

STUDY AND ANALYSIS OF EDUCATION SYSTEM IN NEPAL AND ITS CHALLENGES ALONG WITH ITS SOLUTION

Prince Sah¹, Rabi Sah², Suresh Kumar Sahani³, Kameshwar Sahani⁴

^{1,2}M.I.T. Campus, T.U., Janakpurdham, Nepal; ³Rajarshi Janak University,
Janakpurdham, Nepal; ⁴Kathmandu University, Nepal
sahprince792@gmail.com; sureshkumarsahani35@gmail.com

Article Info:

Submitted:	Revised:	Accepted:	Published:
Jan 10, 2024	Feb 27, 2024	Mar 5, 2024	Mar 9, 2024

Abstract

This document represent the education system in Nepal and we also want to mention the challenges and its solution to improve the quality of education in Nepal. In this project work, we highlight the evolution and present status of Nepal The project begins with the concept of education, historical background and evolution of education in Nepal and it's also include the structure of education system in Nepal. Furthermore, the project explores the challenges and its solution of education system in Nepal.

Keywords: Quality education, Evolution, Present status, Historical background

Introduction

Education is a critical aspects of human development and progress, and it is no different in the case of Nepal with a rich history and culture heritage. Nepal is a fascinating country with a diverse population. The education system in Nepal has undergone significant

changes and development /paper aims to an in-depth analysis of the current state of education in Nepal

According to S.K. Sahani (2023) the research project expressed the literacy rate in recent years is increased with certain rate than the previous years. And he studied the different level of education level of Nepal including primary secondary and higher level.

Another study was done on the number of schools in Nepal with its increasing level (Sahani et al..2023). Sahani and his colleagues help to study the literacy rate of different level. And also mentioned the challenges and its solution for the improvement of education status in the context of Nepal.

The education system in Nepal is governed by The ministry of education ,science and Technology. On31st march 2023 Ashok Rai was elected as the minister of education, science and Technology department. It is structured into primary, secondary ,and higher education. The Nepalese government has made vital efforts to improve access to education ,particularly in rural and remote areas, and the results have been encouraging.

The history of education in Nepal can be traced back to ancient times when the Gurukul System was prevalent. This traditional system of education system was based on apprenticeship, where students would live with their teachers and learn various subjects including religions, philosophy and practical skills. As Nepal opened to the influence of other countries, including Britain, the education system underwent significant changes, and the modern schools were introduced. During the Rana dynasty (1846-1951), the education system in Nepal was confined to the rulling class, and the majority of the population was illiterate. After the fall of Rana dynasty, the introduction of democratic governance that the education system in Nepal began to expand and after this period, Nepal government made efforts to improve access to education and to provide education to all. In the year 1980s the government introduced a policy of extending free education to secondary level and in 1990s the establishment of universities which help to expand higher education.

The current status of education in Nepal is a mixture picture with both positive development and ongoing challenges. On the one hand there has been significant progress in increasing access to education and improving the quality of education in recent years in Nepal on the other hand there are still significant disparities in access to education, particularly in rural areas and for children from disadvantages background.

Enrollment and Literacy Rate: The enrollment rate in primary education in Nepal has increased in recent years, reaching 85% in 2019 A.D. According to the world bank. Additionally, the literacy rate in Nepal has increased from 69.5% in 2068B.S. to 76.3% in 2078 report by Center Bureau Of Statistics.

