
Nepal's School Education: Insights of Basic Education in Bagmati Province

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Abstract

Nepal has made significant progress in school education after 1990s. The government of Nepal has been working towards improving access to school education and enhancing the quality education across the country. Regarding the status of school education, this study has been conducted to examine the present growth trends of school education focusing on basic education in Nepal. For this, descriptive research design has been applied to analyze the data. As per the education policy changes, there has found the significance improvement in net enrolment at basic and primary education, expansion of number of schools and skill development of human resources. The study demands that Nepal needs to bring reality base school education policy for better improving school education quality and provide cent percent school education to all school children.

Keywords: *School education, Growth trends, Basic education, Nepalese education system, and Descriptive statistics.*

Introduction

Nepal has made significant progress in improving its basic and primary education over the three decades. The government of Nepal has prioritized education as a key development agenda and has taken various initiatives to increase access of quality education for all. Modern Nepalese education system was introduced and available to the citizen after 1950s. Since then government of Nepal has developed and reformed the education system of the country by forming different educational commissions at different time intervals.

The school education expansion plan was begun with the establishment of Nepal National Education Planning Commission (NNEPC-1956) that advised the government of Nepal to ensure universal, free and compulsory primary education along with infrastructural development and supply of teachers in schools (Ministry of Education, 1956). The All Round National Education Committee (ARNEC) was established in 1966 for the development of school education system in Nepal. That committee suggested for the enactment of the Education Act to supply sufficient legal support to the emerging national education system (Ministry of Education, 1966).

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Nepal had adopted National Education System Plan (NESP) in 1971 for the implementation of the education system and defined the role of the government in the increment of education programs (Ministry of Education, 2016). Therefore, Nepal's education policy was regarded as a given course of action that has been designed to serve as a guide for achieving stated strategies and goals. Nepal has developed and implemented educational development policies, to achieve educational development in Nepal.

By concentrating on Basic and Primary Education in Nepal, the current study addresses difficulties of policy implementations. Primary education is the foundation of learning and eradicating illiteracy from the nation. In primary education, children can understand the socio-economic development of the nation. Primary education was five years in Nepal (National Education Commission, 1992). Presently it has become eight years of basic education (1-8).

The five-year primary education structure was developed between 1951 and 1971 AD. When the National Education System Program (NESP) was introduced in Nepal from 1971 to 1981 AD, primary education was just three years long. The foundation of NESP was the pre-vocational courses from 4th grade, focusing only on literacy at the elementary school level (Bajracharya et al, 1998). As per the Ministry of Education Report (2015), the minimum starting age for primary education was five years. Prior until now, primary education, which formerly consisted of five years of study, has been expanded to include three extra higher grades, making basic education last eight years (1-8). The School Sector Reform Plan emphasizes on the mother tongue of introduction for early grade in primary education and confirms basic education as a human right as required by law (MOE, 2015).

The government of Nepal has implemented the School Sector Development Program (SSDP) for the country's school education sector, which includes non-formal education along with basic education which includes early childhood education from pre-primary to grade 8, and secondary grades (9-12). The goal of SSDP is to help all children between the ages of 4 and 12 reach their full physical, social, emotional, cognitive, mental, and moral potential (MOE, 2016).

Basic and primary education aims to ensure that everyone has access to free, compulsory, and high-quality primary education for all school age children by 2015. The term all children refers to any child between the ages of 5-9 for primary level and 5-12 for basic level regarding their gender, caste, and ethnicity as well as any other circumstances. Nepal has utilized a range of approaches to guarantee that all children obtain a primary and basic education.

Nepal is emerging phase of education development under which formulated different education policies and programs. School education is the foundation of education momentum for empowering conciseness of citizen. Under school education, basic and primary education is the very prime phase of learning which needs appropriate education policies and effective implementations ensuring quality education. There needs continuous research study to identify the policies effectiveness. To concentrate the study in track, the statement of the problem has been designed as: to what extent are the Nepalese education policy and practices effective to ensuring quality education management in basic and primary education sector. Examining the policies and procedures used in Nepal's basic and primary education is the study's overarching goal. The specific objective of this study was to analyze the growth trends of basic and primary education in Nepal.

Review of Literature

Before the starting of the first plan, there were 1,165 primary schools in the country. During the first plan, the attention was given education during the plan periods, 2,000 primary schools were established in the country. The Ranas had increased the national primary enrollment to only 0.9 percent of the 6-10 year age group and the overall literacy rate was only 2 percent. The education was acknowledged to have been a force of social change both the Ranas and by their adversaries in Nepal (Sharma, 1990).

The National Education Commission Planning Report's objectives for education are that it must be universal, national, satisfy individual needs, and be in the public interest. Plans were already in place for primary education, 400 teachers were being educated each year, and these new instructors were opening new schools on a constant basis (NPC, 1956). The Second Plan (1962-65) focused toward education had been given, during the plan period where the focus was on enhancing rather than constructing new educational facilities (NPC, 1962).

The planners purposed to provide free and compulsory primary education by 1880 with UNESCO targets. When it came to elementary education, the goals were to enroll 40% of boys and girls between the ages of six and eleven in classes and to increase the teacher preparation program by a similar percentage (NPC, 1965). The development in the area of primary education thus far was quite positive. Nearly 32% of children in primary school-age had access to primary education facilities. Fifteen model elementary schools had been established. Since salaries accounted for more than 80% of income however there was insufficient funding for other educational inputs (NPC, 1970).

Primary education was suggested to move from 1-3 to 1-5, while lower secondary education was proposed to alter from 4-7 to 6-7. The goal of elementary education was to instill in kids habits of disciplined and clean life in addition to teaching them the three R's. The objective of the policy was to improve education standards while consolidating the currently available educational facilities (NPC, 1980).

The seventh plan (1985) identified elementary education as one of the fundamental requirement. By the end of the plan, significant illiteracy (60%) and the low proportion of girls enrolled in basic schools had become problems (NPC, 1985). Government's commitment to achieving universal primary education and increasing the rate of literacy to 67 percent by the year 2000 AD was reaffirmed in the eighth plan (NPC, 1992). As per government declaration and promise, free and mandatory elementary education may be implemented progressively. The strategy included a provision for building an institutional, administrative, and physical infrastructure framework to support this (NPC, 2002).

Twelfth Plan (2010) placed a strong emphasis on delivering high-quality instruction while maintaining free and mandatory basic education (Grade 1-8) by implementing a work plan with a clear direction that is efficient for basic education and creating a clear action plan to address any outstanding issues with teacher management and educational administration (NPC, 2010).

The goal of the educational plan was to offer a secondary school system that was both integrated and free and enhance the standard of instruction at all levels (NPC, 2013). The plan basically

focused on management of basic education making free and compulsory. The plan expected to be net enrolment at basic level (1-8) would be reached 94 percent (NPC,2016).

