

Educational Status of Women
A Case Study of Bhanodaya HSS in Bajura

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RECOMMENDATION LETTER

The thesis entitled **Educational Condition of Women: A Case Study of Bhanodaya HSS in Bajura** has been prepared by **Chandra Bahadur Rawat** under my guidance and supervision. I hereby forward this thesis to the evaluation committee for final evaluation and approval.

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APPROVAL LETTER

This thesis entitled **Educational Condition of Women: A Case Study of Bhanodaya HSS in Bajura** submitted by **Chandra Bahadur Rawat** in partial fulfillment of the requirements for the Master's Degree (M.A.) in Rural Development has been approved by the evaluation committee.

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DECLARATION

I hereby declare that the thesis entitled **Educational Condition of Women: A Case Study of Bhanodaya HSS in Bajura** submitted to the Central Department of Rural Development, Tribhuvan University, is entirely my original work prepared under the guidance and supervision of my supervisor. I have made due acknowledgements to all my ideas and information borrowed from different sources in the course of preparing this thesis. The results of this thesis have not been presented or submitted anywhere else for the award of any degree or for any other purposes. I assure that no part of the content of this thesis has been published in any form before.

.....

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ABSTRACT

The dissertation entitled "Educational Status of Women (A Case Study of Bhanodaya Higher Secondary School, Bajura), submitted to the Center Department in Rural Development in Kritipur Campus. In this study the primary data collected from Bajura district and Bhanodaya Higher Secondary Naubish bajura, in 2015. This includes 302 girls students of selected the sample size. The main objective of this study is to find out the educational status of the 302 sampled population. For this purpose, further it is done to identify their literacy status, causes of illiteracy, drop out level and causes of drop out.

To conduct this survey, semi-structured questionnaire was designed for the data collection. Most of the questions were pre-coded and some open questions had also been included in the questionnaire. A set of questions were prepared and interviewed to the targeted stakeholder from whom the data were collected. The filled up questionnaires were done manual editing thoroughly. After completing the manual edition the data were analyzed and interpretation. The analyzed data were interpreted using different statistical tools and writings.

From this survey, a total of 203 girl students were collected. This research concludes that the occupation also affects the literacy status of female. From the study, it is found that majority of respondents were involvement in agriculture as occupation because there is lack of other opportunities in study area other than agriculture.

According to caste/ethnicity, Brahmin holds 29.06 percent, followed by Chhetri (48.77%), Dalit (21.68 %) and Janajati (0.09%). All the respondents were found Hindus. Total of 428 respondents 47.42 per cent are girls and 52.58 per cent are boys. This illiteracy rate of female indicates that still the educational status of women is back-warded.

Majority of respondents 62.56 percent pointed out that, the main cause of their illiteracy is lack of awareness and 9.85 percent illiterate said that they could not go to school due to economic problem. So the main cause of lower female literacy is due to lack of knowledge or ignorance regarding the importance of women education.

While relating illiteracy by the age at marriage of respondents, the literacy status of respondents is increased in increased in age at marriage. Respondents who have low age at marriage they are almost illiterate and in increasing in age at marriage the literacy also increased. Similarly, while studying on the basis of caste/ethnicity it is found that that majority of respondents about 29.06 percent are literate from Brahmin caste followed by

Chhetri 48.77 per cent, 21.68 percent are literate from Dalit and Janajati have the lower literacy status.

Regarding the educational level of respondents, majority of respondents have got basic education from formal educational source. Only few (73.90%) have got lower secondary education, followed by secondary level (26.10 %).

Regarding causes of drop out, most of respondents (50 %) have dropped out their classes due to household work, due to marriage (25 %), due to failed exam (12.05 %) and due to economic problem (12.05 %).

While relating the drop out status with other variables, 63.05 per cent drop outers are from agriculture, 10.83 per cent from business. Similarly in caste/ethnic group Brahman 29.06, Chhetri 48.77 percent and Dalit 21.68 percent. The least population are dropped out from Janajati 0.49 percent.

More than 31.52 percent respondents told that household work is the main obstacle to get education. Similarly, due to their poor economy (17.240%) and due to lack of awareness (9.85%).

Female are deprived from education due to household work, poor economy, lack of awareness, low accessibility, discrimination and don't know, this factor are major hindering for female education.

The educational level as well as literacy status of female of sampled area is very low hence it is essential to launch different intensive programs to encourage female about the importance of education. Concerning the lack of awareness it is better to launch awareness and intensive programs to make them conscious about the importance of education and demerits of being illiterate. Intensive programs like scholarship, provision of job, opportunities for higher education, education loan, household economic support or other types of subsidies can be provided to reduce the drop out level and helps to continue their school. National policies and programs are not being able to cover various aspects of female especially in the field of education. So special concentration should be given from the policy making level. Especially National government, NGOs, INGOs, CBOs that are working on various social issues should concentrate to increase female literacy and improve the education level of female.

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ACRONYMS

| | | |
|--------|---|--|
| BA | : | Bachelor in Arts |
| BPEP | : | Basic and Primary Education Project |
| CBS | : | Central Bureau of Statistics |
| CDPS | : | Central Department of Population Studies |
| CERID | : | Center for Educational Research, Innovation and Development |
| DEP | : | District Education Plans |
| DEO | : | District Education Office |
| DOE | : | Department of Education |
| DOHEW | : | Department of Health, Education and Welfare |
| ECD | : | Early Childhood Development |
| HSEB | : | Higher Secondary Education Board |
| HSS | : | Higher Secondary School |
| IA | : | Intermediate in Arts |
| INGO | : | International Non-Governmental Organization |
| MA | : | Masters in Arts |
| MCW | : | Micro Credit for Women |
| MOPE | : | Ministry of Population and Environment |
| NDHS | : | National Demographic Health Survey |
| NGO | : | Non-Governmental Organizations |
| NPC | : | National Planning Commission |
| PCL | : | Proficiency Certificate Level |
| PNE | : | Primary and Non-formal Education |
| SIP | : | School Improvement Plans |
| SLC | : | School Leaving Certificate |
| SFDP | : | Small Farmer Development Program |
| SPSS | : | Scientific Program for Statistical Survey |
| UN | : | United Nations |
| UNESCO | : | United Nations Educational, Scientific and Cultural Organization |
| VDC | : | Village Development Committee |

CHAPTER ONE

INTRODUCTION

1.1 General Background

Education is the key for development. It is the systematic instruction to gain knowledge. It is one of the fundamental means for all for alleviating poverty and bringing improvement in the standard of living through different socio economic activities. Literacy and education are similar and both are complementary to each other. Literacy enhances access to information that may be necessary to conduct various essential activities to daily life and work. Quality education produces knowledgeable or qualified human power, which is the pillar of the nation for development. Without the progress of education it is difficult for the development of the nation.

Education develops the personality and rationality of individuals, qualifies them to fulfill certain economic, political and cultural functions and thereby improves their socio-economic condition. It has been recognized as a major instrument, which societies can use to direct the process of change and development towards desired goals.

In general, education is the means of knowledge. Education being dynamic process keeps on continuously education is life long process from conception to death. Education is only an alternate that can bring positive changes in the life of human being. Thus, education is the systematic instruction to gain knowledge which develops internal skill and capacity of individuals. Further education can be defined as the art of development of coaching, directing discipline, capacity development, act of uplifting, learn to teach and so on.

Education is considered as a backbone of national development of any country which has crucial contribution in development. Human beings gain knowledge of their past civilization through education that concerns it to present for the visualization of future. Education helps to develop and shape the individual and society. Education produces capable manpower for the national development. Education contributes to generate dutiful and disciplined citizens. As a consequence, systems and order are established in society. National integration can be made strong among citizens avoiding discrimination through education. Thus, the main function of education is the development of all round welfare.

In Nepal the impetus given to education by Late Padma Shamsher J.B. Rana is the initiative of the villagers along the Indian border in establishing their own schools and the general freedom movement combined to provide tremendous force for the rapid expansion of education immediately after 1951 (Hugh, 1965). Many schools were opened quickly often without adequate planning, financing or facilities. Nearly all of them charged tuition and catered to the more favored socioeconomic classes.

The disproportionate investment in male education is often justified by the differing roles assigned to men and women. Men take responsibility for supporting the family while women contribute domestic labor. The reality however, is that fewer and fewer women in the developing world have the luxury of depending entirely on male support. The data and case studies compiled in the course of this project show very clearly that large numbers of women and not just widows and divorces are actively engaged in the work force not by choice but because they need to work to survive and support their families (King, 1993).

Women are one of the poor and backward groups in Nepal. Mostly women live in problems. Their education condition is weak than men. Women are dependent upon male. Their own land isn't sufficient for their survival, so they have to depend on male. In the Interim Constitution of Nepal (2063) fundamental rights for the women is managed. According to it women should not be discriminated only of being women, each women are provided reproductive health and reproductive related right, any kind of physical or mental torture should not be given only of being women, son and daughter are provided equal right in the family property¹ and so on.

Women in Nepal are generally less educated than men with a median of less than one year of schooling compared with 1.4 years among males. This gap in gender has not narrowed in recent years. The net attendance ratio which indicates participation in primary schooling among those age 6-10 years and secondary schooling among those ages 11-15 years shows as 13 percent point different at primary school level and 8 per cent point difference at the secondary level (CERID, 1994).

Women are back warded gender in our country, specially very far from educational conditional. It is need to identify the community to which educational condition in rural area. So, women belongs to unable human beings at large refers to an occupationally segregate

¹ Nepal Interim Constitution 2063.

hierarchical and gender discrimination in social system. Education has the long history as the history of human civilization. It is the governing policy of the nation. Each and every activity is directed by education condition. Education is the major things for develop the human nature and awareness. Due to the globalization, cultural change, conceptual change and different movements there is gradual change in women educational condition at present time and still it is in the process. Though, it has not reached equal man and women.

As other places, the Bajura is very back warded in educational condition. The educational conditional is very low. Education creates social development effectively. To develop all sorts of development, there would provide effective educational system. Similarly, Bajurali are far from the basis human development. The life of people are very hard. Before and now, the educational condition of women in Bajura is very low. There are not the proper access of schools facilities. If there is a school would not reachable for girls. Because of their illiterate parents to know the future of daughter's educational equally. The member of the daughters are valued of work and marry in early age. The concept of women education is not important. They born by faith not by their interest. So they grow as the time change. But different from grandmother, mother and daughters previous duties.

The change of time is what is necessary that should care from state policy firstly. the government policy toward education. Education is not appropriate. Women are far from national educational policy. The main factors to back women education is poverty, starvation, geographical challenge and lack up primary health care.

1.2 Statement of the Problem

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. In developing countries, women are still found on the bottom rungs of society those with the least esteem and the greatest exploitation. The literacy rate of developing country is very much low. The census 2011 shows among this literacy rate of female is lower than male.

Women's education is very important for the development of the society. Without raising the educational condition of women it is impossible for the overall development of the nation. Educational level of female is low. So, less number of females are involved in good income generating activities. Education helps the women to empower. After educating men and

women equally or raising the level of education of women, the nation can progress. Most people think that women are only capable to do household activities and can care children. But it is the great mistake. By such type of thinking our nation is in backward condition. Men and women should be equally highly educated which helps to progress the nation

The dropout rate and repetition rate of girl students is high. This is due to negative attitude of parents towards daughters should go to others house and they can not help the parents. They think that investment of money in daughters' education is wastage of money.

The participation of girls in SLC examination and higher education examination is very low compared to the boys. The study is focused to find out following research questions:

-) What is the present educational condition of women?
-) Why are women always lagging behind men?
-) Why do the girls/women cover the larger portion of the school dropouts?
-) Has the education level been able to raise the economic condition of women?

1.3 Objectives of the Study

The Principal objective of this dissertation is to identify the educational condition of women in Bhanodaya higher secondary school Bajura. The specific objectives are as follows:

1. To identify the educational condition of girls.
2. To find out the causes of dropout of girls from the school.
3. To find out the factors related to education attainment of women.

1.4 Significance of the Study

It is important to investigate the causes of dropout of the female students from the school education and higher education and causes of no participation or illiteracy of female in education. Illiteracy and dropout rate are the hindering factors for the development of nation. After finding the causes we know that what the hindering factors for the education are. Then it is easy to remove the hindering factors by bringing different programs for awareness or by different suitable method which helps to remove the hindering factors for the education. After improving the educational condition of women they know the advantages of development and they can actively participate and contribute to the national development. Without the

contribution of women in the national development, only the men's contribution is not sufficient for the progress of nation.