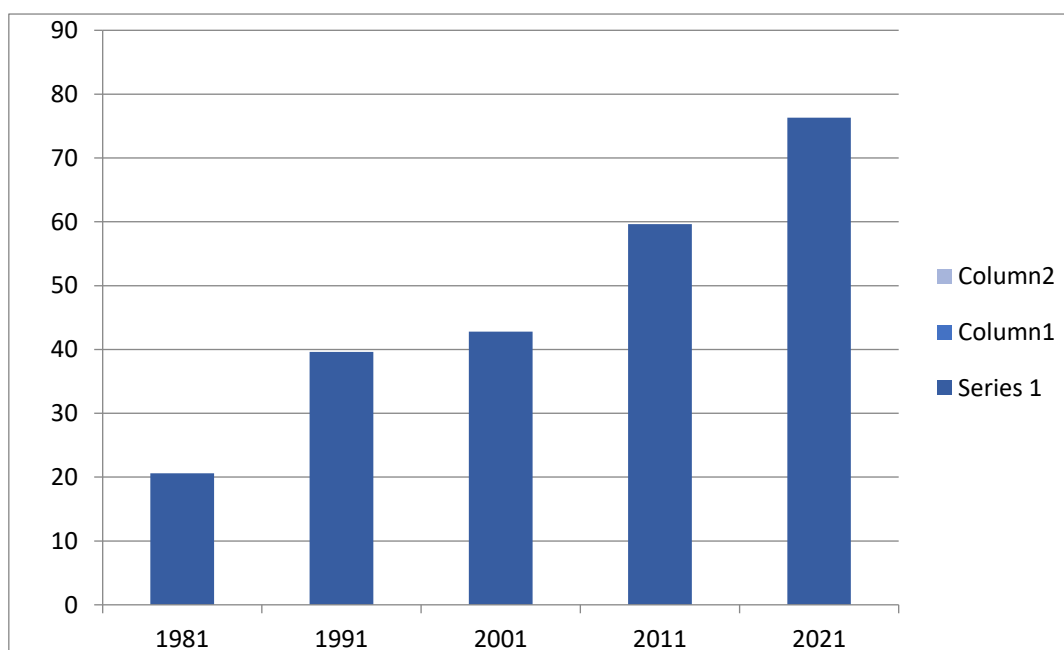
Access to Education: The Nepalese government has made significant efforts to increase access to education, particularly In rural areas. Programs such as community schools programs have successfully enrolled over 50,000 students from underprivileged backgrounds.

Quality of Education: Despite progress in increasing access to education the quality of education remains a concern. Many schools lack of basic infrastructure and qualified teachers and the quality of education received by students in rural areas is often lower than that received by urban students.

Teachers Training and Availability: The Nepalese government has made efforts to improve teacher training and availability of qualified teachers, particularly in rural areas. However, there is still a shortage of qualified teachers in many areas, and many teachers remain inadequately trained.

Gender Disparities: Despite progress in increasing access to education for girls in Nepal, significant disparities remain. Girls are still less likely to attend school and to complete their education than boys, particularly in rural areas.

The diagram represents the literacy rate in different years from age group (6years above)



Population of Nepal in 1981 A.D. = 15,022,839

Literacy rate in 1981 A.D. = 20.6%

Literacy people in 1981 = 3,094,704

Literacy rate increased with = 19%

Literate people in 1982 = ?

Now,

We have

$$P_t = P e^{rt}$$

$$= 3,094,704 e^{(19/100 \cdot 1)}$$

$$= 3,094,704 \cdot 1.2092$$

$$= 3,742,270$$

*Here, we can represent the problem in real life basis using Exponential form and expressing the growth of literacy rate.

We have,

Since the literacy rate in 1981 A.D. was 3,742,270

*with the help of primary education level we can calculate literacy rate of primary level.

We have,

Total enrollment (in 1000) in 2000 A.D. = 3623

Rate of increase (R) = 6.3%

Total enrollment (in 1000) in 2001 A.D. = ?

Now,

$$P_t = P e^{rt}$$

$$= 3623 e^{(6.3/100 \cdot 1)}$$

$$= 3623 \cdot 1.06$$

$$= 3858 \text{ (in 1000)}$$

Since the total enrollment in 2001 A.D. (in 1000) is 3853

*In lower secondary education level, we can calculate literacy rate by;

We have,

Total enrollment (in 1000) in 1999 A.D. = 916

Rate of increasing(R) = 4.5%

Total enrollment in 2000 A.D.=?

Now,

$$P_t = P_e e^{rt}$$

$$= 916 e^{(4.5/100 \times 1)}$$

$$= 916 \times 1.046$$

$$= 958$$

Since the total enrollment in 2001 A.D.(in 1000) is 958.

*In secondary level education, we can calculate literacy rate by;

We have,

Total enrollment(in 1000) in 2000 A.D. =373

Rate of increasing(R) = 20.4%

Total enrollment (in 1000)in 2001 A.D. = ?