NNECR (1956) argued that education should be delivered based on the populist idea of equality. The research emphasized the need for free and required education in order to address the issue of negligent parents and ensure a fair distribution. Both primary education in Nepal (1983) and mobilization of teachers, educators, and their organizations in combating child labour (1996) provided analyses of the mandated primary education programs put in place in the middle of the 1960s and the middle of the 1990s(CERID,1996).

BPEP-II concluded that alternative School Management Committee (SMC) creation methods needed to be tried in the CPE districts.Education for Everyone (EFA) plan of action (2001-2015) Nepal highlighted problems of reaching the underprivileged and impoverished children, eliminating gender inequities, and meeting the requirements of diverse special needs children in order to ensure free and compulsory primary education for all. The strategy included a provision for building an institutional, administrative, and physical infrastructure framework to support this (NPC,2002).

Nepal's Constitution (2015) ensures that every person has the right to free, obligatory basic education up to the secondary level as well as access to basic education. Every person is guaranteed the right to receive free and obligatory basic education as well as free education up to the secondary level which reflects thebasic education as a fundamental right (Government of Nepal,2015).

As pointed out by Bell and Stevenson (2006), a policy is political in the sense that it determines what needs to be done, to whom it benefits, for what purpose, and who pays for it. Public policy is a cohesive set of responses to a problem that has arisen. It enables cooperation among stakeholders to mitigate the crisis. Durak (2011), in the educational research, the significance of implementation has grown evident. The policy implementation could be affected by numerous factors however it is not controlled to political and economic influences, socio-logical trends, technological improvements, and legislative requirements. Education policies address a wide range of topics, including equity, the overall standard of educational outcomes, learning environments in schools, and the system's ability to prepare students for the future, in addition to issues like funding, efficient governance for evaluation and assessment (OECD,2015).

Alharbi (2019) has examined recent and up-and-coming problems in educational policy. According to the study, big class sizes have a negative impact on student success. Local governments were forced to raise class sizes over the permitted number of students as more kids entered the educational system. Based on the facts that were available, it was crucial to create exceptional policies that would lower class sizes without sacrificing student progress.

Research Method

This study has applied the descriptive research design basically to analyze the growth trends of basic and primary education in Nepal. Research design in educational research is a specific strength of qualitativeand quantitative work with its focus on located meanings is that it facilitates

the development of substantive areas and research questions in the ongoing development (Haywood, Mac An & Ghail, 1998).

This study has applied the descriptive research design because this study describes about education policy provision and practices, growth trends of basic and primary level education in Nepal. Besides this, this study also describes the problems of effective implementation of education policy in basic and primary education. Similarly, this study applies explanatory design because it explained about the cause and effect of basic education policies on quality education in Nepal.

The researcher has collected the secondary data from various sources published and unpublished and different archives like, published books, journals, different policies, plan documents, study reports, school documents of sample schools, publication by government of Nepal.

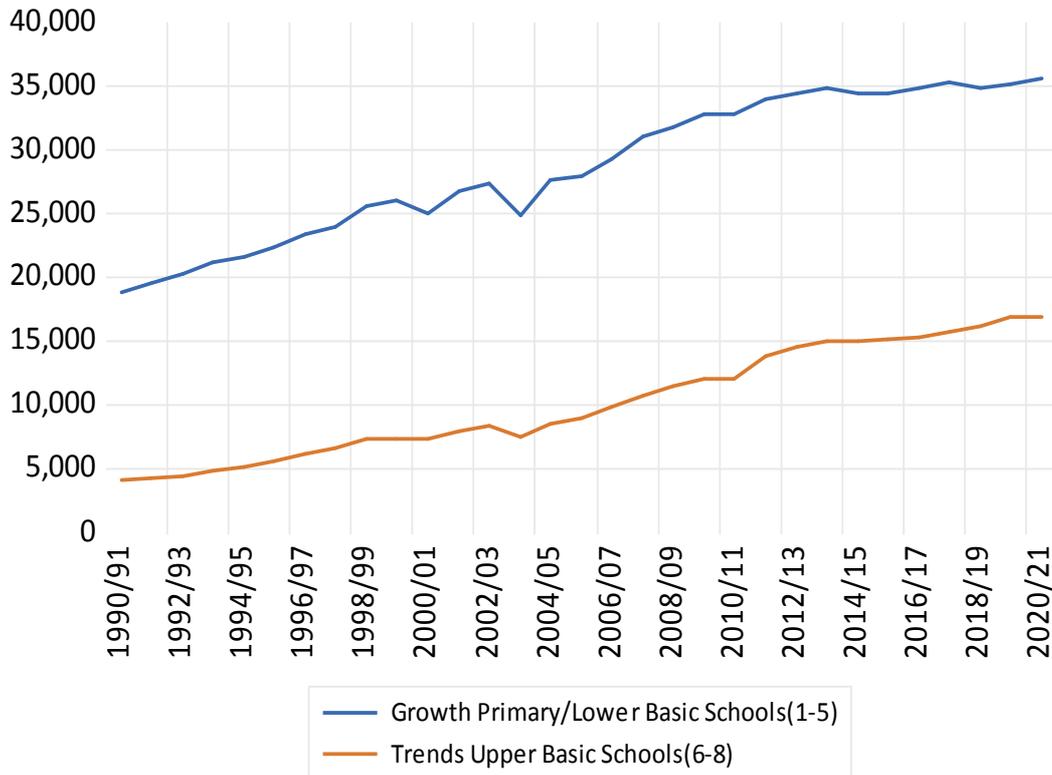
Data analysis presents the processes and methods of data analysis enhancing the intellectual and analytical meanings of individuals. Secondary data were collected and cleaned up using statistical tools, tabulated and analyzed.

Discussions and Findings

As per the latest Nepal's school system practices of education regarded by the education policies, the school education system of Nepal consists as Basic Education (1-8) which has also divided Lower basic (Primary 1-5) and Upper basic education (6-8) and Secondary education (9-12) now, but this was categorized as Primary (1-5), Lower Secondary (6-8), Secondary School (9-10) and Higher Secondary education (11-12) previously. The integrated school education has broadly divided into Basic Education (1-8 Grades) and Secondary Education (9-12 Grades) only which has brought into execution with an amendment in the education act. Most of schools in Nepal are running basic education system and others are operating classes into secondary education. Nepalese schools are categorized as community schools which are supported by the government and institutional schools which are established by parents and trustees.