This study shows the educational condition of women in Kuldevmandu VDC Bajura. Hence, this study will provide information of educational condition of women. This study helps to make plan and policies to improve the educational and socio-economic condition of women. Education is the key factor for the improvement of condition of women. So, this study helps to make plan and policies for the improvement of educational condition of women,

1.5 Limitations of the Study

Women are living in all places of Nepal. But the study only concerns to the educational condition of women. Each and every thing has its own limitation likewise this study has also some limitations. Similarly, this study is not exceptional. The limitations of the study are as follows.

1. This study covers only Bhanodaya higher secondary school Naubish Bajura.
2. Women educational condition in this school and Only girls student respondents have been selected, so it may not cover the overall condition of female education.

1.6 Organizations of the Study

The thesis is divided into six chapters. **Chapter one** introduces the introduction of study, which mainly discusses the background. This chapter includes the statement of problems, objectives, signification, limitation and organization of the study.

Similarly, **chapter two** discusses relevant literature for the study.

Chapter three present the research methodology adopted for the study which includes Selection of Study Area, Research Design, Nature and Sources of Data, Sampling Procedure, Tools and Techniques of Data Collection, Classification and Editing Data, Data Analysis and Interpretation,

The **chapter four** introduction of the study area.

The **chapter five** educational condition of girls, reason behind the educational condition of women and causes of drop out.

Finally, **Chapter six** presents the summary, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

This part deals about more or less some basic parameters of pertinent literature of theoretical implication and study topic concern book reviews by different scholars and magazines. Review of literature is an important part of any research work. For this research work different books, journals, previous research works, reports, acts, articles, policies other published & unpublished documents related to the subject will be reviewed.

Education is the most important tool to increasing aspirations including economic development, awareness of rights and duties among the people that affect their education which permits the optimal utilization of individual potential and enable women to reach decision making position in household as well as educational and administrative structure in the country. She further showed that education provides employment opportunities for women on equal footing with men. So education is most important tool for household decision-making power of women. Nepalese society is regarded as the male dominated one. There is a wide gap between the status of male and female in terms of education income, decision-making and health concerns (Limbu, 1995).

Women's education in developing countries explains that in South Asian countries factors affecting primary and secondary education for female are family and community influences, cultural norms, family's income, distance to school, physical facilities, female teachers, other barriers and incentives. Under the other barriers and incentives, rigid examination policy is one which may affect girls more adversely than boys. Because girls are under more pressure to engage in household and farm work which causes their absence from school more often than boys. (Khan, 1993)

In general, women in Nepal have less access to income, wealth, employment, education and facilities than men. They are suffering from higher rate of malnutrition and morbidity and have fewer legal rights than men especially in property and family matters. Nepal has one of the highest rate of male preference, which is associated with low status of women. Women perform more labor and bear more domestic responsibilities than men, but receive less education, nutrition, health care and opportunities to play and leisure. Women are exploited and girl children are discriminated against from the time they born (Thapa, 2003). A son is the one who continue their lineage.

The movement for improving women's status all over the world has always emphasized education as the most significant instrument for changing women's subjugated position in society. The expansion of education and health services in the twentieth century however precipitated a need for women teachers and doctors and resulted in the incorporation of these two non formal vocations in the programs for women's education. (Bhatt & Sharma, 1992)

The contribution of women to economic activities in various fields was no less than that of men. To understand the actual economic condition of women obstacle that continues to make recognition of women's full potential steams from obstinately held narrow concepts regarding women. In a patriarchal society rather we envision a human society of men and women where the other does not dominate the personality of one sex. The mere difference in physical structure does not make it necessary for one sex to lose complete human identity and live in surrender to the other sex in order to bring about true gender equality in the attitudes of the family and society towards women. This can only be brought about when the women themselves-their own ideas and feelings. Such sharing of real feelings among women will bring them into the process of empowerment. Nowadays development workers have started talking a lot about women's participation because they have finally realized how important women's involvement is, in every aspect of daily life (Johnson, 1989 cited in Shrestha, 2003).

Women are economically less secured then men partly because their role as wife or daughter-in-law is limited to household activities. The number of economically active female population was 72,716 in Kathmandu city (Women in Nepal, 1994). The concept of men as breadwinner has been widely accepted in Nepali society. Nepal's main economy is overwhelmingly subsistence agriculture and because women predominate in this sector, their total contribution to the household income remains at 50 percent as opposed to only 44 % for males and 6% for children between the ages of 10 to 14 (UNICEF, 1992). More and More Nepalese women are entering into job market today either because economic necessity or in search of new career. If one looks into the occupational distribution of families from 1971 to 1991 census, one would find in considerable increase in the proportion of women employed in services, professional and technical and sales services (Pradhan, 1979).

Agrawal (1997) has analyzed the status of women is intimately connected with their economic position which in true depends upon rights, roles and opportunities for their participation in economic activities. The economic status of women is now accepted as indicator of a society's stage of development. However, all developments do not result in improving women's economic activities patterns of women's activities are affected by

prevailing social ideology and differ according to the stage of economic development (Agrawal, 1997).

In Nepal, the civil code (Mulukiya, 1904)² guaranteed right to women by abolishing untouchable ability of caste, sex discriminations, child marriage, polygamy an incompatible, marriage, however gender discrimination still widely persist both within the law and in its customary application. Its amendment in 1976 greatly enhance the cause of equal rights for woman by amending law in governing marriage, divorce, property rights and inheritance. Now the civil code 1994 has eleventh amendment to give an equal property right for daughter with her brothers, but not shows the reality in our societies (Thapa, 2003)

Nepali women of the present society know that they have equal rights as men. The new civil code of 2020 and the 6th amendment of the new civil code have given them equal rights (Shrestha, 2000). This change has given them legal opportunities to develop self - confidence.

Acharya and Benett gave a wider overview of women's status in their decision making power in household. They claim that economic factor affects women's role in decision-making both directly and indirectly. If a woman has a greater economic participation she has a greater power of decision-making. Similarly, social and demographic factors also influence the role of decision-making e.g. small size of children imply higher economic participation and consequently greater decision-making power for women (Acharya and Benett, 1981).

The first include not enough schools for girls, no separate schools for girls, distance of schools, none or few teachers, inflexible school timing, gender-insensitive curricula, lack of literate environment and that girls' education is not taken to pay off her future security of parents. The non-educational obstacles, on the other hand, are poverty, social and cultural tradition, early marriage, concerns about girls and women, load of household work and illiteracy among parents (Shrestha, 2001).

Ghimire found that the girls' enrollment in primary level, in spite of equal level population was lower than that of boys in both districts. The main causes were found to be the poverty, negative parental attitude, girls' involvement in farming and household work and lack o educational awareness in parents. He also found girls a decreasing trend of enrollment from primary to the secondary level. Though high rate of enrollment were found in primary levels, the proportion of girls' enrollment even at this level was only 38 percent as against 62% of the boys (Ghimire, 1997).

² Muluki yin 1904.

Nepali women are daughters, wife and mothers, but not recognized as individuals with their own identity, despite the fact that they are as human as men. Society has relegated women to the lowest rank and to a submissive role, confined to the home and farm and their responsibilities there due to their maternal function. They are discouraged and prevented to taken part in public life (Subedi, 1991).

CERID (1994) on its study report entitled, "Status of Female Education in Nepal", focused on participation, repetition, dropout, socio economic condition, female teacher availability, family education background, government's support system and so on. The report explained in terms of educational attainment, girls or females are far behind males. Their participation rate in 2049 B.S. at the school level was 36.87 and at the tertiary level 24.28 (private campus excluded). Girl's participation at the primary level in schools in the Mountains, Hills and Plains; where female teachers were found slightly higher than in schools without female teachers.

The number of female teachers in primary schools appeared to be higher than that in secondary schools. And most of the female teachers appeared to have belonged to the Brahmin, Chhetri and Newar ethnic groups. Only few female came from other ethnic backgrounds (CERID, 1994).

Adhikari (2001) on his study report entitled, "Exclusion from Right to Education: A Gender Dimension" explained the rate of dropping out was likely to decline as both the grade and level of schooling advances. The rates of promotion within each primary grade as well as of completion of primary education, as a corollary were very low compared to the corresponding rates at the lower secondary and secondary levels. In 1994, promotion repetition and dropouts of the total students enrolled 63 percent dropped out from the primary level, 27 percent from the lower secondary level and about 11 percent from the secondary levels. The rate of dropping out for girls from the primary level equals to the children at the primary level, drops by about three percentage points at the lower secondary level and by about five percentage points at the secondary level. Only about 37 percent of the primary school age children were expected to complete their primary education within a period of 5 to 13 years (Adhikari, 2001).

Sharma (2002) on his research report entitled, "An Inquiry into the Causes of Primary School Drop-outs in Rural Nepal" explained the situation and dominant factors of dropout from the primary school in rural area of Nepal, were the guardian's lack of awareness about the importance of education for their children, a compulsion under which primary school age children had to be engaged in household work, general feeling among the rural communities

that girls did not need to be literate and poor economic condition of the family (Mainali, 1987).

CERID (2003) on its study report entitled, “A Survey of Studies on Drop out in Primary Education” reported that dropout was comparatively higher in grade 1, and dropout rate was higher among girls than among boys. Dropout increases as the level of education among the parents decreases. Drop-out rate was high in ascending order in the Terai, the hills and the Mountains. The dropout rate was highest in grade 5 in compared to other grades in primary schools. The reasons for higher dropout in grade 5 were failure in the terminal examination and the non- enrollment of grade 5 completers in grade 6 presumably because of the lack of secondary education facility in the same locality and also of their trying to take a job (CERID, 2003).

A survey of studies further reported that poor economic condition, engagement in household work, social condition, parent's negative attitude towards education practice of early marriage of girls, failure in examination, underachievement, high rate of tuition fee which was charged directly or indirectly, untrained and irregularity of teachers , distant location of the school, weather and road conditions , lack of motivation from the parents for the children, poor health of children due to malnutrition, urban biased education system and policies, and the elitist -oriented curriculum were the major causes of dropout (CERID, 1991).

Acharya (2001) on its study report entitled, “Development of Literacy Follow- up Materials for Women and Other Disadvantaged Population” explained that Nepal had one of the lowest literacy rates. Further alarming, women represent 82 percent of the total illiterate populations. The rate of literacy in 1950 was only 2 percent and now it has increased to 36 percent so during the last 40 years the increment had only been 34 percent of the children young enough to go to school were outside the primary schools. More than 70 percent of them were in primary schools, dropout before completing the five years primary cycle. Due to lack of awareness about education or uneducated parents, young girls were looking after younger children, collecting firewood and grass, fetching water and feeding cattle, helping in farming and making dung cakes and collecting dry leaves (Acharya, 2001).

With certain ethnic communities in rural Nepal, the social custom prohibits free association of girls with male members of the community. When the girl reached a certain age she was not supposed to appear before outsider. This social custom was indicative of a prevailing negative attitude towards the education of girls. The traditional social bias against girl's education and the low education and economic status of the rural people are all

adversely affecting the rural children's participation in education. Therefore, making people literate is an immense and challenging task for the government (Achjarya, 2001).

Manandhar and Shrestha, (2003) on their study report entitled, "Population Growth and Educational Development" reported that there had been a steady increase in the participation of girls in primary education. Girl students as proportion of total primary enrollment increased from 38.7 percent in 1993 to 44.08 percent in 2001. Special measures such as provision of scholarships for girl students in specified districts and appointment of female teachers had contributed towards that increase in girl participation. The Education for All- plan Action 2003 aims at attaining complete gender parity in school enrollment by 2015. Primary enrollment ratios were used to measure progress in access to and participation in primary education. Gross Enrollments Ratios (GER) had exceeded 100 percent because of presence of "underage" and "overage" children in primary classes. Currently, Net Enrollment Ratio (NER) was 81.1 percent. This implies that about 19 percent of children in 6-10 years age group were still out of school (Primary Level). It was observed that most of the unschooled children belong to the disadvantaged groups, communities in remote areas and families in extreme poverty. The percentage of girls at the enrolment of lower secondary level was 42.2 per cent and at the secondary level 41.4 percent in 2001. Over the years from 1993 to 2001, some increment in the percentage of girl students at the secondary level has occurred. A large number of lower secondary and secondary schools had been approved with a view to increase, for the boys as well as the girl, the access to secondary education. Gross Enrollment Rates were particularly very low for the girl students in all development regions (Manandhar and Shrestha, 2003).

In the year 2001, the total NER at the primary level was 81.1 percent in total, 86.9 percent for the boys and for the girls 75.1 per cent. It means that about 19 percent of the primary school age children are not in schools. More girls of primary school age (25%) are not in schools, compared to 13 per cent of the primary school age boys. The NER at lower secondary and secondary levels are quite low, particularly at the secondary level. Region wise higher NER (45.2%) was found in the Western Region, for the lower secondary level, and highest NER (28.4%) was found in Eastern and Central Regions for the secondary level. Girl specific NER is generally lower than the boy specific NER in all regions (Manandhar and Shrestha, 2003). Further exploration of NER at primary level by geographical regions was relevant in view of the government's goal of attaining 90 percent NER by the end of tenth plan. The NER were 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 had low NER (Manandhar and Shrestha, 2003).

