10.69	2.60	11.80
SLC & Intermediate														
Total	--	0.01	2.29	6.44	4.08	1.15	1.96	--	--	8.31	18.19	11.47	4.58	6.19
Male	--	0.01	3.48	11.37	7.68	2.12	3.35	--	--	9.72	23.95	16.75	7.67	8.56
Female	--	0.01	1.17	2.36	0.88	0.15	0.60	--	--	6.95	13.21	6.71	1.43	3.87
Graduate & Post graduate														
Total	--	--	0.03	0.38	0.69	0.32	0.26	--	--	--	1.59	3.04	1.50	1.14
Male	--	--	0.04	0.70	1.32	0.62	0.48	--	--	--	2.50	5.39	2.73	1.97
Female	--	--	0.01	0.11	0.13	0.03	0.04	--	--	--	0.81	0.93	0.24	0.32
Level Not Stated														
Total	3.31	1.40	1.03	1.15	1.39	1.79	1.73	0.30	0.37	0.48	0.71	1.24	0.65	0.64
Male	3.92	1.64	1.19	1.49	2.13	3.16	2.48	0.32	0.37	0.57	0.91	1.70	0.78	0.78
Female	2.68	1.14	0.88	0.88	0.74	0.39	1.00	0.27	0.36	0.40	0.54	0.83	0.51	0.50

Sources: * CBS 1995, Table 25 p. 392

** CBS 2002, Population Census 2001, Special table generated

Table 6.28 : Percent of literate population aged 6 years and above by level of education, age and sex for urban, Nepal 1991-2001.

Year Attainment\Age Group	1991*							2001**						
	6 - 9	10-14	15-19	20-24	25-34	35+	Total	6 - 9	10-14	15-19	20-24	25-34	35+	Total
No Schooling														
Total	18.03	6.85	7.72	8.86	10.71	13.79	11.27	9.07	1.96	5.33	4.26	5.68	6.58	5.49
Male	19.32	6.90	7.73	9.11	11.48	17.28	12.63	7.48	1.62	2.88	3.54	4.62	7.72	5.00
Female	16.64	6.78	7.71	8.59	9.88	9.86	9.80	10.80	2.32	8.05	4.97	6.80	5.38	6.01
Primary (1-5)														
Total	50.50	51.19	11.58	7.77	6.85	5.19	18.74	64.70	56.74	10.99	8.40	8.39	7.59	21.29
Male	52.97	54.45	12.70	8.30	7.75	6.64	20.36	67.91	58.47	9.93	8.24	8.41	9.51	22.41
Female	47.86	47.51	10.36	7.23	5.89	3.55	16.97	61.24	54.88	12.16	8.56	8.37	5.55	20.08
Secondary (6-10)														
Total	--	23.51	44.02	23.75	16.47	9.10	17.97	--	29.85	45.45	27.83	21.12	13.11	22.19
Male	--	24.75	48.02	27.33	19.91	12.23	20.66	--	30.82	48.93	27.14	23.37	17.50	24.40
Female	--	22.10	39.63	20.05	12.79	5.59	15.02	--	28.80	41.56	28.52	18.72	8.44	19.85
SLC & Intermediate														
Total	--	0.08	14.10	27.13	19.25	9.11	11.62	--	--	24.63	34.31	24.81	11.72	16.07
Male	--	0.07	15.93	32.85	24.01	13.16	14.56	--	--	28.64	41.15	28.97	16.69	19.64
Female	--	0.09	12.10	21.21	14.15	4.56	8.41	--	--	20.16	27.56	20.38	6.46	12.26
Graduate & Post graduate														
Total	--	--	0.27	4.26	9.23	6.79	4.28	--	--	--	6.60	13.20	8.58	5.91
Male	--	--	0.29	5.29	13.02	10.72	6.26	--	--	--	8.31	18.94	13.97	8.78
Female	--	--	0.25	3.19	5.19	2.39	2.13	--	--	--	4.92	7.08	2.87	2.87
Level Not Stated														
Total	4.56	1.44	1.33	1.58	2.14	3.35	2.49	0.81	0.34	0.70	0.62	1.04	1.35	0.91
Male	4.85	1.53	1.29	1.68	2.46	4.54	2.96	0.83	0.30	0.46	0.57	1.25	1.69	1.00
Female	4.25	1.33	1.38	1.46	1.80	2.01	1.99	0.79	0.37	0.98	0.67	0.82	0.99	0.80