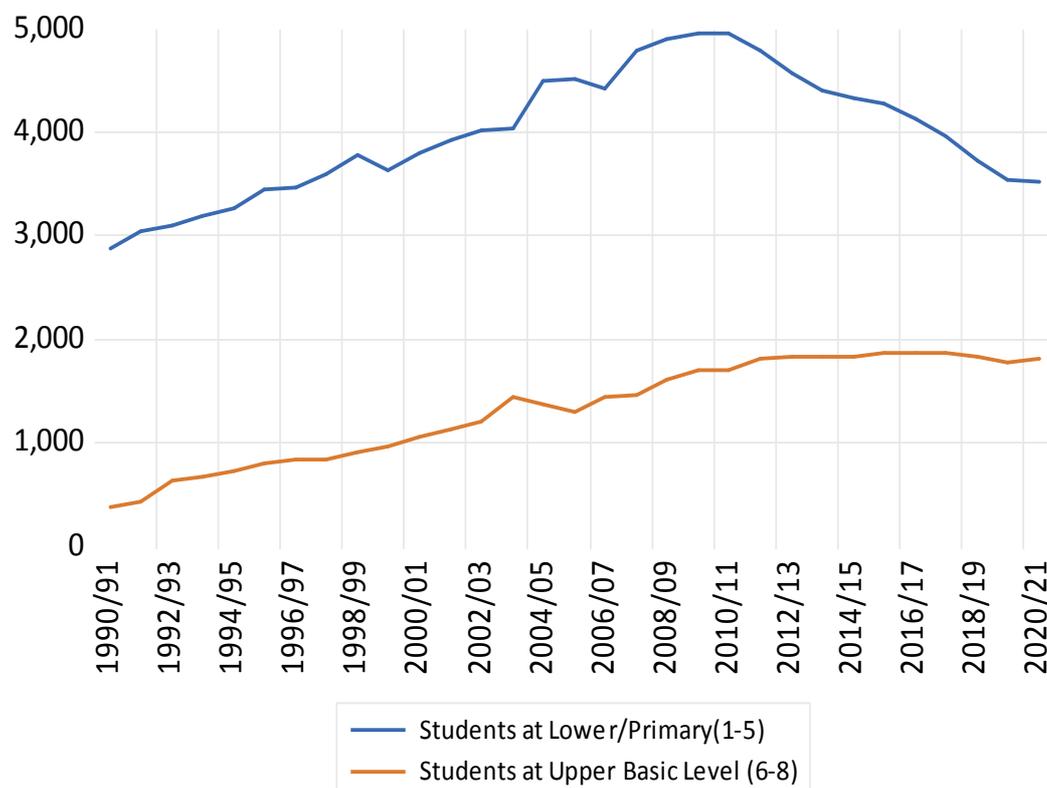
Enrolment Students and Schools in Basic and Primary Education

There has been significant progress in the education system of Nepal. There has been increasing the establishment of primary schools and basic level schools in the study periods. There were all together 18 thousand 6 hundred 94 primary (Lower basic 1-5) schools and 4 thousand 45 upper basic school (6-8) in 1990. The number of primary schools (1-5) has reached to 35 thousand 4 hundred 45 and upper basic schools (6-8) has also reached to 16 thousand 8 hundred 47 in the year 2020. The data of schools signify the satisfactory progress in the establishment of schools for primary and basic education over the period of 1990-2020.

Figure 1: School Status at Primary (1-5) and Upper Basic Education (6-8).

Source: MOF, *Economic Surveys (2010/11 & 2021/22)*

Figure 1 displays the Primary/Lower Basic Level (1-5) and Upper Basic Level (6-8) schools over the periods of 1990-2020 in Nepal. The trends of schools were found increasing direction during the study period. Total students enrolment at Primary Level (Lower basic 1-5) were 2884 thousands and Upper basic education (6-8) were 378 thousand in 1990 whereas the students' enrolment number was reached 3521 thousands in primary education and 1817 thousands in basic education (6-8) in 2020. The students' enrolment data speaks that there has been satisfactorily incensement in the enrolment of students in primary and basic education over the period of 1990-2020.

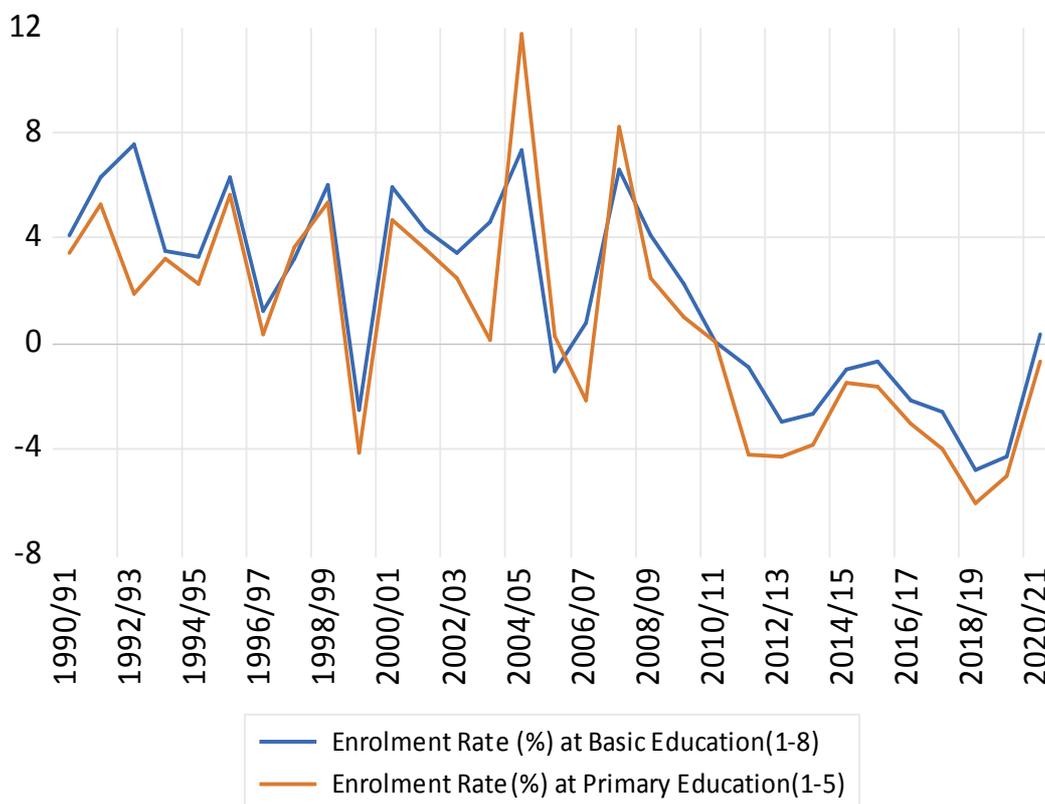
Figure 2: Students Enrolment Status of Primary (1-5) & Upper Basic Education (6-8)

Source:MOF, Economic Surveys (2010/11 & 2021/22)

Figure 2 depicts the students' enrolment at Primary/Lower Basic Level (1-5) and Upper Basic Level (6-8) over the period of 1990-2020. As per the figure, the trends of students' enrolment in the determined levels seem increasing direction with the supporting policy provisions.