Now,

$$P_t = P_e e^{rt}$$

$$= 373 e^{(20.4/100 \times 1)}$$

$$= 373 \times 1.226$$

$$= 457$$

Since the total enrollment in 2001 A.D.(in 1000) is 457

*Number of school in secondary level education we can calculate, in this way

We have,

Total no. of school in 1999 A.D. = 4082

Rate of increasing = 6.56%

Total no. of school in 2000 A.D.=?

Now,

$$\begin{aligned} P_t &= Pe^{rt} \\ &= 4082e^{(6.56/100 \times 1)} \\ &= 4082 \times 1.067 \\ &= 4359 \end{aligned}$$

Since the total no. of school in 2000 A.D. is 4359.

The following given numerical expressed in exponential form and solve the following data with the help of exponential formula.

Challenges Faced by Education System in Nepal

Despite the progress made in recent years, the education system in Nepal still faces several challenges. One of the main challenges is the lack of resources, particularly in remote areas, where infrastructure and facilities are limited. Another challenge is the quality of education, which is often poor, and the teacher training and development are also lacking. Furthermore, there are significant disparities in access to education between urban and rural areas, and between different socio-economic groups.

Some of the major challenges facing the education system in Nepal are as follows:

***Low Enrollment and Attendance Rates**

Despite the introduction of compulsory education, many children in Nepal, especially in rural areas, do not attend school. According to the latest data from the World Bank, the net enrollment rate in primary education in Nepal was only 85% in 2019. Additionally, many children who do enroll in school dropout before completing their education. Many of the reasons also made them not to attend the school and not able to complete their higher study or qualified one. Due to lack of awareness among them, they ignore the valuation of education mainly in rural areas. And also there is lack of implementation of proper education system in rural areas.

Poor Quality of Education

The quality of education in Nepal remains a major concern. Many schools lack basic infrastructure, such as toilets, and drinking facilities, and the teacher-student ratio is often high, leading to overcrowded classrooms, and inadequate attention for individual students. Additionally, many teachers in Nepal are poorly trained, and there is lack of

qualified/experienced teachers in many rural areas of Nepal. Due to the poor quality of education the students can't be the unique one and can't reach to the top of education. Due to the lack of motivation in rural areas there is absence of quality education mainly in urban areas so, government should give highly prioritize to increase the quality of education along with members of urban areas.

Lack of Resources

The Nepalese government faces significant challenges in providing sufficient resources for the education system in Nepal. The government budget allocation for education remains low, and many schools lack adequate funding for basic supplies and infrastructure. This has a negative impact on the quality of education and students' outcomes. There is lack of proper building for the education activities and also there is lack of lab facilities such as computer lab, science lab etc. Due to the lack of proper budget the proper establishment of schools can't meet. Also there is lack of digital tools and technology for the study. Which is one of the major tools for the attraction of students these days, students show more attention to the digital resources students will prefer more to attend the school and the rate of literacy may increase in the context of Nepal.

Inequality

Despite the government efforts to provide education to all sections of the populations, significant disparities remain in access to education and in the quality of education. Children from disadvantaged background, including those from low income families and rural areas, faces significant barriers to accessing education, and the quality of education they received is often lower than that of their urban peers.

Political Instability

Political instability is one of the major causes in the history of Nepal. Due to its frequent changes in government of Nepal have had a negative impact on the education system in Nepal. This has led to a lack of consistency in policy and has hindered the government's ability to effectively implement reforms and initiatives aimed at improving the education system in Nepal. Due to the illegal activities in political system in Nepal there is insufficient budget distribution in the education sector. Due to the involvement of corrupted people as a political leader in political system of Nepal. Education system is still facing a lot of barriers in development process. There are a lot of arguments in the subject of educational development process in Nepal.

***Government Initiatives and Policies to Improve the Education System**

The Nepalese government has taken various initiatives and implemented policies to improve the education system in Nepal. One of the most successful government-led initiatives is the community schools programs, which has enrolled over 50,000 students from underprivileged backgrounds. The programs provides free education as well as other resources like textbooks, uniforms and meals to student in rural areas where access to education is limited. The program has been instrumental in increasing enrollment and reducing dropout rates, and it serves as a model for other initiatives aimed at improving access to education in Nepal.

Another initiatives that has been introduced in recent years is the implementation of digital classrooms in some schools in Nepal. This has not only improved the quality of education by providing students with access to digital resources and educational technology, but it has also helped to reduce the burden on teachers, who are now able to use digital tools to enhance their teaching methods.