Entering school late, repeating grade and withdrawing at puberty contribute to low levels of attainment. It is suggested for compulsory enrollment at the prescribed age to ensure more years of schooling. Forced withdrawal of girls from school by their parents may become more difficult the longer the student has been in school. (Khan, 1993). In general, women in Nepal have less access to income, wealth, employment, education and facilities than men. They are suffering from higher rate of malnutrition and morbidity and have fewer legal rights than men especially in property and family matters. Nepal has one of the highest rates of male preference, which is associated with low status of women. Women perform more labor and bear more domestic responsibilities than men, but receive less education, nutrition, health care and opportunities to play and leisure. Women are exploited and girl children are discriminated against from the time they born (Thapa, 2003). A son is the one who continue their lineage.

Status of women is an important factor, which affects the socio – economic, development of a country. As we know that status is not a fixed rigid concept, it changes with time. So the status of women also changes with time. Status has been defined in different ways. As cited by the population monograph – the United Nations has given the definition of women’s status as “The conjunction of position a women occupies as a worker student, wife, mother of the power and prestige attached to these positions and of the right and duties she is expected to exercise” (CBS, 2001). Society is a web of human relationship. Educational environment, social nature, health, status and many other such factors determine the status of society. In Nepal women are treated as second-class citizen, this itself explain how pathetic social position they have. They are born, as daughter became sister, wife and mother. They don't have their self-identity. They are denied property right, political right and power. Women have not control over her own body. No matter how hard they work for their family and country they are put into lowest rank. They are restricted to be part of public life.

A better educated mother has fewer and better educated children. She is more productive at home and in the workplace. And she raises a healthier family, since she can better apply improved hygiene and nutritional practices. Education can even substitute for community health programs by informing women about health care and personal hygiene. Important is the influence of mother's education on children's health and nutritional status that it reduces mortality rates (King and Bellew, 1993).

The movement for improving women's status all over the world has always emphasized education as the most significant instrument for changing women's subjugated position in society. Women are economically less secured than men partly because their role as wife or daughter-in-law is limited to household activities. The number of economically active female population was 72,716 in Kathmandu city (Women in Nepal, 1994). The concept of men as breadwinner has been widely accepted in Nepali society. Nepal's main economy is overwhelmingly subsistence agriculture and because women predominate in this sector, their total contribution to the household income remains at 50 percent as opposed to only 44 % for males and 6% for children between the ages of 10 to 14 (UNICEF, 1992). More and More Nepalese women are entering into job market today either because economic necessity or in search of new career. If one looks into the occupational distribution of families from 1971 to 1991 census, one would find in considerable increase in the proportion of women employed in services, professional and technical and sales services (Pradhan, 1979).

In today's the cost of living is very high, so the added source of income earned by women from jobs outside the house is very helpful indeed. Once the women start earning, their socio-economic status will also improve and this will help them to maintain decent standard of living. For this reason women have started to take up jobs outside while continuing to perform their traditional household chores as a housewife. The changing socio-economic conditions of women are taking place. In the modern developing society a man does not perform a dual role. But the modern society has created such a situation for women that she has to play dual role of working woman and a housewife (Acharya and Benette, 1982).

Agrawal (1997) has analyzed the status of women is intimately connected with their economic position which in true depends upon rights, roles and opportunities for their participation in economic activities. The economic status of women is now accepted as indicator of a society's stage of development. However, all developments do not result in improving women's economic activities patterns of women's activities are affected by prevailing social ideology and differ according to the stage of economic development (Agrawal, 1997).

Shrestha shows that there are so many obstacles in women's education, they are two kinds: educational and non-educational. The first include not enough schools for girls, no separate schools for girls, distance of schools, none or few teachers, inflexible school timing, gender-insensitive curricula, lack of literate environment and that girls' education is not taken to pay off her future security of parents. The non-educational obstacles, on the other hand, are

poverty, social and cultural tradition, early marriage, concerns about girls and women, load of household work and illiteracy among parents (Shrestha, 2001).

Ghimire found that the girls' enrollment in primary level, in spite of equal level population was lower than that of boys in both districts. The main causes were found to be the poverty, negative parental attitude, girls' involvement in farming and household work and lack of educational awareness in parents. He also found girls a decreasing trend of enrollment from primary to the secondary level. Though high rate of enrollment were found in primary levels, the proportion of girls' enrollment even at this level was only 38 percent as against 62% of the boys (Ghimire, 1997).

UNICEF states that the level of women's education is low in Nepal and lowest in SAARC countries. The adult female literacy is 34 percent for Nepal compared to Srilanka (94%), India (58%), Bangladesh (53%) and Pakistan (48%). The campaign for improving women's status has influenced the role of education. It is believed that education will bring about a reduction in the inequalities between sexes and uplift women's subjugated position in the society. Education of women has a higher social status and stable family size (UNESCO, 1995).

Pokharel showed that Nepalese women, especially in rural villages spend long hours for physically demanding labour. Village women typically work more than 12 hours a day. Lack of household decision-making power makes them poorer physically and mentally than men. In spite of the laborious nature of their lives only half of population survives below the poverty lines, consuming less than 2250 calories (Pokharel, 2001).

Equality in society cannot be achieved either through slogans, demands, and conflicts or through wishes and blessing along. Experience has also shown that laws and regulations are not adequate. What is indeed required is a climate of public opinion where feeling of equality emanates from the hearts of all. Women are bounded by socio-cultural norms. Even parents discriminate against the girl child. This is because lack of knowledge, awareness and education (Subedi, 1991).

In the eighth five year plan (1985-90) special emphasis was given on increasing the participation of girls in education. Special programs such as the distribution of school uniforms, provision of scholarships and awards to schools attaining high female enrollment were extended in order to attract girls to be admitted into schools, and to develop the habit of regular school attendance without dropping out. The policy of giving priority to appointment of female teachers in primary schools was pursued and the appointment of at least one female teacher in a primary school was made mandatory. Various programs were conducted with the

aim of attaining universal primary education, increasing enrolment of girls in school, encouraging a maximum number of educated women to take up teaching profession and encouraging a larger number of girl students to complete secondary education. Programs such as female teacher training, scholarship distribution and school uniform distribution were conducted during the plan period (HMG Nepal, 1985).

The ninth five year plan had aimed to increase women participation in education by extending and making accessible women education accessible for bringing them into the national mainstream. The main objective of the plan is to expand opportunities for and accessibility of women education for enhancing gender equality in education. Effective policy measures had been adopted to extend accessibility of women in education in order to increase equal gender participation in education. Effective operation and management of pre-primary or nursery classes contribute to minimize the tendency of class dropout and class repetition in pre-primary level which in turn help to minimize the wastage of investment in the education sector and increases its efficiency. In order to increase women participation in education targeted programs to appoint at least one woman teacher, in every primary school and preference were given to the appointment women teacher in lower secondary and secondary schools.

In tenth five year plan the objective is to increase the literacy rate by carrying out adult literacy and out of school programs with focus on the target communities especially the women, backward ethnic communities and the lowest caste (dalit) groups and conduct programs of literacy, post-literacy and continual education by way of coordinating with other developmental activities with the involvement of the government, non-governmental organization and local elected bodies in line with the objective of providing useful education. Make provision of scholarship in order to increase the access of women, the lowest caste (dalit) and disadvantaged communities to education. Implement 'gender auditing' system by developing specific sensitive indicators in all aspects of holistic education such as study, teaching, training, policy formulation and management.

The following policy improvements will be made to implement the strategies and action plans in order to achieve the objectives and goals of the tenth plan.

-) Provide free education up to the secondary level to the lowest caste (dalit) backward indigenous people, women and persons with disability below poverty line

CHAPTER THREE

RESEARCH METHODOLOGY

Methodology is a set of methods and principles used to perform a particular activity. Method is the application of fundamentals of science to the field of rural development. This chapter includes various details about the process through which this research was conducted, the various procedures, difficulties and various types of data collection. It has described about the research design, selection data, nature & sources of data, collection tools & techniques, problems in data collection and analysis of data.

3.1 Selection of Study Area

The study on Educational Status of women basically girls students have been carried out in Kuldevmandu VDC in Bhanodaya H.S.S Naubish Bajura. Kuldevmandu VDC is situated in the south-west part of the Bajura district. Kuldevmandu VDC is a small and beautiful VDC of Bajura. It is almost 10 mile distance from headquarter. Different castes people lived in this VDC. Mainly Brahaman, Chhetri and Dalit people are inhabited of this VDC. Their social and economic status is good than other VDCs people. They have sufficient cultivated land, education, health, sanitation and so other facilities. In this VDC, comparatively literary rate is high then other VDC. In their area mostly upper class people are living in majority. As a result in every sector of development there majority is presented. The study area was selected because of the inspiring involvement of woman in education at that area & no such study had been occurred in that particular area.

3.2 Research Design

Basically, the study is based on descriptive as well as exploratory research design. This study is exploratory because it attempts to explore the factors realties of women's educational condition. This study is descriptive because it attempts to provide proper knowledge of the women's educational condition of Bhanodayat Higher Secondary School, Naubish Bajura.

3.3 Nature and Sources of Data

The data required for this study have been taken both from primary and secondary sources to fulfill the objective of the study.

3.3.1 Primary Sources

Observation is the tools of primary data collection method for any research. In this study used of participatory and non-participatory method. Observed data was collecting in check list and recording.

3.3.2 Secondary Sources of Data

Beside primary sources, secondary information has been collected from many books, published and unpublished journal, articles, project reports etc.

3.4 Sampling Procedure

Bhanodaya Higher Secondary School in Kuldevmandu VDC is the study area. The total number of students (class 6 to 10) in this school is 428. And 203 girls and 225 boys students in this school. Total girls students have been taken as respondents for the study. In this school the highest of students all over the Bajura district. And, this school is the oldest and reputed. In this schools girls students are considered as representative to all women in Kuldevmandu VDC in Bajura.

3.5 Tools and Techniques of Data Collection

Data collection plays a vital role in research study. It was helpful to get the knowledge about the habitat and other necessary information about women. This study was based on primary data as the main source of information to fulfill the objectives of the study, whereas literature review has been done under secondary data and information. To generate the primary data, the structured questionnaire, structure interview, field visit, observation as well as focus group discussion method are applied.

Hence, following techniques will be applied to pick the data. The primary data has been collected using interview, schedule by the researcher himself. This study has been focused on the girls students in Bhanodaya H.S.S in Kuldevmandu VDC of Bajura district.

3.5.1 Primary data collection technique

The researcher will use different types of the tools like's questionnaires, observation and interview in order to collect the primary data from the field. For the data collection, questionnaires will serve to women who visit Bhanodaya Higher Secondary School in Kuldevmandu VDC Bajura.

a) Questionnaire

The study will undertake the structure, semi-structure and unstructured questionnaire to explore the girls students to study area. For these the study will be best on questionnaire form teacher and parents. The questionnaire is following aspects:

-) Literacy condition and educational level of the respondents.
-) Causes of drop out continuation.
-) Hindering factors for female education.

b) Observation

Observation is one of the essential research tools in any research works. As the researcher is familiar with the study area, it is easier for him to observe the overall activities of respondents. Being the observation as a key technique, it gives more truthful information of the subject matter. The field observation will be used to record the different information related data for educational conditional of women in Bhanodaya H.S.S. in Kuldevmandu VDC Bajura. The different methods of observation such as participatory and non-participatory appraisal were applied during the time of information collection which was family stays, rapport building, household visits, meeting with different group, group discussion and so on.

c) Interview

By the structured interview it is not possible to collect all the information about the respondents. Therefore, establishing a co-operative and mutual friendly relation with the informants, data of internal feeling and emotions were acquired by an informal unstructured interview known as key informant interview. In this study telephonic interview, direct personal interview will be undertaken with girls and boys student and teachers to collect their

opinion about educational conditional of women in Bhanodaya H.S.S. in Kuldevmandu VDC Bajura.

3.5.2 Secondary data collection technique

Secondary data will be obtained through sources like District Development Committee (DDC), Central Bureau of Statistics (CBS), Village Development Committee (VDC), District Statistics Department (DSD), and other books, journals, news paper, article, various websites.etc.

3.6 Classification and Editing Data

The data will be collected by different tolls and techniques, classified according to their nature or characteristics and edited. In editing data, the necessary things were put accordingly and the unnecessary things will be remarked. The data was classified according to the nature and character. These data were appropriately classified in suitable places. Unnecessary data was picked from the study area and appropriate data was chosen from the study area.