Enrolment Growth Rate of Basic and Primary Education

The education system of Nepal has been enormously expanded over the period of 1990-2020. The enrolment at primary education (1-5) and basic education (1-8) was remarkably changed during the period of 1990-2020. There were 2884 thousand students enrolled in primary education and 3262 thousand students enrolled in basic education in 1990 whereas the students enrolment number has significantly increased in 2020. In 2020, the total enrolment number of students reached 3521 thousand and 5338 thousand respectively in primary education and basic education.

Figure 3: Students Enrolment Rate (%) at Primary Education (1-5) & Basic Education (1-8).

Source: MOF, Economic Surveys (2010/11 & 2021/22)

Figure 3 depicts that the growth rate of enrolment at primary and basic education fluctuating over the periods of 1990-2020. The growth rate was 3.41 percent and 4.12 percent enrolment rate in primary education and basic education in 1990. The highest enrolment rate in primary education (11.71 %) in 2004/05 while it was the lowest enrolment growth rate (-6.05%) in 2018/19. Similarly, the highest enrolment growth rate in basic education was 7.52 percent in 1992/93 whereas the lowest enrolment growth rate (-4.83%) in 2018/19.

There has been significant progress in the student enrolment trends at primary education (1-5) and basic education (1-8) over the study periods. However, it demands to be paid more attention toward the increment in the enrolment in both educations in the coming days for ensuring 100 percent of children who meet the criteria of enrolment in this education as per the constitution of Nepal 2015. The net enrollment rate for primary education is calculated by dividing the number of children in the official primary school enrolled in primary, basic and secondary education by the population of the same age group and multiplying by 100 (UNESCO, 2014).

Table 1: Trends of Net Enrolment at Primary, Basic & Secondary Education (2006- 2020)

<i>Year</i>	<i>Net Intake Rate (Grade-1)</i>	<i>Net Enrolment Rate at Primary (1-5)</i>	<i>Net Enrolment Rate Basic (1-8)</i>	<i>Net Enrolment Rate Secondary (9-12)</i>
2006/07	75.2	86.5	68.6	18.2
2007/08	78.0	89.1	71.0	20.0
2008/09	81.0	91.9	73.0	21.0
2009/10	86.4	93.7	83.2	23.9
2010/11	89.0	94.5	86.0	27.1
2011/12	90.7	95.1	86.6	30.6
2012/13	91.2	95.3	87.5	32.4
2013/14	91.6	95.6	86.3	33.2
2014/15	93.0	96.2	87.6	34.7
2015/16	93.9	96.6	89.4	37.7
2016/17	95.2	96.9	91.0	38.9
2017/18	95.9	97.2	92.3	43.9
2018/19	96.3	96.5	92.7	46.4
2019/20	96.9	97.1	93.4	47.6
2020/21	97.3	97.4	94.7	64.6

Source: MOF, *Economic Survey (2010/11 & 2020/21)*.

Table1 depicts the net enrolment status of school education at different levels over the period of 2006-2020. The increasing net enrolment shows that country is a way to provide free and compulsory education to everyone. The net intake rate at GradeI was 75.2 percent in 2006/07 while it reached to 97.3 percent in 2020/21, the net enrolment rate at primary education (1-5) was 86.5 percent in 2006/07, it reached 97.4 percent in the year of 2020/21, the net enrolment rate (1-8) was 68.6 percent in 2006/07 while it reached 94.7 percent in 2020/21. Similarly, the net enrolment rate of Grade 9-12 was just 18.2 percent in 2006/07; it has reached 64.6 percent in 2020/21.

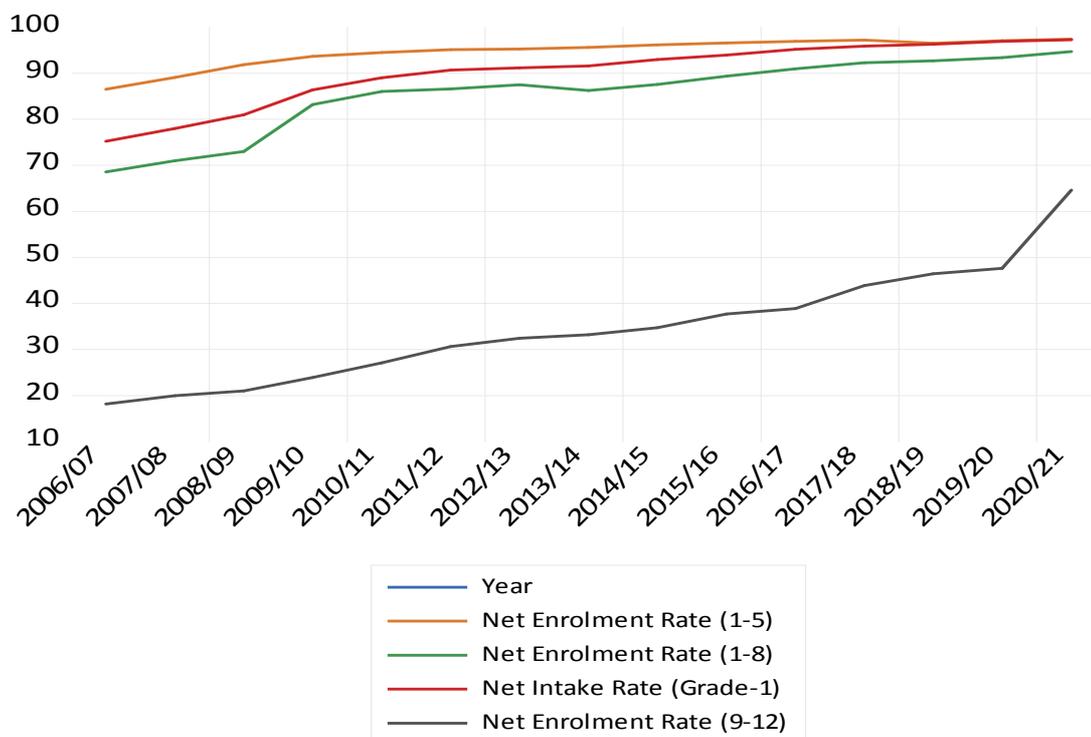
Figure 4: Net Enrolment Status at Different Education Level

Figure 4 shows the trends of net enrolment rate of school education in Nepal. As per the figure, net enrolment rate at grade one, primary education (1-5), basic education (1-8) as well as secondary education (9-12) has found increasing trends over the period of 2006-2020.

