

to be solved in society and nation. Therefore, attention must be given to special rights rather than reservation and reform. In addition, this article focuses to guarantee the role of Dalit in new constitution and mentions some precautions if new constitution is set in dream (pp. 193-319).

To sum up, this book is highly informative and conceptual to gain knowledge about Dalit community to all interested stakeholders to society in general and policy makers and party leaders in specific. Furthermore, Dalit activists gain stimuli to sharp their knowledge and students of Sociology/Anthropology and get resources for their career upliftment. Lastly, it has to be said that this book ranks highly intellectual status in terms of concept, facts and figure, presentation and coherence of subject matter.

- Shanta Kumari KHATRI



Pramod Bhatta, PhD (ed.). *Education in Nepal, Problems Reforms and Social Change*, Published by: Martin Chautari, Chautari Book Series-55, (2009). Page: 373, ISBN: 978-9937-8194-0-4, Price: NRs 400

This book promotes and informs the social dialogue on education by strengthening educational researches and publications in Nepal. It is a very useful reference for both beginners and to those involving in variety of current educational researches. It also highlights the major issues and problems in Nepal's education and explains the contribution of education to social change. This book mainly highlights Nepal's primary education system since 1980's. This book not only focuses on formal schooling but also on women's literacy. This book contains nine articles: evenly divided into three broad parts and one indexing.

Promod Bhatta has talked about 'Sixty Years of Education Development in Nepal' in introductory part. It contains 'Improvement in Access and equity', 'Improvements in the Quality and Relevance', 'The Institutional Evolution of the System Scope and Structure of this book', 'Implication for further Research and Publication on Nepal's Education'.

In first part consists of different writers findings about persisting problems in school education. Sharon Stash and Emily Hannum describe in “Who Goes to School?” about inequalities in educational provisions and outcomes in Nepal revolve around gender, caste and ethnicity. Major finding is that girls face discrimination in educational opportunities even in urban areas. Similarly, Saurav Dev Bhatta in ‘Disparities in School Performance in SLC Exams’ explores disparities in student performance by gender, subject, region and type of school (private/public). Mainly, students performed poor in Maths, Science and English and performance of girls has been even lower. Lastly in ‘Private School as Battlefields’, Marth Caddell explores that private schools have also become political battlefields bearing physical and psychological brunt of the Maoist insurgency and disturbances by various student unions.

The second part explains about the reality of educational reforms. Pramod Bhatta, in ‘Improving Schools through Decentralization’ looks at the motives for educational decentralization in Nepal and describes the various strategies adopted by the Nepalese government and mainly focuses on CSSP, US\$ 5 million project. But current decentralization strategies are unlikely to be successful in enhancing the quality of education. Thus Bhatta calls for reversing the practices of ‘isolated policy-making and negotiated implementation’. In ‘Necessary but not Sufficient’, Tirth Khaniya and James Williams mainly look at the effects of two externally-funded projects in primary education –BPEP and PEDP. The authors argue that there are no necessary connections between investment in educational quality and improvements in students learning outcomes. The authors conclude that BPEP and PEDP have been somehow successful but were not so successful in terms of promoting behavioral changes among teachers and learning outcomes of the students. Similarly, in ‘Empowering the Local Through Education’, Stephen Carney, Min Bista and Jytte Agergaard talk about the way schooling is being understood, experienced and practiced by teacher, parents, students and bureaucrats in Nepal. The authors predict that community management as a discourse is likely to survive irrespective of its implementation outcomes largely because of its legitimating in international policy spaces, growing significance

of aid agencies and increasing desire of community groups for greater autonomy.

Likewise, the third part explains about Education, Nationalism and Social Change. In 'Ambivalence Denied', Pratyoush Onta looks at the role of social history as a textbook in disseminating a particular version of national history. Here, Onta shows how the Panchayat System tried to create a virile image of the nation. Similarly, Skinner and Holland in 'Schools and Cultural Production of the Educated Person' reveal that while students valued being educated, they are not just passive recipients of and dictated by whatever nationalistic and developmental agendas were disseminated through the school textbooks. Lastly, 'Women and Literacy' by Anna Robinson- Pant describe that being literate means participation of women in adult literacy classes conducted by external agencies. The writer reveals how the givers and takers have different views and motives for developing and participating in literacy programs.

- Sachit PARAJULI