Source : * CBS 1995 Table 26 p. 393

** Population Census 2001, Special table generated

6.11 School Attendance Status of 6-25 Years Age Population who have not Passed 10th Grade

Data on educational attainment serves important information for policy and program managers to assess the educational system up to secondary level after the restoration of multi party democracy system in the country in 1991. Data on school attendance, however, provides a more complete picture in this respect. Data on current status of school attendance for population 6-25 years of age who have not passed 10th grade was collected both in the censuses of 1991 and 2001. This type of data is useful in knowing what percentage of people 6-25 years of age are attending or had attended schools at different levels sometimes before census. Tables 6.29 and 6.30 present national data on proportion of 6-25 years of age population currently attending school and who have not passed 10th grade respectively for the years 1991 and 2001. It also shows proportion of 6-25 years old who had been through various levels of school education previously but are not currently attending schools.

The overall current attendance of persons, 6 to 25 years of age in educational institutions was 46.6% (51.4 percent for males and 41.9 percent for females) in 2001. Of these, 1.6 percent was in beginners (pre-primary) classes, 29.4 percent in primary (grades I-V) classes and 15.7 percent in the secondary level (VI-X) classes. Among males, 1.6 percent was in the beginner's classes, 32.1 percent in the primary classes, and 17.7 percent in the secondary classes. For females, 1.6 percent was in beginners classes, 26.7 percent were in primary and 13.6 in the secondary classes. The male's attendance rate is seen to be considerably higher than the female's rate at all levels of education (Table 6.30).

6.11.1 School Attendance Status of 6 - 25 Years Age Population in National Level 1991 - 2001

It is further seen that 52.6 percent of the 6-9 years old population were in different levels i.e. 3.5 percent in the beginners and 49.2 percent in primary classes (category) in 2001. Also about 55 percent of the 10-14 years age group population was in the beginners and primary classes. It is seen that 18.8 percent of 10-14 years population were at secondary level. It is further seen that of the 43.4 percent of 15-19 years population, 0.8 percent were beginners, 7.2 percent in primary classes and 35.4 percent in the secondary level. The current attendance of different age groups in

preprimary, primary and secondary education is indicated by the data. For instance, currently 49.2 percent of 6-9 year persons, 54.2 percent of 10-14 year persons and 7.2 percent of 15-19 year persons are attending primary schools. The total school attendance rates are 52.6 percent for 6-9 years old, 74.0 percent for 10-14 years old, 43.4 percent for 15-19 years old and 9.3 percent for 20-24 years and 8.9 percent 25 years old who have not passed 10th grade in 2001. A high proportion (35.4%) of 15-19 years old are in secondary schools. On examining the same indicators with 1991 census it was found that there was marked improvement during 1991 and 2001 (Tables 6.29 and 6.30).

Tables 6.29 and 6.30 also present data on those who were in school some time ago but are no longer attending school now. Such persons constituted 12.8 percent of the 6-25 years age group population who have not passed 10th grade. Of such persons, 13.6 percent were males, and 12.0 percent were females. Further 1.3 percent had been out of school after attending beginner classes, 5.6 percent after attending primary schools and 5.9 percent after attending secondary schools in 2001. There were 8.6 percent of 6-25 years group who were not attending school in 1991. The proportion of population who attended earlier and not attending present are generally increasing over the years but not substantially (tables 6.29 and 6.30). The specific age assigned for primary is 6-10, for secondary 11-15 years of age. There are high proportions of population attending school in their late ages (Table 6.29 and 6.30) but the situation is found improving in 2001 as compared to that of 1991.

6.12 School Attendance by Rural/Urban Residence

The census also presents data on proportion of population 6 to 25 years of age and who have not passed 10th grade by current status of school attendance for the rural and the urban areas. Data for the rural areas are presented in Tables 6.31 for 1991 and 6.32 for 2001.

The proportion of population in school attendance in rural areas (Tables 6.31 and 6.32) indicates the following: The proportion of population 6 to 25 years of age who have not passed 10th grade, currently attending schools was 42.2 percent for both sexes in 2001. The attendance rates for the males were 50.4 percent and for the females 40.1 percent. Further 1.3 percent of the 6-25 years population was in the beginners classes, 29.3 percent in primary classes, and 14.6 percent in the secondary education in the rural areas in 2001. This indicates that in rural areas, the proportion of

population currently attending school is higher for males as compared to that with females in 2001. There were greater percent of population in school currently attending in young ages in 2001 as compared to that of 1991. The total population currently attending schools was 29.6 percent in 1991. On examining age specific grade, the situation has improved mark ably during 1991 and 2001.