Table 2: Province-wise Details of Students Enrolment at Primary & Basic Education in 2020

Provinces	Primary Education (1-5)			Basic Education (1-8)		
	Boys	Girls	Total	Boys	Girls	Total
Koshi	98.0	97.4	97.7	97.1	96.5	96.8
Madhesh	97.2	96.2	96.2	87.0	84.4	85.7
Bagmati	97.7	96.3	97.0	96.7	95.3	96.0
Gandaki	98.0	97.6	97.8	97.1	97.0	97.0
Lumbini	97.8	96.9	97.4	96.0	95.2	95.6
Karnali	97.9	96.6	97.3	95.8	94.0	94.9
Sudurpashchim	98.2	97.2	97.7	97.0	96.0	96.5
Total	97.8	96.9	97.4	95.2	94.1	94.7

Source: MOF, Economic Survey, 2020/21.

Table 2 depicts the province-wise details of enrolment at primary education (1-5) and basic education (1-8) in 2020/21. Above table reflects the gender-wise enrolment status in different provinces where Sudurpashchim province has found the highest enrolment rate of boys (98.2) and the lowest enrolment of boys' enrolment rate in Madhesh province in primary education. In the same education, the Gandaki province shows the highest enrolment rate of girls (97.6%) whereas Madhesh province signifies the lowest enrolment rate (96.2%) in primary education. While comparing the net enrolment rate in basic education (1-8), Gandaki province has found the highest net enrolment of boys and girls intake whereas Madhesh province seems the lowest net enrolment rate of intake of students in the year of 2020/21. Data speaks that Madhesh province has categorized the lowest position of education status of Nepal.

Training Status of Teachers at Basic and Primary Education

The teacher training enhances basically two aspects as preparing teaches about the content and the methodology. As per the objective of training the teachers, the process of preparing teacher about content as what aspect and the methodology and who aspect the teachers' trainings. Teachers' trainings help to update about the recent technologies and services which can be applied for the teaching-learning activities. George and Scott (2012) remarked that trainings for organization to make development efforts aimed at effectively initiating training, facilitating employee learning and expanding individual capacities for future responsibilities. The researcher's findings showed that training and development are a concern of today's growing society. If an employee's performance is not good enough, it affects the organization.

Similarly, there were altogether 29,875 trained teachers at basic education in 1990/91 which ensures 39.21 percent. The number of trained teachers was decreased to 13.85 percent in 2002/03 as per the job transition in that period. The trained teachers reached to around 91 percent in 2015/16 as per the education policy providing quality education at school education. As well the trained teacher's number at basic education was found 73.32 percent in 2019/20. The number of percentage of trained teacher has decreased due to provision of temporary teachers and teacher relief quota as well as the gap of timely advertisement for creating new jobs appointment due to the political transitional phase in Nepal.

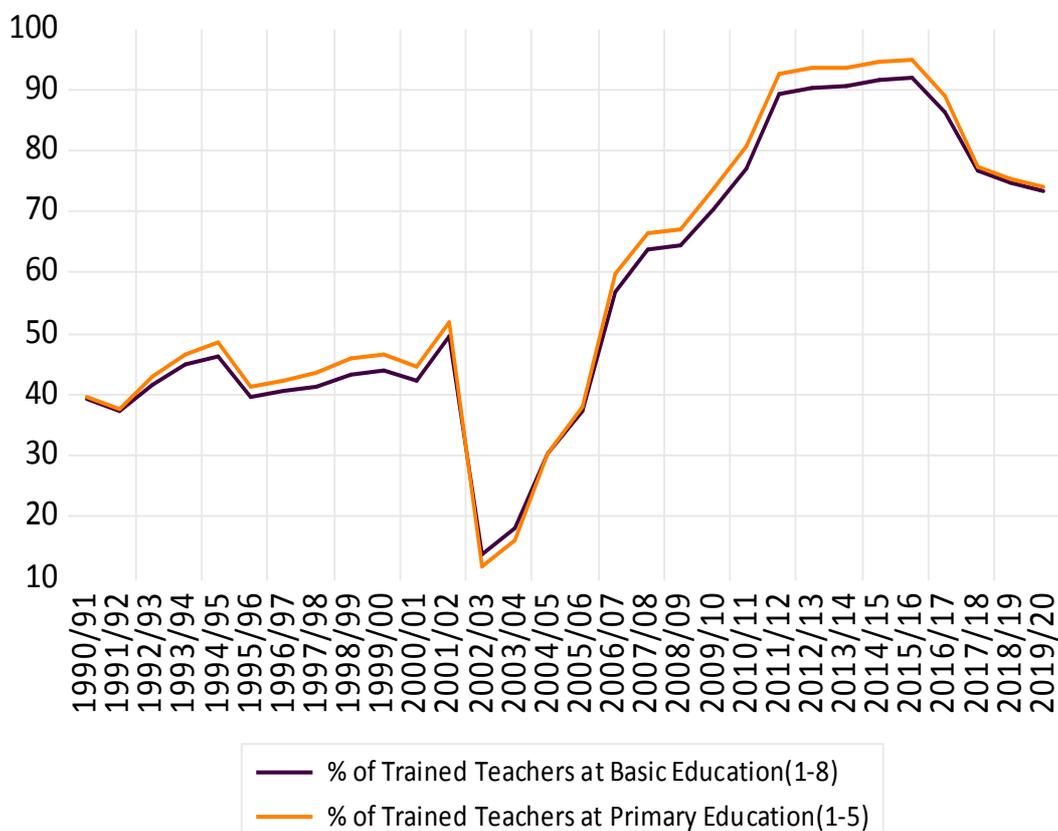


Figure 5: Percentage of Trained Teachers at Primary(1-5) & Basic education (1-8)

Figure 5 depicts the status of trained teachers at primary education (1-5) and basic education (1-8) of Nepal over the period of 1990-2019 which covers 30 years information. The trends of teachers at both educations have found similar nature. The overall trends of trained teachers were found in fluctuating nature due to job transition and political changes. While analyzing the training status of teachers at primary and basic education, there has found deviation of teacher's training in different time intervals in Nepal. There have been the critical issues for ensuring quality education due to the presence of untrained teachers. Due to the instable government, teacher's management issues have not taken seriously in Nepal.