3.7 Data Analysis and Interpretation

After the processing and analyzing the data, they will be presented with the help of simple tabular form and the simple statistical tools. Educational condition will be descriptively analyzed. The collected quantitative data is analyzed with the assistance of computers using SPSS, MS word, MS excel and so on method; various charts, diagrams, percentage, tables, graphs etc. are presented and qualitative data is also described for interpretation and analysis.

CHAPTER FOUR

INTRODUCTION OF THE STUDY AREA

4.1 General Introduction of Bajura District

Bajura is a hilly remote district which lies in Seti zone of Far West Region in Nepal. It is in 80 degree 9 minute to 81 degree 5 minute east longitude and 29 degree 1 minute to 29 minute 57 minute north altitude. It is in 726 -5035 meters in altitude from sea level. It is 2188 km large and spread Mugu and Kalikot districts in east, Bajhang in West, Humla in North and Achham and Kalikot in south. This is rich in water resources. Budhiganga and Karnali are two main rivers in the district. Besides, Barjugad, Bahuligad, Malagad, Tharkhola, Ikadigad, Kawadikhola and others are few small rivers in the district.

Brahman and Chhetry have majority in numbers in the district. They believe in Hinduism, and perform all the social traditions as per Hindu philosophy. Dashain, Tihar, and Gaura are major festivals in the district. *Bhuwanach* is also a typical festival celebrated in commemoration of Pandav's victory over Kaurav in Mahabharat war. Likewise, fairs and rituals in *Badhimalika and Budhinanda temples, Anante, Shivaratri, Bishusankrinti and Paith and Mangal in Mashtha God* are typical in Bajura. *Barjukoti Dashain* in *Bhuktoli* carries great significance among fair and festivals. *Deuda dance* is performed, normally, in every fair and festivals in the district.

Bajura is a naturally beautiful and rich district of Far Western Region. Many rivers, ponds, lakes and others beautiful sceneries are in Bajura district. The climate is moderate and appropriate to the creature. Khaptad, Malika, Budhinanda, Nateswari are main touristic and religious areas of Bajura. Bio-diversity is a main feature of the district. Different socio and economic status people live in the district. Multi cultural and casual people are inhabited of Bajura. Different caste's people live in the district. Mainly Brahman, Chhetri and Dalit people are inhabited of this district.

Bajura is agriculture dependent district, where nearly 56 % population is dependent on farming and agriculture. There is lack of sufficient fertile land. Only 11.5 % land is fertile for agriculture production. Farming on steep slope land is traditional and unscientific, and this results less production. Maize is a main agriculture product, which follows then wheat,

paddy, potato. Organic apples are also produced in *Pandusain* and *Jukot* VDC, but it hasn't been properly developed yet due to lack of market management.

Medicinal herbs are the main source of income for the people in the northern VDCs. They collect different herbs from hilly forest, pasture land, and sell for livelihood. *Mushrooms*, *padamchal*, *katuki*, and *panchpaule* are main species of herbs, available here. Likewise, fiber clothes are produced from *Aallo* and *Bhangro*, and exported to Kathmandu, however, it is in traditional way. Hand paper is also exported to outer districts, but due to lack of proper transportation facilities, these all products are influenced.

In job, teaching is a main profession for educated persons. They are engaged either in permanent government position or in contract basis in community schools and campus. However, the entry in civil servant in the latest time is also increasing. It is compulsion for many youth to go to India for income and job.

Politically, there is one election constituency, nine regional areas, in newly formed municipality and twenty four VDCs. Though there is access of motorway up to headquarter Martadi, it is irregular in service and risky since bridges in Guigad, Budhiganga and Kordigad are yet to complete. And this causes only transportation service in Betalmandu, Barabis, mainly in rainy season.

In education status, there are 223 Early Childhood Education Centers (ECD), 271 community schools. 27 institutional schools and 3 diploma level community campus. According to the house hold survey 2067 BS, the total population of district is 1,40,148, of which 69,009 are male and 71,139 are female in numbers. Within this numbers, the literacy rate in 15 years above age group is 40.14, under which 58.74 male and 21.60 female are literate in percent. This shows that the rate of female literacy in the district is still poor. Likewise, the literacy ratio above 6 years is 55.50 % and under which males are 68.3 % and female are 43% in literacy rate. The literacy campaign operated in 069/070 and 070/071 has made 26913 illiterate community people literate.

4.1.1 Situation of Education in Bajura

District Education office Bajura is a government office established to operate all the educational activities in the district level. The main responsibility of this office is to make district strategic education plan and implement plan and policies as instructed by Education

Ministry, Department of Education, and Regional Education Office. It also monitors all the teaching learning and educational activities in the community schools in the district. For the ease of this effective monitoring, the overall education activities are divided into three school supervision areas, one Leading Resource Centre and other eight Resource Centers. This is in 'C' level in ranking which possesses twenty-employee quota, currently.

4.1.2 Educational Statistical for Bajura District

i) Statistical Data for Educational Institution

Table 4.1
Statistical Data for Educational Institution

| Educational Institution | Community | Manage by | | Total |
|-------------------------|-----------|-----------|---------------|-------|
| | | Community | Institutional | |
| ECD | 223 | - | - | 223 |
| Primary | 164 | 102 | 23 | 187 |
| Lower Secondary | 47 | 41 | 1 | 48 |
| Secondary | 42 | 18 | 3 | 45 |
| Higher Secondary | 18 | - | - | 18 |
| College | 3 | - | - | 3 |

Source: DEO Bajura, Profile 2015

Above mentioned table shows the total 223 numbers of ECD School in Bajura district. Similarly, there are 187 Primary school, 48 Lower Secondary School, 18 Secondary School and 3 Campuses. Here are more ECD classes than the other educational institutes. The numbers of Primary Schools are few in numbers, in the 2nd position and the least no of schools are Secondary. In this way the numbers of Bachelors levels' campuses are three in numbers.

Table 4.2
Number of Teacher Post

| Level of School | Teacher | | | | | | | Total |
|-----------------------|-----------|--------|-------|-------------------|--------|--------|-------|-------|
| | Permanent | | | Bikash (Women) | Relief | | | |
| | Male | Female | Total | | Male | Female | Total | |
| Primary (1-5) | 430 | 75 | 505 | 19 | 141 | 22 | 163 | 687 |
| Lower Secondary (6-8) | 128 | 5 | 133 | - | 46 | 0 | 46 | 179 |

| | | | | | | | | |
|------------------|----|---|----|---|----|---|----|-----|
| Secondary (9-10) | 68 | 4 | 72 | - | 41 | 0 | 41 | 113 |
|------------------|----|---|----|---|----|---|----|-----|

Source: DEO Bajura, Profile 2015

According to the table, clarified the Primary Levels (1 to 5) total teachers establishment records 687. Among them are permanent establishment (female 75 and male 430), 19 Bikase (female) and fdds Bikase establishment. Similarly, in Lower Secondary Level total establishment numbers are 179. Among them are 133 permanent (female 5 and male 128) and Bikase 46. In this way in Secondary level 113 total establishment numbers. Among the 72 are permanent establishment (female 4 and male 68) and 41 Bikase establishments. The total numbers of 42 are male and the records of female are countless. Comparatively, this table shows the very least numbers of female.

ii) SLC Result

Table 4.3
SLC Result from 058 to 070 in Bajura District

| Exam Years | 058 | 059 | 060 | 061 | 062 | 063 | 064 |
|------------|------|------|------|-------|-------|------|------|
| Pass % | 7.2 | 5.2 | 15.5 | 14.2 | 25.7 | 43.9 | 57.0 |
| | | | | | | | |
| Exam Years | 065 | 066 | 067 | 068 | 069 | 070 | 071 |
| Pass % | 82.9 | 70.8 | 51.0 | 58.67 | 22.62 | 21.0 | 66 |

Source: DEO Bajura, Profile 2015

Above table no.4.3 shows the records of 2058 to 2070 SLC scoring in percentage in Bajura district. By looking this results the best result is in 2065 (82.9 percentage) and the worst percentage in 2059 (5.2 percentage). Similarly, 058 results is also the lowest in percentage (7.2 percentage). But from 2061 to 2065 gradually have improved the results. By analyzing the table showed the similar types of results in 060 and 061 and 069 and 070 have sameness in results.

4.2 Background of Bhanodaya HSS

This is in south north in the district, which lies in Kuldevmandu VDC. This school was, firstly, established as Middle school in 2018 BS. After 6 years of establishment, 2024 BS, it was named as Bhanodaya Primary School. After nearly 25 years, it started teaching in

Higher Secondary Level in the name of Bhanodaya Higher Secondary School from 2049 BS. In the earlier, classes in Humanities Faculty were started as per affiliation; however, classes in Education, Management and Science faculty are being operated in the current days. Moreover, the classes in Agriculture (Animal Farming) Study in secondary level are running at present under Vocational and Technical Education since 2070 BS.

Currently, there are 7 RCC buildings in the school area. Of them, two buildings with 21 rooms are being used for teaching and administrative purpose, one building with 2 rooms is for school library purpose, one building with 5 rooms for science laboratory purpose, two buildings with 24 rooms are for students' hostel and one building for resource center. There are five separate, labs for practical purpose in science and animal farming. These are: Chemistry, Biology, Physics, Computer and Animal Farming. The school possesses separate hostel buildings for boys and girls, eleven toilet building, and 250 iron frame furniture sets for effective learning. The school has proper drinking water facilities, play ground and seminar hall. The school consists more than 24 *ropani* land area.

According to District Education Office, Bajura, there were 41,496 students enrolled in community schools in academic year 2071 BS. Among them, 6022 were in secondary level. In academic session 2072, there are 428 students enrolled in school level in this school. Among them, 203 are girls and 225 are boys. Likewise, there are 220 students studying in Higher Secondary Level including different streams.

In academic session 2071 BS, 802 students passed in SLC exam of 2671 participated students in Bajura District. which is 30.035 in percentage. In the context of Bhanodaya HSS, 32 students from General group and 47 students from vocational group got passed in SLC. Among vocational group students, one students passed in A grade and rest 46 got passed in B grade. Meanwhile, the pass percentage in general group is 68.75 in this school.

Bhanodaya Higher Secondary School Subject and Class wise Learning Achievement as follow :

Table 4.4
Subject and Class wise Learning Achievement

| S.No. | Subject | Subject wise Learning Achievement | | | | |
|--|------------------------------------|-----------------------------------|--------------|--------------|--------------|--------------|
| | | Class 6 | Class 7 | Class 8 | Class 9 | Class 10 |
| 1 | Nepali | 26.99 | 35.34 | 39.70 | 52.00 | 53.20 |
| 2 | English | 30.19 | 31.19 | 49.01 | 55.55 | 52.50 |
| 3 | Math | 15.99 | 23.23 | 36.97 | 27.91 | 40.35 |
| 4 | Science | 36.51 | 38.54 | 53.48 | 45.55 | 47.23 |
| 5 | Social Study | 31.62 | 31.15 | 50.57 | 41.08 | 49.08 |
| 6 | Health, Population and Environment | – | – | – | 66.65 | 58.39 |
| 7 | Opt. Economic | – | – | – | 36.95 | 45.33 |
| 8 | Opt. Math | – | – | – | 39.96 | 46.58 |
| 9 | Opt. Health and Physical | – | – | – | 55.81 | 60.10 |
| 10 | Computer | 35.16 | 39.05 | | – | – |
| 11 | Civil and | 15.33 | 18.13 | 28.92 | – | – |
| 12 | Population and Environment | – | – | 24.79 | – | – |
| 13 | Purba bebasayik sikksha | – | – | 21.54 | – | – |
| 14 | Pesa and bebasayik | 32.42 | – | – | – | – |
| 15 | health and physical | 14.79 | – | – | – | – |
| Class wise Learning Achievement | | 29.86 | 34.45 | 33.64 | 42.14 | 48.52 |

Source: DEO Bajura, Profile 2015

Table shows the above table shown the learning achievement of Bhanodaya Higher Secondary school. The table clarified the students wise and class wise learning achievement. The best learning achievement in class 10 (48.52 percentage) and the worst learning achievement in class 6 (29.86) comparatively. In this way we can find sameness learning achievement between the class 7 (34.45 percentage) and class 8 (33.64 percentage) and differentness in class 9 (42.14 percentage). In terms of the table subject wise learning achievement the best percentage in class six science (36.51 percentage) and the lowest is in mathematics. In such a way class 7 (38.54 percentage) with the outstanding achievement and the worst achievement in class 7 mathematics (23.23 percentage). Achieving (53.48

percentages) in class 8 with best and decreasing achievement in class 8 mathematics (36.97 percentage). Subject wise achievement became change, in class 9 progressively the best Health, Population and Environmental Education with (66.65 percentage) and not getting better comparatively than other that is mathematics (27.92 percentage). In this way class ten is also come up with the best in Health, Population and Environmental Education (58.39 percentage) and undergoing achievement in mathematics (40.35 percentage) comparatively. Not primarily focus the optional subjects in terms of table description.