Similarly for the urban areas data on proportion of 6-25 years population by current status of school attendance is presented in tables 6.33 for 1991 and 6.34 for 2001. In the urban areas, 54.0 percent of the 6-25 years population was attending schools in 2001. Of these 3.5 percent were in beginner classes, 29.0 percent in primary schools, and 21.6 percent in secondary schools. The proportions of school attendance were 55.7 percent for the males, and 52.2 percent for females in 2001. That proportions currently attending school was 40.2 percent for both sexes in 1991. A small difference is noted in case of male and female school attendance rates in 2001 as compared to that of 1991 in urban areas.

Table 6.29 : Proportion of 6-25 years age population who have not passed 10th grade by current status of school attendance, level of education, sex and age, Nepal for year 1991.

Sex and Age	Attending School				Not Attending School but Attended Earlier				Not Stated
	Total	Beginning	Primary	Secondary	Total	Beginning	Primary	Secondary	
Both Sexes	30.58	3.73	19.38	7.47	8.61	1.41	3.68	3.52	7.44
6 – 9	31.87	6.66	25.21	--	0.63	0.23	0.40	--	10.54
10-14	55.45	4.96	40.72	9.77	3.38	0.63	2.38	0.37	2.69
15-19	27.44	2.11	6.03	19.30	15.16	2.07	6.81	6.28	7.18
20-24	4.25	0.69	0.67	2.89	18.40	3.04	6.27	9.09	9.99
25	1.31	0.34	0.31	0.66	13.39	2.79	4.57	6.03	8.99
Male	39.45	4.42	24.56	10.47	11.05	1.48	4.72	4.85	8.85
6 – 9	38.06	7.72	30.34	--	0.72	0.24	0.48	--	12.30
10-14	67.72	5.51	49.59	12.62	3.61	0.52	2.65	0.44	2.80
15-19	38.38	2.59	8.19	27.60	18.50	1.95	8.43	8.12	8.14
20-24	6.70	0.96	0.94	4.80	27.04	3.70	9.32	14.02	13.33
25	2.01	0.46	0.41	1.41	21.51	3.88	7.43	10.20	12.94
Female	21.85	3.04	14.29	4.52	6.20	1.34	2.65	2.21	6.05
6 – 9	25.46	5.57	19.89	--	0.54	0.22	0.32	--	8.71
10-14	42.17	4.37	31.11	6.69	3.12	0.74	2.08	0.30	2.58
15-19	16.93	1.64	3.96	11.33	11.97	2.19	5.26	4.52	6.27
20-24	2.16	0.47	0.43	1.26	11.05	2.48	3.67	4.90	7.15
25	0.71	0.24	0.21	0.26	6.38	1.86	2.10	2.42	5.59

Source : CBS, 1995 Table 27 p. 395.

Table 6.30 : Proportion of 6 - 25 years age population who have not passed 10th grade of education by current status of school attendance, level of education, sex and age, Nepal for year 2001

Sex and Age	Attending School				Not Attending School but Attended Earlier				Not Stated
	Total	Beginner	Primary	Secondary	Total	Beginner	Primary	Secondary	
NEPAL									
Both Sexes	46.62	1.61	29.35	15.67	12.76	1.26	5.64	5.86	0.02
6 - 9	52.63	3.45	49.18	--	1.69	0.21	1.47	--	--
10 - 14	73.98	0.98	54.25	18.76	4.31	0.44	3.18	0.70	0.02
15 - 19	43.39	0.82	7.19	35.38	19.41	1.72	8.96	8.73	0.04
20-24	9.27	1.15	1.91	6.21	31.70	2.91	9.87	18.92	0.06
25	8.93	1.69	2.38	4.86	24.43	2.53	7.82	14.08	0.10
Male	51.39	1.63	32.05	17.71	13.55	0.97	6.01	6.57	0.02
6 - 9	55.83	3.72	52.11	--	1.73	0.21	1.51	--	--
10 - 14	79.06	0.98	57.79	20.29	4.30	0.29	3.26	0.75	0.02
15 - 19	49.12	0.77	7.92	40.42	19.88	1.23	9.28	9.37	0.06
20-24	10.60	0.95	2.17	7.48	36.23	2.38	11.34	22.51	0.05
25	9.79	1.45	2.63	5.70	30.65	2.39	9.71	18.56	0.08
Female	41.90	1.59	26.67	13.64	11.98	1.56	5.27	5.15	0.02
6 - 9	49.32	3.17	46.15	--	1.64	0.22	1.43	--	--
10 - 14	68.60	0.97	50.49	17.13	4.33	0.59	3.10	0.65	0.01
15 - 19	37.74	0.86	6.47	30.41	18.95	2.21	8.64	8.10	0.03
20-24	8.09	1.33	1.68	5.08	27.69	3.38	8.58	15.74	0.06
25	8.16	1.90	2.15	4.11	18.81	2.66	6.11	10.04	0.12