Education Status of Sample Province (Bagmati Province)

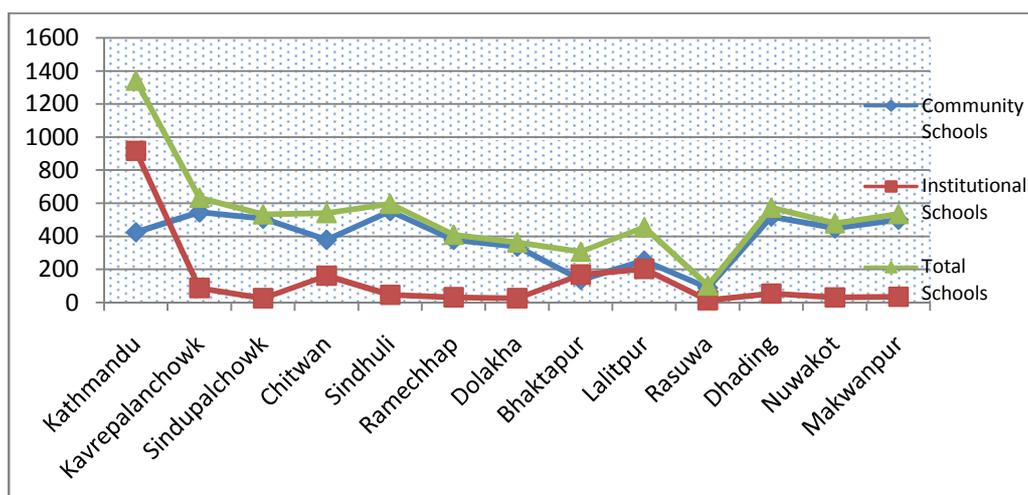
Among the seven provinces, Bagmatiprovince has been selected as the sample province by using purposive sampling method. There are 13 districts under which there are 6 thousand 8 hundred 65 primary schools out of them 5074 community schools and 1791 institutional schools. While observing the data toward basic education in this province, there are 6907 Basic level (1-8) schools out of them 5105 community schools and 1802 institutional schools. The details of district wise primary and basic level schools have been shown in the table below:

Table 3: District-wise Primary and Basic Schools in Bagmati Province, 2020

Districts	Primary/Lower Basic Level (1-5)			Basic Level (1-8)		
	Community Schools	Institutional Schools	Total	Community Schools	Institutional Schools	Total
Kathmandu	425	916	1341	443	918	1361
Kavrepalanchowk	546	87	633	547	87	634
Sindupalchowk	507	25	532	507	25	532
Chitwan	379	161	540	381	166	547
Sindhuli	552	45	597	554	45	599
Ramechhap	378	31	409	378	31	409
Dolakha	338	25	363	338	26	364
Bhaktapur	138	168	306	141	170	311
Lalitpur	253	203	456	253	204	457
Rasuwa	89	13	102	89	13	102
Dhading	520	53	573	520	53	573
Nuwakot	449	30	479	450	30	480
Makwanpur	500	34	534	504	34	538
Bagmati Province	5,074 (17.71%)	1791 (27.89%)	6,865 (1.58%)	5,105 (17.71%)	1,802 (27.98%)	6,907 (19.59%)
National Total	28,643	6420	35,063	28,821	6,441	35,262

Source: MOEST, Flash-I Report (2019-020)

Table 3 depicts that there are 17.71 percent primary community schools whereas there are 27.89 percent of primary institutional schools as well 19.58 percent of total primary schools in this province. Analyzing the basic schools status of this province, there are 19.59 percent of basic schools are operating in Bagmatiprovince out of total community schools, 17.71 percent community schools as well 27.98 percent of institutional schools are running in this province.

Figure 6: District-wise Schools Status of Primary Schools (1-5) in Bagmati Province upto 2020.

As per Figure6, there has been shown the primary community schools and institutional schools and total primary schools which are running in different districts in Bagmati province. Kathmandu district represents the largest number of primary schools in total where there are highest numbers of institutional schools (916) and there are largest numbers of primary community schools (552) in Sindhuli district.

Figure 7: District-wise Schools Status of Basic Education (1-8) in Bagmati Province upto 2020.

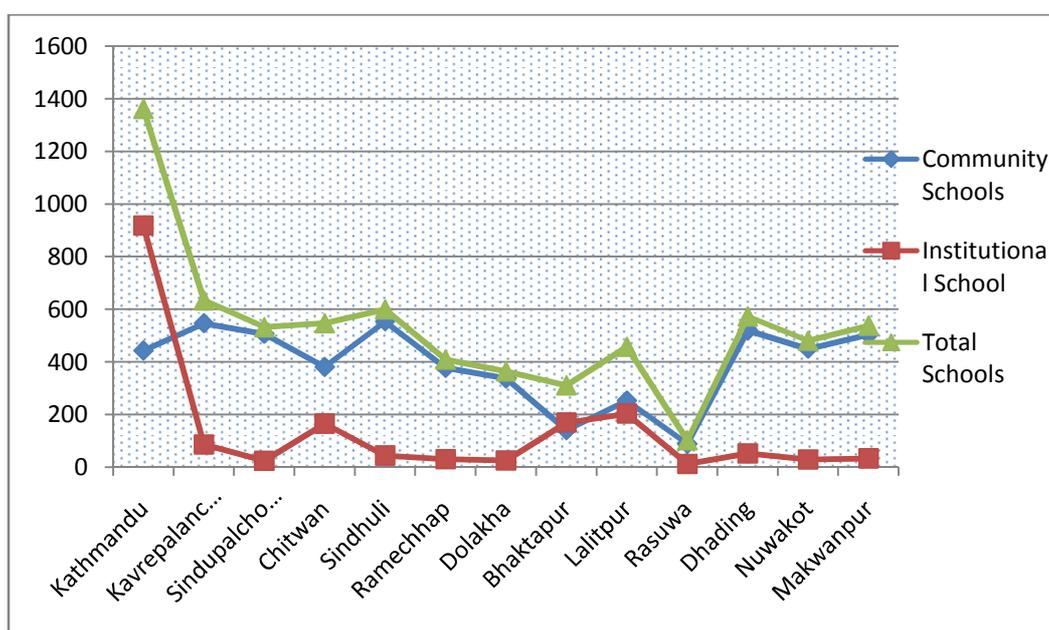


Figure 7 the total basic schools as community and institutional schools which are running in different districts in Bagmati province. In case of basic schools, there are the highest numbers of basic schools in Kathmandu district in total (1361) in which there are large numbers of institutional schools (916). As well, there are the highest numbers of community schools (554) in Sindhuli district.