CHAPTER FIVE

Educational Condition of Women

5.1 Educational Condition of Girls

5.1.1 Class wise Admission

Admission rate is very important for school. It supports how the educational condition going on. Educational year 2070/071 and 071/072 class wise admission in Bhanodaya HSS as given below:

Table 5.1
Class wise Admission

| Class | Admission Year (070/071) | | | Admission Year (071/072) | | | Remarks |
|----------------|-----------------------------|--------------|------------|-----------------------------|--------------|------------|---------|
| | Girls | Boys | Total | Girls | Boys | Total | |
| 6 | 48 | 60 | 108 | 53 | 41 | 94 | |
| 7 | 42 | 25 | 67 | 54 | 61 | 115 | |
| 8 | 44 | 37 | 81 | 43 | 40 | 83 | |
| 9 | 33 | 39 | 72 | 31 | 49 | 80 | |
| 10 | 31 | 48 | 79 | 22 | 34 | 56 | |
| Total | 198 | 209 | 407 | 203 | 225 | 428 | |
| Percent | 48.64 | 51.36 | 100 | 47.42 | 52.58 | 100 | |

Source: Field Survey, 2015

Above mentioned tables show the admitted in Bhanodaya HSS 2070/071 total 407 students among 198 are girls. But 2071/072 has increased. Educational years 071/072 seen the numbers of girls more than girls. Total number of student in 2071/072 are 428 and number of girls are 203. By showing the girls (47.42) and boys (52.58).

5.1.2 Distribution of Respondents by Caste

In this study different major 4 caste groups namely Brahmin, Chhetri, Dalit and Janajati are recorded separately and others insignificant numbers of castes are comprised under other category. The detail figure of caste distribution of respondents is presented in the table.

Table 5.2
Distribution by Caste

| Caste | Caste wise Class Admission (071/072) | | | | | |
|----------|--------------------------------------|--------------|------------|--------------|------------|--------------|
| | Girls | Percent | Boys | Percent | Total | Percent |
| Brahmin | 33 | 33.68 | 65 | 66.32 | 98 | 22.89 |
| Chhetri | 96 | 43.43 | 125 | 56.57 | 221 | 51.63 |
| Dalit | 44 | 41.51 | 62 | 58.49 | 106 | 24.76 |
| Janajati | 1 | 33.34 | 2 | 66.66 | 3 | 0.70 |
| Total | 203 | 47.43 | 225 | 52.57 | 428 | 100 |

Source: Field Survey, 2015

From the table 5.2 it can be seen that majority of respondents are from Chhetri that holds 51.63 (Girls 43.43 and Boys 56.57) percent followed by Brahmin 22.89 (Girls 33.68 and Boys 66.32) percent. Similarly proportion of Dalit 24.76 (Girls 41.51 and Boys 58.49) percent and finally 0.70 (Girls 33.34 and Boys 66.66) percent Janajati. The girls' students' population have low then Boys students.

5.1.3 Literacy Status of Family

The literacy type of family is also one of the hindering as well as enhancing factor about the literacy status of the members. So in this study it is tried to relate the type of family and their literacy status. This is presented in table 5.5.

Table 5.3
Family Literacy Status

| S. No. | Literacy Status | Family | Percent | Remarks |
|--------|-----------------|--------|---------|---------|
| 1 | Literate | 76 | 37.44 | |
| 2 | Illiterate | 127 | 62.56 | |
| 3 | Total | 203 | 100 | |

Source: Field Survey, 2015

From the table 5.3 shows the girls' family status. Among the total family, 127 (62.56) girls family are illiterate and 76 (37.44) are literate families. Due to among those families are still illiterate. Show the girls are not able to get the chance the education. Hence from this

scenario it can be concluded that the literacy status can also be determined by the type of family or the member of family in a girls. From the study it is found that majority of respondents were illiterate. Because there is high awareness and less household work than literate family.

5.1.4 Educational Condition of Girls

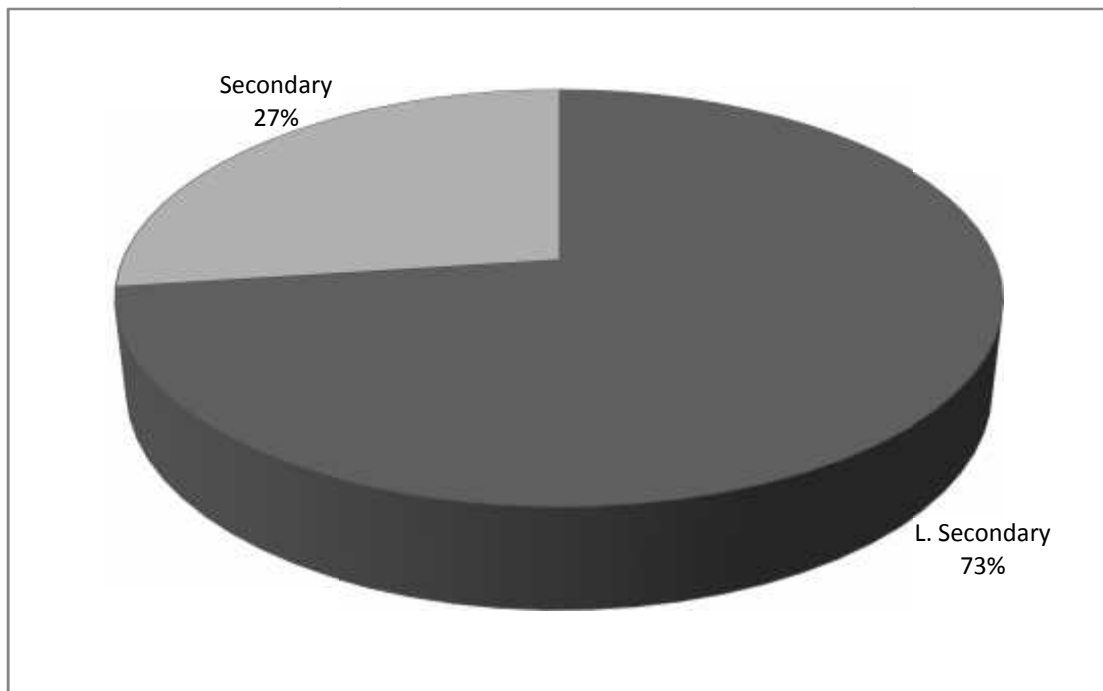
Level of education refers the level or grade that an individual has studied. In this study the level of education is classified in 2 different categories as L. Secondary and Secondary. And the respondent who has got education from non-formal sectors also mentioned here in this study. The details figure of educational level of respondents is presented in table no. 5.4.

Table 5.4
Girl's Number of Different Level

| S. No. | Level | Girls | Percent | Remarks |
|---------------|--------------|--------------|----------------|----------------|
| 1 | L. Secondary | 148 | 72.90 | |
| 2 | Secondary | 55 | 27.0 | |
| 3 | Total | 203 | 100 | |

Source: Field Survey, 2015

Figure No. 5.1
Girl's Percent of Different Level



By studying Table 5.4 shows the total number of girls are 203 among them are 150 in Lower Secondary School and 53 are in Secondary level. By analyzing the total number of girls is more than the percentage 47.8 in lower secondary school. We can think the girl numbers are increasingly more in percentage in later days.

5.1.5 Educational Level by Caste and Ethnicity

People from different caste/ethnic group have different socio-economic as well as different demographic characteristics, life styles and living standard. So they have different educational level or attainment. Hence in this section the educational level of the respondents is highlighted on the basis of caste and ethnicity.

Table 5.5
Educational Level by Caste and Ethnicity

| Caste/Ethnicity | Educational Level | | Total | Percent |
|-----------------|-------------------|-----------|-------|---------|
| | L. Secondary | Secondary | | |
| Brahmin | 46 | 13 | 59 | 29.06 |
| Chhetri | 71 | 28 | 99 | 48.77 |

| | | | | |
|--------------|------------|-----------|------------|-------|
| Dalit | 30 | 14 | 44 | 21.68 |
| Janajati | 1 | 0 | 1 | 0.49 |
| Total | 148 | 55 | 203 | 100 |

Source: Field Survey, 2015

Figure No. 5.2
Different Cast and Ethnicity

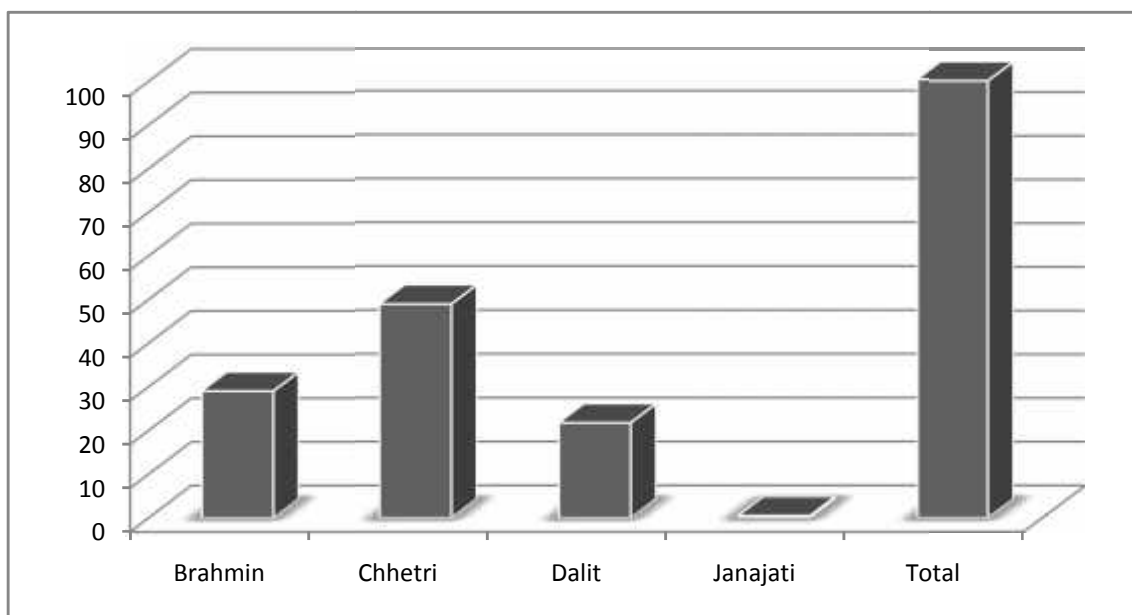


Table 5.2 shows that respondents from different castes students have attained in L. Secondary and Secondary level. Total numbers of girls (203) from different casts Brahmin 59, Chhetri 99 , Dalit 44, Janajati 1. However Chhetri and Brahmins have attained school upto higher level.

5.1.6 Failed Students

By accounting the condition of school girls who are failed in their examination can be evaluated the total number of fail students and total number of pass students taken from anywhere. Annual educational year 2070/071 status of student who are joining examination and the rate of pass/fail can be mentioned table no. 5.6.

Table 5.6
Failed Students (070071)

| Class | Attend Exam (070071) | Pass the Exam (070071) | Fail the Student (070071) |
|--------------|---------------------------------|-----------------------------------|--------------------------------------|
| | | | |

| | Girls | Boys | Total | Girls | Boys | Total | Girls | Boys | Total |
|--------------|--------------|-------------|--------------|--------------|-------------|--------------|--------------|-------------|--------------|
| 6 | 51 | 34 | 85 | 43 | 26 | 69 | 8 | 8 | 16 |
| 7 | 49 | 45 | 94 | 44 | 38 | 82 | 5 | 7 | 12 |
| 8 | 42 | 37 | 79 | 33 | 34 | 67 | 9 | 3 | 12 |
| 9 | 31 | 48 | 79 | 31 | 48 | 79 | 0 | 0 | 0 |
| 10 | 22 | 34 | 56 | 21 | 31 | 52 | 1 | 3 | 4 |
| Total | 195 | 198 | 393 | 172 | 177 | 349 | 23 | 21 | 44 |

Source: Field Survey, 2015

By looking the total number of students and the rate of pass students from 6 to 10 class total students (198) and the number of girls (195) can be seen in annual record 2070/071. Similarly, we can look the total number of boys (177) and girls (172) by observing the pass out numbers of student's involvement in the examination rate and the pass out rate of boys maximum then the few number of girls. Total involvement rate of their examination and the total rate of pass out students. By looking the total involvement in their examination and the pass out students can be accounted the total failed numbers of student (44) among them are the number of fail girls (23) and the number of fail boys (21).