Source : Population Census 2001, Special table generated.

Table 6.31 : Proportion of 6 to25 years of age who have not passed 10th grade of education by current status of school attendance, level of education, sex and age, for rural Nepal, census year 1991.

Sex and Age	Attending School				Not Attending School but Attended Earlier				Not stated
	Total	Beginning	Primary	Secondary	Total	Beginning	Primary	Secondary	
Both Sexes	29.55	3.72	19.07	6.76	8.40	1.41	3.74	3.25	7.01
6 – 9	30.43	6.59	23.84	--	0.62	0.23	0.39	--	9.79
10-14	53.56	4.99	40.05	8.52	3.37	0.64	2.39	0.34	2.62
15-19	26.18	2.03	6.24	17.91	15.03	2.10	7.02	5.91	6.98
20-24	4.04	0.64	0.67	2.73	18.17	3.09	6.51	8.57	9.40
25	1.23	0.32	0.30	0.61	13.06	2.78	4.67	5.61	8.23
Male	38.96	4.46	24.63	9.87	11.03	1.50	4.87	4.66	8.49
6 – 9	36.92	7.69	29.23	--	0.72	0.24	4.48	--	11.58
10-14	66.59	5.58	49.50	11.51	3.63	0.53	2.68	0.42	2.71
15-19	37.84	2.53	8.62	26.69	18.73	1.99	8.81	7.93	8.01
20-24	6.64	0.91	0.97	4.76	27.73	3.86	9.99	13.88	13.04
25	1.94	0.43	0.42	1.09	21.71	3.96	7.78	9.97	12.33
Female	20.38	3.01	13.65	3.72	5.84	1.33	2.63	1.88	5.57
6 – 9	23.73	5.46	18.27	--	0.52	0.22	0.30	--	7.93
10-14	39.51	4.35	29.86	5.30	3.10	0.75	2.08	0.27	2.52
15-19	15.16	1.56	3.98	9.62	11.53	2.21	5.32	4.00	6.00
20-24	1.88	0.42	0.41	1.05	10.23	2.44	3.62	4.17	6.38
25	0.62	0.22	0.20	0.20	5.68	1.76	2.01	1.91	4.73

Source : CBS 1995 Table 28 p. 396.

Table 6.32 : Proportion of 6 - 25 years age population who have not passed 10th grade of education by current status of school attendance, level of education, sex and age, rural Nepal for year 2001.

Sex and Age	Attending School				Not Attending School but Attended Earlier				Not Stated
	Total	Beginner	Primary (1-5)	Secondary (6-10)	Total	Beginner	Primary (1-5)	Secondary (6-10)	
Both Sexes	42.18	1.27	29.31	14.60	12.71	1.17	5.85	5.69	0.01
6 - 9	50.03	2.71	47.31	--	1.48	0.16	1.32	--	--
10 - 14	72.11	0.91	54.09	17.11	4.14	0.39	3.13	0.62	0.01
15 - 19	42.82	0.59	7.61	34.62	19.31	1.35	9.33	8.63	0.03
20-24	8.42	0.99	1.73	5.70	32.66	2.99	10.79	18.88	0.04
25	6.47	1.21	1.82	3.45	21.47	2.21	7.24	12.02	0.08
Male	50.41	1.38	32.28	16.74	13.74	0.95	6.31	6.48	0.01
6 - 9	53.33	3.21	50.12	--	1.54	0.17	1.37	--	--
10 - 14	77.49	0.93	57.87	18.70	4.11	0.27	3.18	0.66	0.02
15 - 19	49.10	0.66	8.59	39.85	20.28	1.11	9.86	9.31	0.04
20-24	10.05	0.81	2.03	7.20	38.87	2.44	12.79	23.64	0.03
25	7.33	1.04	2.12	4.17	27.78	2.10	9.28	16.40	0.05
Female	40.07	1.19	26.39	12.50	11.69	1.37	5.41	4.91	0.01
6 - 9	46.65	2.21	44.43	--	1.42	0.15	1.27	--	--
10 - 14	66.42	0.90	50.09	15.43	4.17	0.52	3.07	0.58	0.01
15 - 19	36.75	0.55	6.67	29.53	18.37	1.56	8.81	8.00	0.02
20-24	7.03	1.14	1.48	4.41	27.35	3.45	9.09	14.81	0.04
25	5.71	1.35	1.54	2.81	15.84	2.32	5.42	8.11	0.10