Despites those challenges, the future prospects for the education system in Nepal are positive. The Nepalese government has demonstrated a commitment to improving the education system, and it has taken a number of step which are important towards achieving this goals. Additionally, the international, organizations and non-government organization have been providing support and resources to help the Nepalese government to achieve its goals.

Infrastructure investment should be prioritized by government for the construction and maintenance of educational infrastructure, particularly in rural areas. As well as provide effective training to the teachers and retention measures can help to increase education quality.

Instead of providing book knowledge to the students, provide more practical, skills-based curriculum to help students prepare for the labor market.

Community involvement in decisions- making and management can results in improved outcomes. The education problem in Nepal is a complicated issue that will require serious action from the government, society, and international organization. By addressing quality access, and relevance issues ,Nepal can pave the way for a brighter future in which every citizens has the opportunity to acquire a quality education, enabling them to contribute to the nation growth and development.

Recommendations

Given the challenges faced by the education system in Nepal, It is clear that a comprehensive approach is needed to address these issues and improve the quality of education in Nepal. Improving the education system in Nepal requires a multi-faceted approach, encompassing investment in education, teacher training and support, community involvement, gender equality, resources and support for education in Nepal.

Conclusion

In conclusion, the education system in Nepal has come a long way since its inception, and it has made significant progress in recent years, however, it still faces a number of challenges, including a shortage of trained teachers, lack of adequate infrastructure and facilities, and lack of funding and resources. The Nepalese government and international organizations have demonstrated a commitment to improving the education system, and with the right resources and support, the future prospects for education in Nepal are bright.

References

- Bajrachrya, J.R.(2014). Entanglement of higher education and strength of open and distance learning in Nepal. *American journal of Educational Research*,2(11),1091-1093.
- Bista, k, sharma, s,& Raby,R ,L,(Eds.) (2019), *Higher Education in Nepal: policies and perspectives*. Routledge.
- Gandhari, Y. (2021).Equity in higher education of Nepal. *International journal of Educational Administration and Policy Studies*.13(1), 40-47
- Gaulee, U. (2014) *Higher education in Nepal opportunities obscured by international Challenges* , *English Language and teaching in the 21st century: Issues and Challenges*, 10-31.
- Sahani, S.K.2023.The Effective Theory of Producer and Consumer Surplus; Positive Demand, Negative Supply, *Central Asian Journal of Mathematics Theory and Computer Sciences*,Vol.4,Issue 8,70-76.
- Sahani, S.K. et al.2023.The International Pricing of Risk; An Empirical Investigation of the World Capital Market Structure, *American Journal of Science and Learning Development*,Vol,2,No.7,49-65.
- Sahani, S.K. and Prasad, K.S.2023.Study and Analysis of Input| Output Analysis to Non-Linear Science ,*ACCST Research Journal*, Vol. XXL,No.1,22-30.
- Sahani, S.K.2023.Youth on Employment and Job Creation in African Countries;

- Opportunities, Challenges, Characteristics Determinants and Performance of Self-Employment Among Them the Youth in African Countries, *Central Asian Journal of Mathematics Theory and Computer Sciences*, Vol.04, No.7,27-41.
- Sahani, S.K. et al.2023.Economic Insights Unveiled: A Journey Through Input-Output Analysis in Non-Linear Mathematics, *MIKAILALSYS Journal of Multidisciplinary Science*, Vol.1,Issue 1,240-259.
- Sahani, S.K. et al.2023.Unraveling the Interdependence of Input and Output Analysis in Business Sector; A Case Study, *International Journal of Education, Management, and Technology*, Vol.1,Issue 1, 27-45.
- Kolbel, A.(2013).(DE) valuing higher education: educated youth, generational differences and a changing educational landscape in Kathmandu, Nepal. *Comparative Education*, 49(3), 331-343.
- Sharma, S., Sahani, S., Chaudhary, B., Sahani, K., & Sah, N. (2023). Asan, The Traditional Market of Kathmandu Valley: Analyzing Market Trend and Consumer Buying Behavior of Such Market. *EDUMALSYS Journal of Research in Education Management*, 1(2), 215-226. <https://doi.org/10.58578/edumalsys.v1i2.2048>