5.1.7 Condition of dropout rate

One of the objectives of this study is to find out the drop out from school of the sampled girls and its causes. There may be different causes that may lead drop out and affect girl's condition. Hence in this study the 203 girl's students (who are going to school and drop out) in admission 071/072 educational years. The drop out condition to girl's students is in table no.5.6 and drop out percent in table no. 5.7.

Table 5.7
Condition of Dropout Rate

| Class | Adminisation Year (070/071) | | | Attend Exam (070/071) | | | Dropout Rate (070/071) | | |
|--------------|--|-------------|--------------|----------------------------------|-------------|--------------|-----------------------------------|-------------|--------------|
| | Girls | Boys | Total | Girls | Boys | Total | Girls | Boys | Total |
| 6 | 48 | 60 | 108 | 46 | 53 | 99 | 2 | 7 | 9 |
| 7 | 42 | 25 | 67 | 37 | 9 | 46 | 5 | 16 | 21 |
| 8 | 44 | 37 | 81 | 43 | 34 | 77 | 1 | 3 | 4 |

| | | | | | | | | | |
|--------------|------------|------------|------------|------------|------------|------------|----------|-----------|-----------|
| 9 | 33 | 39 | 72 | 33 | 38 | 71 | 0 | 1 | 1 |
| 10 | 31 | 48 | 79 | 31 | 48 | 79 | 0 | 0 | 0 |
| Total | 198 | 209 | 407 | 190 | 182 | 372 | 8 | 27 | 35 |

Table 5.8
Percent of Respondents by Drop-out Class

| Level | Class | Dropout rate (070071) | | | | | |
|-----------|--------------|-----------------------|------------|-----------|------------|-----------|------------|
| | | Girls | Percent | Boys | Percent | Total | Percent |
| Primary | 6 | 2 | 25 | 7 | 25.92 | 9 | 25.72 |
| | 7 | 5 | 62.5 | 16 | 59.25 | 21 | 60 |
| | 8 | 1 | 12.5 | 3 | 11.12 | 4 | 11.43 |
| Secondary | 9 | 0 | 0 | 1 | 3.71 | 1 | 2.85 |
| | 10 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 8 | 100 | 27 | 100 | 35 | 100 |

Source: Field Survey, 2015

From the table 5.7 it is found that 8 girl's students drop out the class 6,7,8,9 & 10. Table shows the majority of dropout rate in boys than girls. Literate respondent, who dropped out their classes have dropped out in class. Followed by in class 6 (25.00 Percent), class 7 (62.05 Percent), class 8 (12.05 Percent), class 9 (00.00 Percent) and class 10 (00.00 Percent). From the above table 5.7 it can be concluded that most of the female had dropped out in primary and lower secondary level.

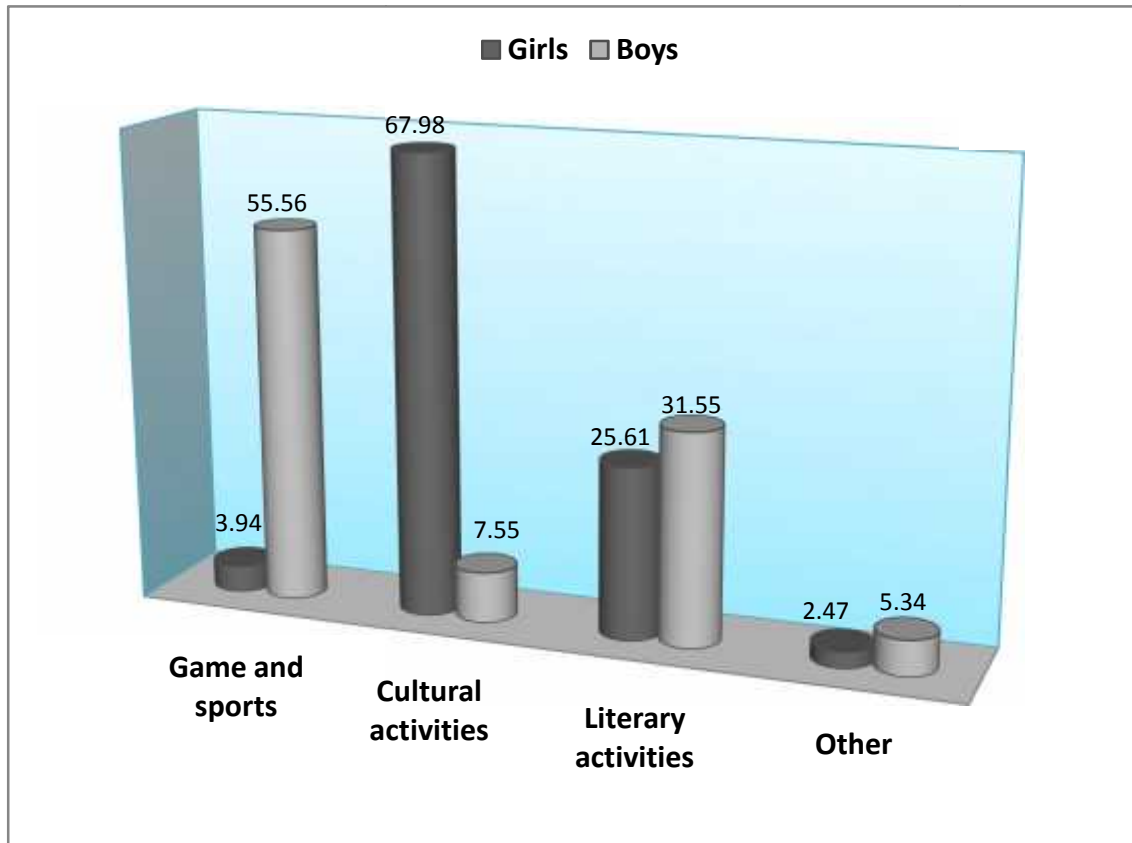
5.1.8 Extracurricular activities

Table 5.9
Extracurricular Activities

| Activities | Girls | Percent | Boys | Percent | Total | Percent |
|---------------------|------------|------------|------------|--------------|------------|--------------|
| Game and sports | 8 | 3.94 | 125 | 55.56 | 143 | 33.00 |
| Cultural activities | 138 | 67.98 | 17 | 7.55 | 155 | 36.00 |
| Literary activities | 52 | 25.61 | 71 | 31.55 | 123 | 28.00 |
| Other | 5 | 2.47 | 12 | 5.34 | 17 | 3.00 |
| Total | 203 | 100 | 225 | 52.57 | 428 | 100 |

Source: Field Survey, 2015

Figure No. 5.3
Extracurricular activities



Above the table no. 5.9 can be seen the participation of student's status in extra-curricular activities comparatively boys involvement rate numbers are maximum and girls are very few (8 are in game and 125 girls are in sport. In this way, the participation role in girls in cultural activities is maximum (138 girls and 17 boys) then the participation of boys. In literary participation the role of girls are very few, (52 girls then the participation of boys). The status in extracurricular activities the numbers of participating girls are very few with the number of 5 and boys are more with the number of 12, comparatively, we can see the rate boys in extracurricular activities are maximum then the participation of girls.

5.2 Reason behind the Educational Condition of Women

As we know that there may be different factors that are leading or hindering women to read and write. Hence 203 respondents were asked about their causes of illiteracy; means why did

they not go to school and why they could not read and write? Regarding this question different causes or factors came as hindering factors of their illiteracy. These different factors or causes about why did they become illiterate.

5.2.1 Occupational Status of Girl's Students

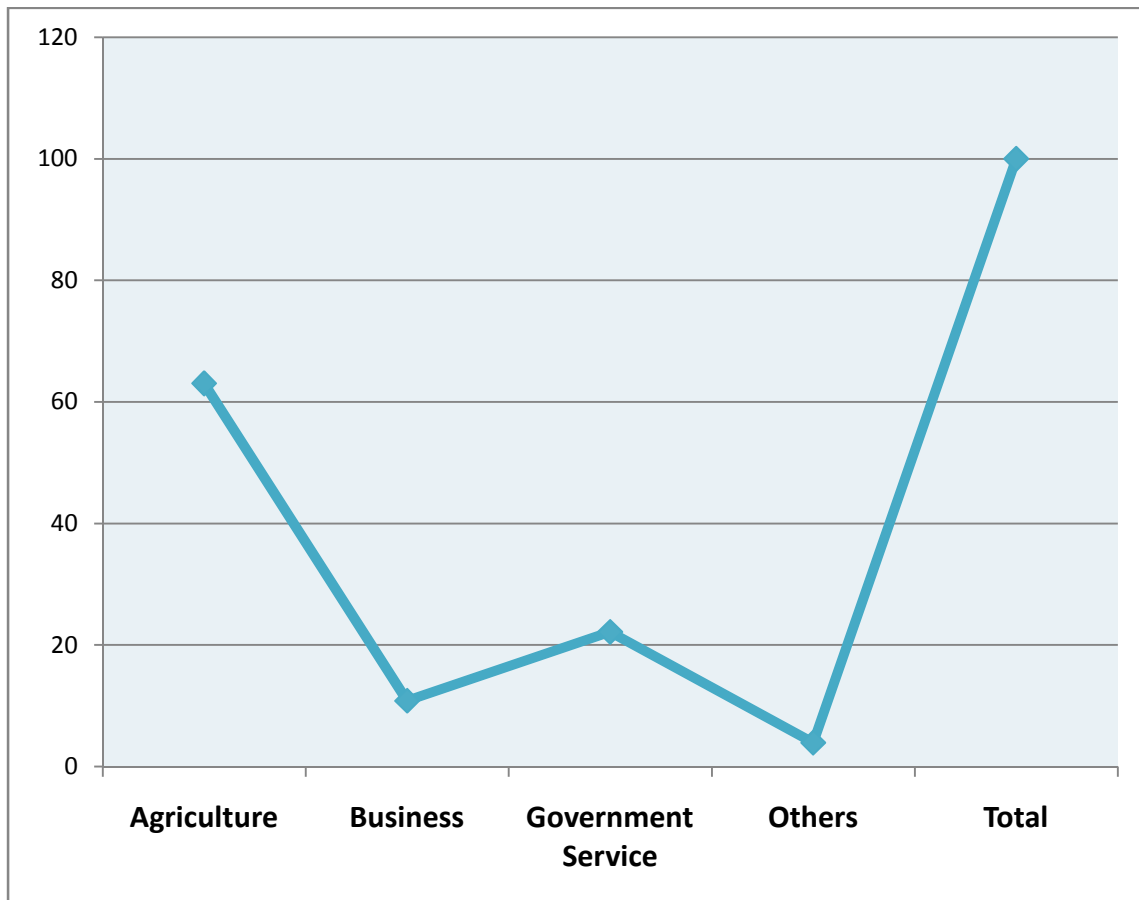
Occupation is a major factor that can affect the literacy. Occupation determines the income level that in turn determines the literacy status of the people. Here the status of literacy of respondents by occupation is presented in table.

Table 5.10
Occupational Status of Girls Students

| S. No. | Occupation | Girls | Percent | Remarks |
|----------|--------------------|------------|---------------|---------|
| 1 | Agriculture | 128 | 63.05 | |
| 2 | Business | 22 | 10.83 | |
| 3 | Government Service | 45 | 22.16 | |
| 4 | Others | 8 | 3.94 | |
| 5 | Total | 203 | 100.00 | |

Source: Field Survey, 2015

Figure No. 5.4
Occupational Status



From table 5.10 shows the majority of people (63.05 %) who work in the farm. Similarly In other occupation like government service the percentage of 22.16. Similarly, 10.83 percent people are doing business and 3.94 percent people are doing other works like *foreign employment, dhydimajduri, dakarmi* and *sikarmi*. So we can conclude that the occupation also affects the literacy status of female. From the study, it is found that majority of respondents were involvement in agriculture as occupation because there is lack of other opportunities in study area other than agriculture.

5.2.2 Family Income of Girl's Students

To get education or to be literate we must invest money. If the economic status of family income is high certainly they invest money for education and family members can become literate and vice-versa. Family income also plays significant role to raise the literacy level. The table 5.10 has presented the literacy status of the respondents by family income.