Source: Population Census 2001, Special table generated

Table 6.33 : Proportion of 6 to 25 years of age who have not passed 10th grade of education by current status of school attendance, level of education, sex and age, for urban Nepal, census year 1991.

Sex and Age	Attending School				Not Attending School but Attended Earlier				Not stated
	Total	Beginning	Primary	Secondary	Total	Beginning	Primary	Secondary	
Both Sexes	40.23	3.74	22.35	14.14	10.53	1.43	3.15	5.95	11.39
6 – 9	48.53	7.47	41.06	--	0.80	0.28	0.52	--	19.19
10-14	74.60	4.67	47.49	22.44	3.45	0.56	2.25	0.64	3.49
15-19	38.04	2.72	4.29	31.03	16.33	1.82	5.08	9.43	8.95
20-24	5.81	1.08	0.69	4.04	20.13	2.69	4.47	12.97	14.45
25	2.03	0.57	0.33	1.13	16.28	2.95	3.72	9.61	15.64
Male	43.80	4.05	23.98	15.77	11.26	1.36	3.38	6.52	11.97
6 – 9	52.00	8.05	43.05	--	0.81	0.28	0.53	--	20.39
10-14	78.87	4.81	50.44	23.62	3.55	0.49	2.38	0.68	3.70
15-19	42.64	3.02	4.84	34.78	16.68	1.64	5.43	9.61	9.13
20-24	7.12	1.30	0.77	5.05	22.36	2.65	4.82	14.89	15.27
25	2.51	0.68	0.32	1.51	19.88	3.24	4.52	12.12	17.88
Female	36.40	3.41	20.59	12.40	9.74	1.50	2.89	5.35	10.76
6 – 9	45.78	6.86	38.92	--	0.80	0.28	0.52	--	17.91
10-14	69.81	4.52	44.17	21.12	3.33	0.63	2.10	0.60	3.25
15-19	33.02	2.38	3.70	26.94	15.94	2.01	4.69	9.24	8.75
20-24	4.44	0.85	0.61	2.98	17.82	2.74	4.10	10.98	13.60
25	1.57	0.46	0.33	0.78	12.82	2.68	2.94	7.20	13.50

Source: CBS 1995 Table 29 p. 397

Table 6.34 : Proportion of 6 - 25 years age population who have not passed 10th grade of education by current status of school attendance, level of education, sex and age, urban Nepal for year 2001.

Sex and Age	Attending School				Not Attending School but Attended Earlier				Not Stated
	Total	Beginner	Primary	Secondary	Total	Beginner	Primary	Secondary	
Both Sexes	54.04	3.48	28.99	21.57	14.23	1.94	4.95	7.33	0.09
6 – 9	72.61	9.00	63.60	--	2.81	0.57	2.24	--	--
10 – 14	86.69	1.42	55.47	29.80	5.23	0.69	3.38	1.16	0.04
15 – 19	46.62	2.18	5.08	39.36	19.85	3.66	6.72	9.46	0.12
20-24	11.40	1.65	1.96	7.79	29.02	2.79	6.38	19.85	0.15
25	21.90	4.21	5.34	12.36	39.82	4.20	10.84	24.78	0.24
Male	55.69	2.87	30.07	22.75	13.81	1.25	4.97	7.58	0.10
6 – 9	74.68	7.55	67.12	--	2.72	0.46	2.26	--	--
10 – 14	89.90	1.33	57.60	30.98	5.16	0.44	3.49	1.23	0.05
15 – 19	49.32	1.33	4.75	43.24	17.70	1.88	6.01	9.81	0.17
20-24	10.91	1.37	1.92	7.63	27.13	2.27	6.09	18.77	0.13
25	22.30	3.52	5.20	13.57	45.03	3.83	11.90	29.30	0.22
Female	52.21	4.05	27.84	20.32	14.76	2.76	4.94	7.07	0.22
6 – 9	70.39	10.54	59.85	--	2.91	0.71	2.20	--	--
10 - 14	83.26	1.51	53.21	28.54	5.33	0.98	3.26	1.09	0.10
15 - 19	43.59	2.99	5.41	35.19	22.28	5.73	7.52	9.03	0.20
20-24	11.86	1.94	2.00	7.92	31.00	3.32	6.68	21.00	0.38
25	21.53	4.86	5.46	11.21	34.81	4.55	9.83	20.43	0.79

Source : Population Census 2001, Special table generated.