Table 4: District-wise student's Enrolment in Bagmati Province 2020

Districts	Primary/Lower Basic Level (1-5)			Basic Level (1-8)		
	Girls	Boys	Total	Girls	Boys	Total
Kathmandu	19155	18829	37,984	33651	32832	66483
Kavrepalanchowk	12798	11912	24,710	21437	19454	40891
Sindupalchowk	14179	13354	27,533	22681	20599	43280
Chitwan	16795	16552	33,347	28131	26705	54836
Sindhuli	18543	17929	36,472	28904	27101	56005
Ramechhap	8593	8016	16,609	14761	13574	28335

Dolakha	8063	7390	15,453	13633	12198	25831
Bhaktapur	4432	4434	8,866	7362	7059	14421
Lalitpur	7003	7249	14,252	11983	11972	23955
Rasuwa	1960	1857	3,817	3180	2921	4101
Dhading	15574	15410	30,984	25512	24341	49853
Nuwakot	14030	12624	26,654	22220	19666	41886
Makwanpur	22179	21917	44,096	34472	32549	67021
Bagmati Province	1,63,304	1,57,473	3,20,777	2,67,927	2,50,971	5,18,898
National Total	13,16,431	11,71,955	24,88,386	20,15,104	17,91,535	38,06,639

Source: MOF, Economic Survey 2020/21

Table 4 represents the district-wise students' enrolment at primary and basic education in Bagmati province. There were all together 24 lakh 88 thousand 3 hundred and 86 students' enrolled nationally out of which 13 lakh 16 thousand 4 hundred and 31 boys and 11 lakh 71 thousand 9 hundred and 55 girls. It signifies that 52.90 percent boys and 47.10 percent of girls were enrolled nationally in the year of 2020. In Bagmatiprovince, there were all together 3 lakh 20 thousand 7 hundred and 77 students enrolled out of which 1 lakh 63 thousand 3 hundred and 4 and 1 lakh 57 thousand 4 hundred and 73 girls.

In comparing the students' enrolment in accordance to districts, the greatest number of students was enrolled in Kathmandu district whereas the lowest number of students enrolled in Rasuwa district. As per gender-wise analysis, in the sample districts like Kathmandu, Chitwan and Sindupalchowk, the girls' enrolment was found greater than boys at primary as well as basic education.

Figure 8: District-wise student's Enrolment at Primary Education (1-5) in Bagmati Province (2020).

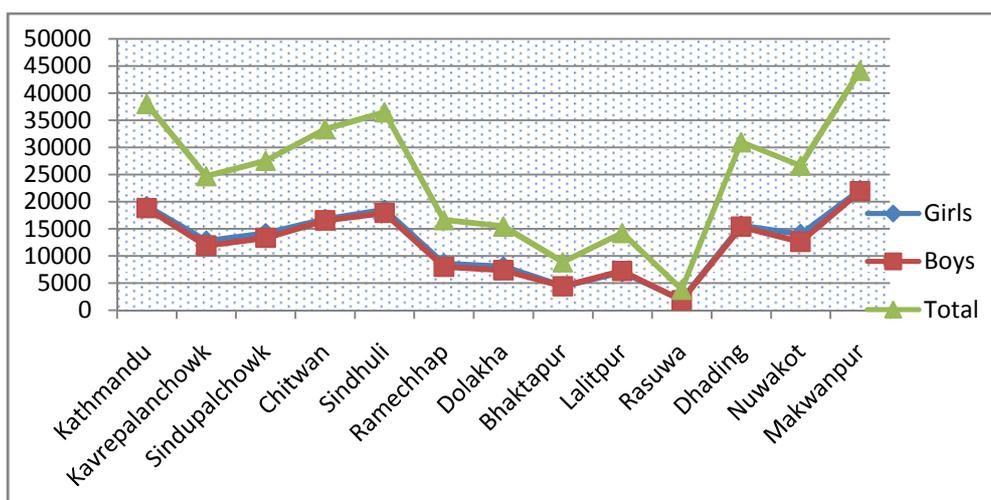


Figure 8 depicts the district-wise enrolment in different districts in Bagmati province where the largest number of enrolment of students was recorded in Kathmandu district and smallest enrolment rate was in Rasuwa district in the study period.

Figure 9: District-wise Student's Enrolment at Basic Education (1-8) in Bagmati Province (2020)

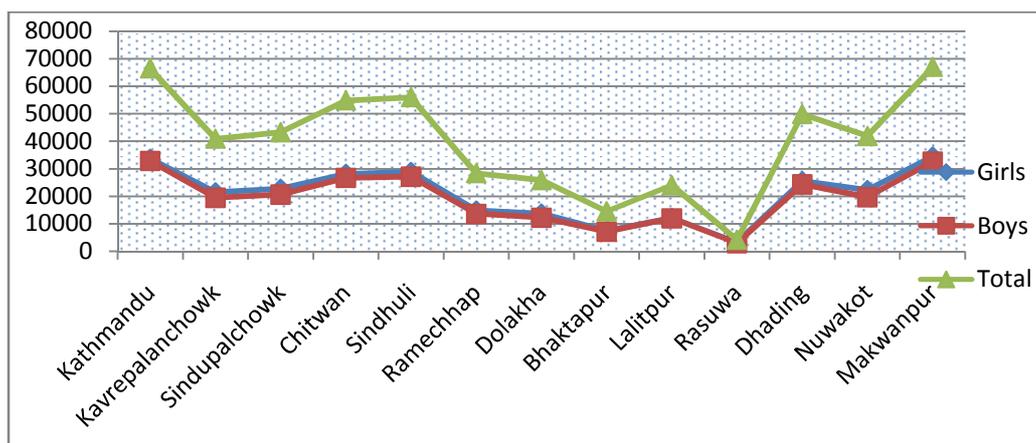


Figure 9 displays the student's enrolment at basic education in different districts of Bagmati province. The highest numbers of students were enrolled in Kathmandu district and the smallest number of students enrolled in Rasuwa district in the Basic education. The practices of education policies can be observed through the employing the teachers in terms of gender basis. Gender base employment teachers are assumed to be empowering of gender equality and rational production of human capital in the country. The district-wise teachers' status in sample province is shown in Table-5:

Table 5: District-wise Teachers Status in Bagmati Province, 2020

Districts	Lower Basic Level (1-5)			Basic Level (1-8)		
	Female	Male	Total	Female	Male	Total
Kathmandu	6096	1312	7408	6938	2479	9417
Kavrepalanchowk	1194	1430	2624	1442	1899	3341
Sindupalchowk	851	1348	2199	1006	1762	2768
Chitwan	1919	1441	3360	2081	2,073	4154
Sindhuli	918	1115	2033	1050	1459	2509
Ramechhap	629	891	1520	723	1231	1954
Dolakha	565	902	1467	676	1139	1815
Bhaktapur	1115	535	1650	1267	773	2040
Lalitpur	1599	773	2372	1837	1176	3013
Rasuwa	149	255	404	175	310	485
Dhading	989	1438	2427	1177	1799	2976

Nuwakot	714	1236	1950	869	1580	2449
Makwanpur	922	1249	2171	1107	1,647	2754
Bagmati Province	17,660	13,925	31,585	20,348	19,327	39,673
National Total	66,145	83,502	1,49,647	74,923	1,12,236	1,87,159

Source:MOF, Economic Survey, 2020/21

Table 5 expresses that district-wise as well as gender-wise employment of teachers in different districts in Bagmatiprovince. In total observation, the researcher has found that 31 thousand 5 hundred and 85 total teachers under which there are 17,660 male teachers and 13,925 female teachers are working at primary education in this province. The district-wise as well as gender-wise teachers at primary education have also been presented in the Figure-10:

Figure-10: District-wise Teachers Status at Primary Education (1-5) in Bagmati Province 2020

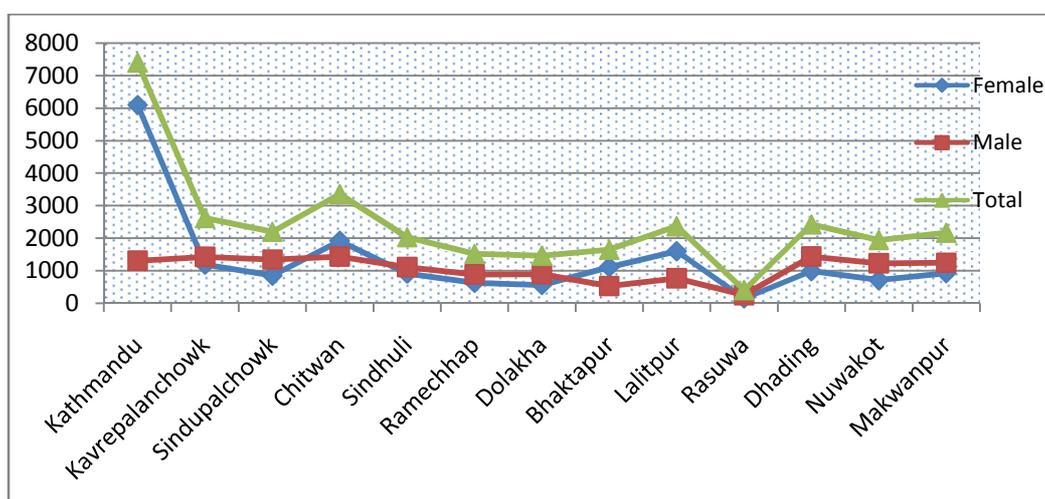


Figure 10 depicts the district-wise distribution of teacher's involvement at primary education. Kathmandu district signifies the highest number of teachers whereas Rasuwa district presents the smallest number of teacher's employment. While comparing the teacher's employment in the sample districts, more female teachers are employed in the Kathmandu and Chitwan districts whereas more male teachers are employed in Sindhupalchowk at both levels. Basically, in the urban based districts, there are more female teachers at primary and basic education with the causes of understanding the value of education by the citizens and pressure of foreign employment of male. There was the pressure of male teachers due to gender inequality in the rural based districts and social disparities.

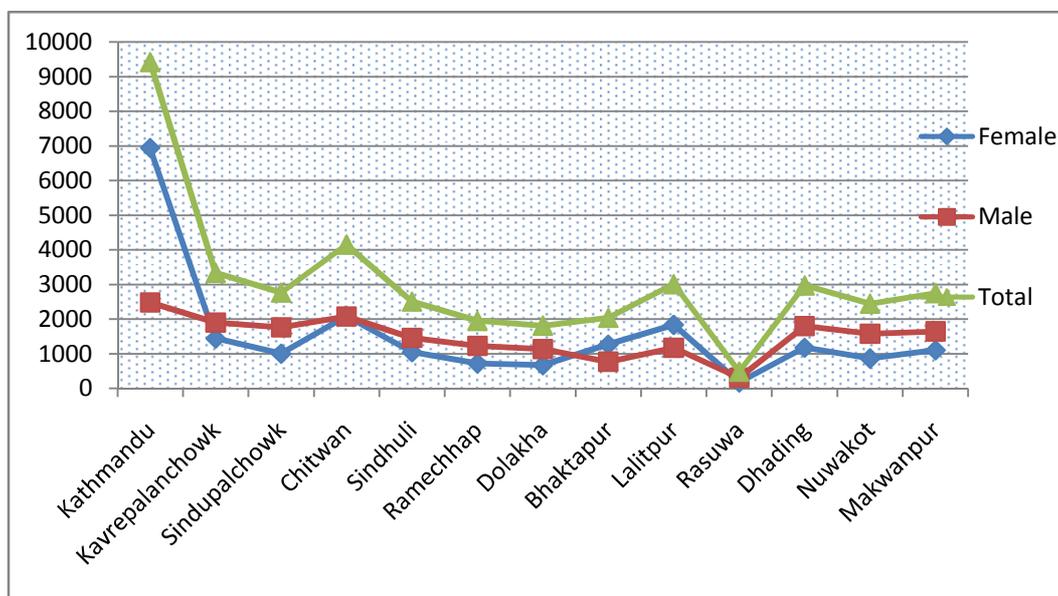
Figure 11: District-wise Teachers Status at Basic Education (1-8) in Bagmati Province, 2020

Figure 11 displays the teachers' employment at basic education as per the district basis in Bagmati province. As primary education, Kathmandu district presents the highest number of teacher's employment and smallest number of teacher's employment in Rasuwa district in this province. Access of quality education hinders with various factors. The quality of education is poor due to lack of sufficient competent teachers, required classrooms, timely availability textbooks and teaching materials that prevents children from attending school. The school's inability to implement the curriculum in a way that is relevant to daily life is another factor that discourages registration and attendance.

CONCLUSIONS

The integrated school education has broadly divided into Basic Education (1-8 Grades) and Secondary Education (9-12 Grades). There has been increasing the establishment of primary schools and basic level schools in the study periods. The enrolment at primary education (1-5) and basic education (1-8) has remarkably changes during the period of 1990-2020. Then students enrolled in primary and basic education was significantly increased in the study periods. The increasing net enrolment shows that country is a way to provide free and compulsory education to everyone.

The number of trained teachers at primary education had decreased at 11.70 percent with the reasons of employment transition and the highest number trained teachers (95.05%) were found in 2015/16 as per the policy of trained teachers for improving quality education at school level. Analyzing the basic schools status of this province, there has found around 20 percent of basic schools were operating in Bagmati province out of total community schools. Kathmandu district

signifies the largest number of primary schools in total where there are highest numbers of institutional schools.

The enrollment rate in primary schools has found improving significantly over the years. Efforts were made to increase access to education to all school age children. The government of Nepal has implemented various initiatives such as School Sector Development Plan (SSDP) to improve enrollment rates. Regarding the literate, the rate of literacy in Nepal has shown improvement in recent days, which is a positive indicator of growth in basic and primary education. Efforts have been made to reduce the gender gap in literacy rates and ensure equal access to education for boys and girls. Government of has invested in teacher training programs to enhance the quality of education and create professional development opportunities for teaching staffs for improving teaching methodologies and learning outcomes. Similarly, there has been an emphasis on promoting community involvement in education where local communities, parents and stakeholders have been encouraged to actively participate in school management in decision-making

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