Table 5.11
Monthly Family Income of Girl's Students

| S. No. | Monthly Family Income | Girls | Percent | Remarks |
|--------|-----------------------|------------|-------------|---------|
| 1 | Less than Rs. 2000 | 16 | 7.88 | |
| 2 | Rs. 2000-5000 | 49 | 24.13 | |
| 3 | Rs. 5000-10000 | 93 | 45.81 | |
| 4 | Rs. 10000-20000 | 36 | 17.73 | |
| 5 | More than Rs. 20000 | 9 | 4.44 | |
| 6 | Total | 203 | 100 | |

Source: Field Survey, 2015

Figure No. 5.5
Monthly Family Income

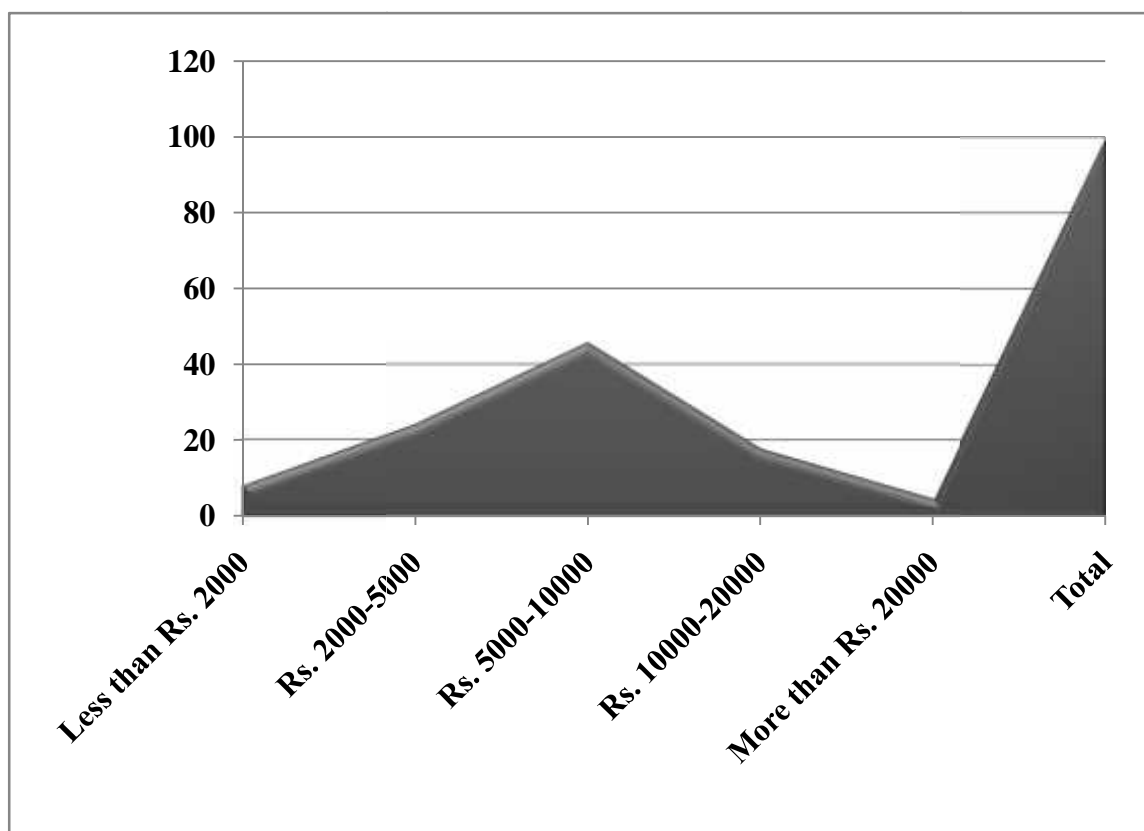


Table 5.11 shows the income status of the family. It proves that 16 (7.88 %) respondent monthly income less than Rs. 2000. Similarly 49 (24.13 %) respondent income Rs. 2000 to 5000, 93 (45.81 %) respondent 5000 to 10000, 36 (17.73 %) respondent 10000 to 20000 and

9 (4.44 %) respondent more than 20000 earn the money. So we can say that if the income level of respondents increases it also helps to increase literacy level.

5.2.3 Other Cause

i) Social and Cultural Cause

In our community there has not developed the sense of education to send girls equally as the son grabs the opportunity to go school. Due to this traditional thinking parents do not obey to invest them properly. The parent from such type gives the permission to send their son far from their home lonely but does not give the permission to send their daughter out from their home without their presence. They thought that if any causes would create over their grown up daughter. Even our social structures have created the unsuitable environment towards the girls than the boys. In so much daughter most finish the works from house to jungle entirely in terms of our social work division. In this way sons are more valuable than the daughter in the sense of family value. It would still be looked the traditional thinking of daughter and son after their marriage so in the old age of their parents son must be caregiver but not so the daughter. With this reason nature has created the girls most have to go someone home after their marriage. Behind the proofs, now women are back warded in educational condition due to these reasons.

ii) Physical and Biological Causes

Physical changing of adolescence girls would be problematic to go school with their friends the feeling of ashamed. It would be add standing with their friends and teachers due to increasingly changing body parts .In that time some of their friend tease them time and again. In this way educational condition of girls decreasingly lessen in terms of physical changing so almost time they think about the changing physical bodies. In timely they have to go menstruation. It is common feeling pain of backside of their body and the lower stomach. It would be happen feeling of weakness. In the time of menstruation there are many obstructions to walk and work even the little amount. In most of the village school there is not the facilities of clean bathroom and toilet. It would be problematic to clean their body. It is prohibited to go and touch many of the place and things in the time of menstruation of women with the sense of traditional thoughts. Physical problem lowers the psychology of girls. Therefore, the causes might be disfavored the condition of getting education rightly.

iii) Pregnancy and Parenthood

Pregnancy can pose concerns for students. Some of girls who drop out of Secondary Level early pregnancy and parenthood as keys reason for their decision, according to girls may feel embarrassed about going back to school, struggle with morning sickness or fatigue, and have difficulty keeping up with their class work.

iv) Lack of Parental Support

The lack of parental involvement is a problem that often leads to higher dropout rates, especially with school students. Parents play an important role when it comes to school attendance. School dropouts often have parents who weren't engaged or concerned with their academic success. If a parent doesn't encourage her child to stay in school, show interest in classes and teachers, communicate with administration, or pay attention to homework assignments, the child might not see any reason to follow through with the coursework. When parents don't prioritize the child to go school and getting education.

5.3 Causes of Drop Out

Why do students leave school or campus? There may be various causes. There is no doubt that without any cause no one leaves their school or college. Here in this study also the sampled females are asked why they left school. Why did they drop out from their academic institutions? The detail causes and figure is presented in table 5.17

Table 5.12
Distribution of Respondents by Causes of Drop Out

| Causes of Drop Out | Frequency | Percent |
|--------------------------------|------------------|----------------|
| Marriage | 2 | 25 |
| Failed in Exam | 1 | 12.5 |
| Household work | 4 | 50 |
| Economic Problems | 1 | 12.5 |
| Total caue of droup out | 8 | 100.00 |

Source: Field Survey, 2015

Figure No. 5.6
Causes of Drop Out

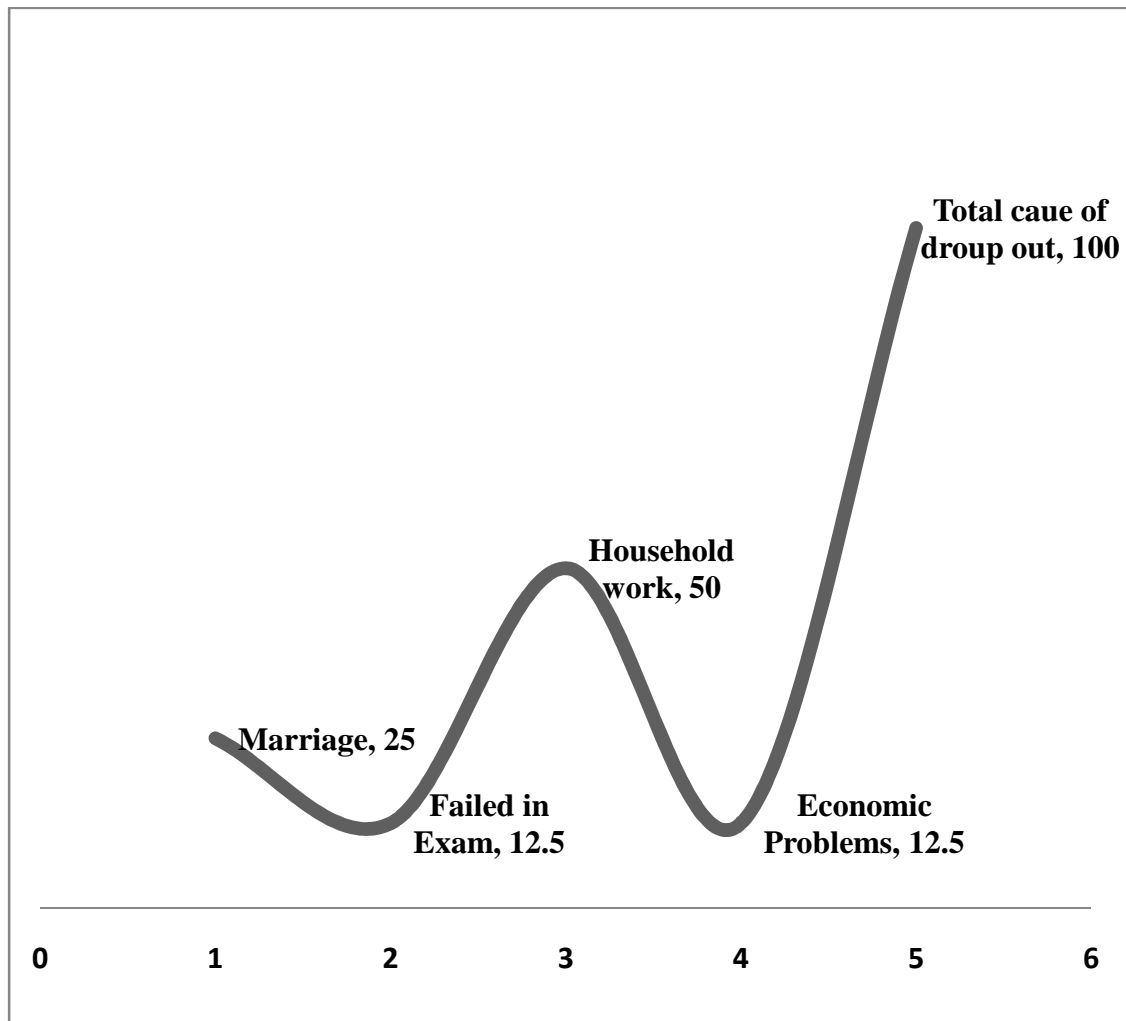


Table 5.12 shows the various causes about why they left their academic institutions. Majority of respondents have drop out their classes due to household work, which covers 50 percent followed by 12.5 percent who dropped out because they failed in exam and economic problems. Similarly, 25 percent women have dropped out due to their marital status i.e. when they married; they compelled to leave school. So there are various causes that are leading drop out and hindering female education.

5.3.3 Load in house works

Women are unable to get the education because of domestic works. It is culturally developed of domestic works would be done only involving by women. Comparatively these types of domestic activities do not worked by male. It is mentioned on the following table:

Table 5.13
Load in Housework

| S.No. | Particular of work | Girls | Percent | Remarks |
|----------|------------------------|------------|------------|---------|
| 1 | Preparing Meals | 51 | 25.13 | |
| 2 | Working in Agriculture | 62 | 30.54 | |
| 3 | Washing Clothes | 39 | 19.21 | |
| 4 | Go Back to Jungle | 35 | 17.24 | |
| 5 | Animal Husbandry | 16 | 7.88 | |
| 6 | Total Student | 203 | 100 | |

Source: Field Survey, 2015

Figure No. 5.7
Load in Housework

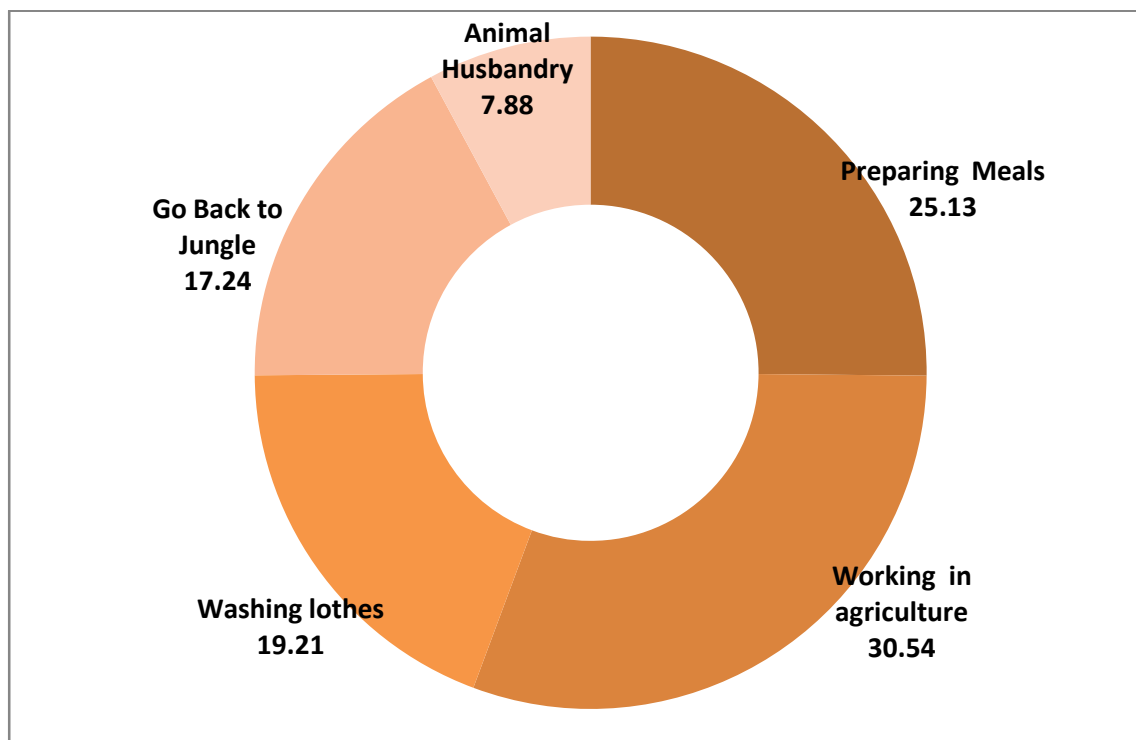


Table no .5.13 surveys the total no. of 203 girls involving in agricultural field than other fields. Similarly, 51 girls wash the clothes, 35 go back to jungle, and 16 girls are in animal husbandry. The table may be clarified the data of women in agricultural field than the other domestic works. Therefore, behind the reason of leaving school girls must be worked in the entire domestic fields forcefully.