The proportions of population attending in different age groups (for both sexes) were 72.6 percent for the 6-9 years population, 86.7 percent for the 10-14 years population, 46.6 percent for the 15-19 years population and 11.4 percent for the 20-24 years and 21.9 percent for age 25 population in 2001. That proportion was quite low in 1991 (Table 6.33 and 6.34). It indicates that greater numbers of people are attending school in 2001 compared to earlier censuses.

The proportions of population attending school among 6-9 years, 10-14 years and 15-19 years were 74.7 percent, 89.9 percent, 49.3 percent of respectively for males; the corresponding values for the females were 70.4percent 83.3 percent and 43.6 percent respectively in 2001.

The differences in male/female proportions of population (6-25 years) by different levels of education, as well as by different age groups exist in both the urban and rural areas. But there are narrow differences exist in urban areas compared to that in the rural areas and the gap is narrowing down in recent years.

Among those who are currently attending school, the male-female and rural-urban differentials exist. The proportion of 6-25 year population currently attending school is higher in the urban than that in the rural areas. The difference is particularly marked at secondary level. In general it may be said that the rural-urban gap in the proportion currently attending school seemed to have increased with increasing level of schooling and this is more marked for females than for males in 2001.

6.12.1 Ministry of Education Data on School Attendance

To increase the participation of children at primary school age group (6-10 years) in primary education has been one of the goals of the educational policy. It is further emphasized by MDGs that all who were enrolled in grade one should reach fifth grade and should have universal primary education in the country by 2015. Significant progress has been made in achieving high participation rates all over the country. The Annual Statistical Reports of the MoES present data on school enrolment by districts, development regions and for the whole country. The primary source of the data is the schools. All schools have to fill up and submit a statistical information form to MoES, DoE every year.

The census data on school attendance are based on responses to the question on school attendance in the census schedule/questionnaire.

The sources of data on school attendance from the MoES, DoE reports and the census are therefore totally different. This makes comparison of the data difficult. However, the census data would provide some indication of current age specific participation rates at the time of census.

In 2001, according to the MoES Statistical Report (2001), the gross enrolment in the primary level was 124.7 percent. Net enrolment ratio was 81.1 percent in the same year, considering that about 43.6 percent of the students in the primary schools are mostly over aged for the grades concerned.

The census of 2001 indicates that 72.6 percent of the 6-9 years age group population were attending pre-primary (beginners) or primary classes. Further the table indicate that 55.5 percent of the 10-14 years population were also attending primary schools. This would imply involvement of 'overaged' children in the primary and secondary schools in large numbers. Similarly 7.3 percent in pre-primary & primary 39.4 in secondary are attending by age group 15-19 years of age which indicate that there are lot of students over aged in different level of school system in Nepal.

6.13 Future Prospects

Population growth shows its impact on educational development of the country in a number of ways. The demand for primary education in absolute terms, has increased as a result of high population growth. Provision of more schools, teachers, textbooks and educational materials becomes necessary to meet the increased demand. Secondary education is also affected by making secondary education free as well as by population growth. The increase in primary enrolment will have its repercussion on secondary education within a period of five years after the initial increment in enrolment in grade I. Demand for secondary education is growing due to free secondary education and increased need for attaining secondary education for better job prospects and for getting entry into higher education.

It was observed that there were lots of over age students in different levels of schooling. Proper attention should be given to enroll in age specific grades by the concerned authorities in future to increase net enrolment ratio in different levels of schooling.

Implementation of free primary and secondary education and rapid population growth makes very difficult to attain the goal of universal primary education. Further, it makes the task of raising quality of education more difficult as provision of better physical facilities, more educational materials, and trained teachers cannot be made at a fast pace even if the funds are available. The government is spending its huge percent of national budget on education. In the fiscal year 2060/61 about 16% of national budget is allocated for Educational Sector. Still there are great challenges to overcome.

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