5.3.4 Hindering Factors for Female Education

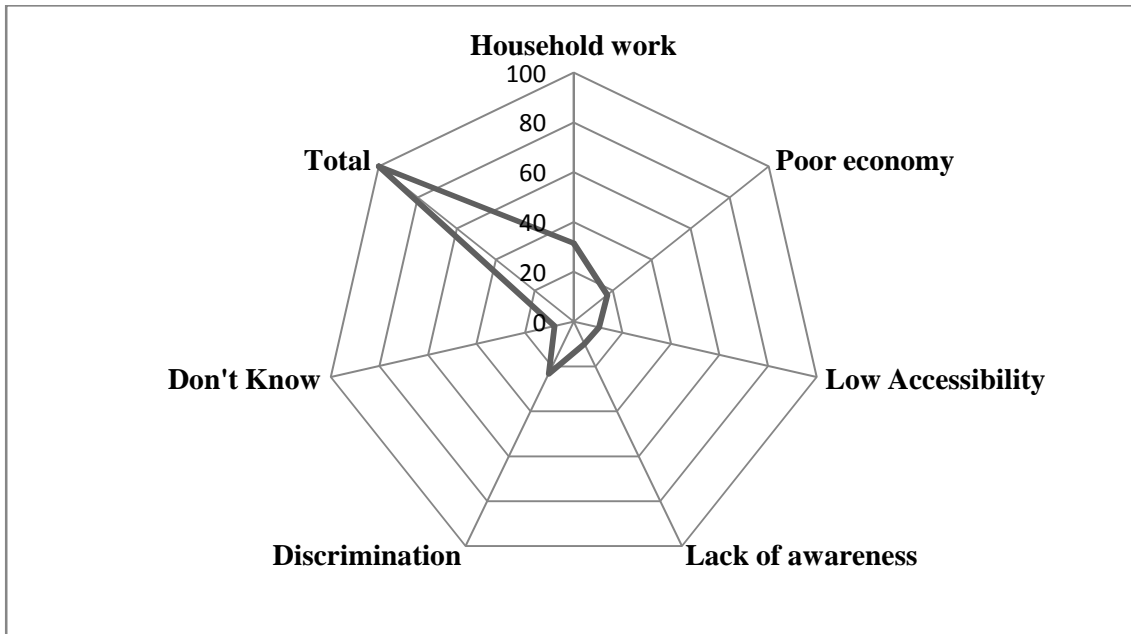
There may be many factors that may affect or hinder the females to get education. The respondents were asked about those hindering factors as opened question (In your view what are the hindering factors for female education?). From this question they have told varieties of factors, which are presented in following table 5.21.

Table 5.14
Distribution of Respondents by Hindering Factors

| Hindering factors | Frequency | Percent |
|--------------------------|------------------|----------------|
| Household work | 64 | 31.52 |
| Poor economy | 35 | 17.24 |
| Low Accessibility | 21 | 10.34 |
| Lack of awareness | 20 | 9.85 |
| Discrimination | 47 | 23.16 |
| Don't Know | 16 | 7.89 |
| Total | 203 | 100.00 |

Source: Field Survey, 2008

Figure No. 5.8
Hindering Factors



The table 5.14 shows that majority of female are deprived from education due to household work, household work became a great hindering factor for them. Out of 203 respondents 31.52 percent told, they could not get education due to household work and could not go to school. Similarly, 17.24 percent of respondents could not get education due to their poor economy means they could not afford the cost. About 9.85 percent told they could not get education because they were unknown about female education i.e. due to lack of awareness. And 10.34 percent due to low accessibility, 23.16 percent due to discrimination. Finally about 7.89 percent of respondent did not say the hindering factors of education, “Don’t know”.

CHAPTER SIX

FINDINGS CONCLUSION AND RECOMMENDATIONS

6.1 Findings

Whenever we conduct a kind of research or study we get some findings or we do research or studies to know or find something. Hence, this study has also some findings. Though it is based on small scale survey of Bhanodaya HSS in Bajura district from the 302 girls students selected sample population and their household members, the major findings are mentioned below. The findings are separately mentioned on school, household and their subject matter. From the findings of the study on "Educational Condition of Women : A Case Study of Bhanodaya HSS in Bajura" as drawn :

-) Education leads to individual's creativity, improved participation in the socio-cultural and political life of the society.
-) Educational years 071/072 seen the numbers of girls more than boys. Total number of student in 2071/072 are 428 and number of girls are 203. By showing the girls (47.42) and boys (52.58).
-) Majority of respondents are from Chhetri that holds 51.63 (Girls 43.43 and Boys 56.57) percent followed by Brahmin 22.89 (Girls 33.68 and Boys 66.32) percent. Similarly Dalit 24.76 (Girls 41.51 and Boys 58.49) percent and 0.70 (Girls 33.34 and Boys 66.66) percent Janajati.
-) From the study it is found that majority of respondents were illiterate. Because there is high awareness and less household work than literate family.
-) Total number of girls is more than the percentage 47.8 in lower secondary school. We can think the girl numbers are increasingly more in percentage in later days.
-) Total numbers of girls (203) from different casts Brahmin 59, Chhetri 99 , Dalit 44, Janajati 1. However Chhetri and Brahmins have attained school upto higher level.
-) Total 8 girl's students drop out the class 6,7,8,9 & 10. In this study the majority of dropout rate in boys than girls. Most of the female had dropped out in primary and lower secondary level.
-) In this study shows the majority of people (63.05 %) who work in the farm. This research concludes that the occupation also affects the literacy status of female. From the study, it is found that majority of respondents were involvement in agriculture as

occupation because there is lack of other opportunities in study area other than agriculture.

-) The income level of respondents increases it also helps to increase literacy level.
-) The dropout situation is one of the major problems of education attainment in women. Majority of girls students go to school but only few of them complete their education with the increasing the level. It is because dropout rate also increases. The dropout rate is high in secondary level than other levels.
-) Among total of respondents 50 percent followed by 12.5 percent who dropped out because they failed in exam and economic problems. Similarly, 25 percent women have dropped out due to their marital status. Parents play an important role when it comes to school attendance. School dropouts often have parents who weren't engaged or concerned with their academic success.
-) Female are deprived from education due to household work, poor economy, lack of awareness, low accessibility, discrimination and don't know, this factor are major hindering for female education.
-) Pregnancy can pose concerns for students. Some of girls who drop out of Secondary Level early pregnancy and parenthood as keys reason for their decision.
-) Due to this traditional thinking parents do not obey to invest properly. They thought that if any causes would create over their grown up daughter. Even our social structures have created the unsuitable environment towards the girls than the boys.

6.2 Conclusion

Majority of respondents pointed out that, the main cause of illiteracy (or why they could not read and write) is lack of awareness. So we can launch awareness and intensive programs to make them conscious about the importance of education and demerits of being illiterate.

Regarding the causes of drop out, most of the respondents have dropped out their classes due to household work and due to lack of knowledge about the importance of education. So it is necessary to make them conscious about importance of education and find better away to exclude them from household work in school going period. There is no significant difference between male and female in number of majority of population in the active group. Majority of Population is dependent on agriculture that provides their entire income. All sample households have their own land and few households. Majority of

population is literate and Majority of population got literacy from formal education i.e. school education. Majority of population are Brahmin followed by Chhetri. It is found that respondents who are from nuclear family are more literate than joint family. In most of the family literacy rate of female is backward the hindering factor of female education is their household work. Their poor economy and lack of awareness, similarly, while studying the educational level by caste/ethnicity, majority of respondents from Brahmin caste have passed secondary level followed by Chhetri, Dalit and Janajati respectively.

In relation with respondents' educational level and family income, there is linear relation between income level and educational level, that means, who have high family income have attained high level of education and vice-versa.

6.3 Recommendations

The educational level as well as literacy rate of Nepalese women is very low. This study is focused on finding out the educational status of female along with causes of illiteracy and drop out level and its causes. From the findings of this study following recommendations are given:

The educational level as well as literacy status of female of sampled area is very low hence it is essential to launch different intensive programs to encourage female to learn about the importance of education.

Intensive programs like scholarship, provision of job, opportunities for higher education, education loan, household economic support or other types of subsidies can be provided to reduce the drop out level and help to continue their school/campus.

The poor economy and excessive household work are the hindering factors for female education. So, if we can uphold their economic condition the illiteracy rate may reduce and more and more female will be benefited from education. Specially, for the illiterate female the main tool to increase their literacy is to launch adult literacy program.

National policies and programs are not being able to cover various aspects of female especially in the field of education. So special concentration should be given from the policy making level. Especially Nepal government, NGOs, INGOs, CBOs that are working on various social issues, should concentrate to increase female literacy and improve the education level of female.

The main tool is awareness, so awareness in family, community, society and in national level should be increased regarding the importance of education and shortcomings of absence in education. For this purpose we all are equally responsible and we must take an action in this path.

Employment opportunities should be made available for the educated girls and women, which would encourage their economic participation and hence elevate her status within the household.

The overall literacy rate should be increased with special emphasis upon promoting higher literacy rate among the women. This could be achieved by providing incentives to encourage greater enrolment of girls in schools. This is suggested with the view that education for the women implies empowering them and conferring them a greater status within the households. Their educational status would also earn them the household decision making powers on important issue since they would then be thought capable of making effective decisions by their male counterparts.

Bringing the women into the market economy is another approach to increase their decision-making powers. Policies and programmes intended to encourage entrepreneurial skills among the women, should be promoted. These women could then be mobilized to engage in income generating activities such as weaving, knitting, petty shops, small-scale cottage industries and so forth. The income added by them into the overall household income would earn them the respect and the power to decide upon expenditures on important matters like investments and so forth. Further, labour saving village technologies should be devised to release enough time off for women from their daily chores. Their contribution in domestic drudgery need to be involved and linked up with economic outputs.

Discriminatory Acts/ Laws and practices in all sectors such as legal, political, social and economical should be addressed carefully to enhance women's participations not only in household decision making process but along with in all multi-dimensional areas.

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प्रश्नावली

व्यक्तिगत परिचय :

नाम :

शिक्षा :

उमेर

जात :

लिङ्ग :

वडा नं.:

पेशा :

परिवार संख्या :

- १) तपाईंको विद्यालय तथा समुदाय महिला/छात्राहरूको शैक्षिक अवस्था कस्तो देख्नुहुन्छ ?
- २) विद्यालयमा छात्र र छात्रा बीचको शैक्षिक अवस्थामा कति अन्तर पाउनु हुन्छ ?
- ३) विद्यालयमा छात्रको तुलनामा छात्राहरूको शैक्षिक अवस्था कमजोर हुनाको कारण के हो ?
- ४) विद्यालयमा छात्राको शैक्षिक गुणस्तरमा सुधार ल्याउनका लागि के के गर्नु पर्ला ?
- ५) छात्राको शैक्षिक अवस्था सुधार गर्नका लागि व्यवस्थापन समितिले खेल्नरहेको भूमिका के हो