

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Women comprising half of the total population have lower status than men, by tradition they are largely restricted in mobility and access to information and education. The status of Nepalese women has been deeply affected by the various religious practices have seriously affected the role and status of women. The United Nation has defined the status of women in the context of their access to knowledge, economic resources and political power and their personal autonomy in the process of decision making. When status of Nepalese women's is analyzed in this light it is generally found bleak. In this regard various attempt have been made to introduce micro-credit schemes to raise women's status in global perspective (Acharya, 1995).

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 ration which indicates participation in primary schooling among those age 6-10 years and secondary schooling among those age 11-15 years shows as 13 percent point different at primary school level and 8 percent point different at the school level (CERID, 1994).

Education is the systematic instruction to gain knowledge. Education is light for life; it helps a person to enroll as well as increase status in the community. Education is the basic right of all human beings regardless of origin, sex, ethnicity, caste, culture, religion and language. Education plays a vital and decisive role in the socio economic progress of community. Multi-dimensional development of a country depends upon the education policy adopted by the country and the government. Education in a broad sense becomes a catalyst for the closely interrelated economic, social, cultural and demographic progress which is defined as the various aspects of national development.

Men are more educated than woman. Nearly three in four women and two in five men have near attended school. Fifteen percent of women and 30 percent of men have

some primary education only, while 9 percent of women and 20 percent of men have some secondary education and 4 percent of women and 13 percent of men have completed their school leaving certificate (NDHS, 2001).

Literacy among girls and women in terms of percentage point grew much faster than boys and men during these days. The 2001 census indicated that literacy rate among men six years or orders 65%, while the corresponding figure for women was 42.5%. in other words female literacy rate was about two third of the male literacy rate was about two third of the male literacy rate. In the likewise manner, if one looks at the net enrolment rate of boys and girls at the primary school children school. She has found that while 86% of the boys of primary school age are enrolled in school, the corresponding figure about girls was about 75%. These difference increases further at higher level of schooling. This indicated that although improvement in girls education was taken place common there is still quite a lot two be done in the area of education (MOPE 2004).

## **1.2 Statement of the Problem**

The status of women in Nepal has varied throughout history. In the early 1990s, like in any other Asian country, women in Nepal were generally subordinate to men in virtually every aspect of life. Nepal, like most societies in the present world, was a rigidly patriarchal society. Women's relative status, however, varied from one community to another. Nepal being a predominantly agricultural society, the senior female member played a commanding role within the family by controlling resources, making crucial planting and harvesting decisions, and determining the expenses and budget allocations. Yet women's lives remained centered on their traditional roles — taking care of most household chores, fetching water and animal fodder, and doing farm work. Their standing in society was mostly contingent on their husbands' and parents' social and economic positions.

The livelihood skills training and adult literacy education help improve poor people's livelihood. Firstly, there is a widely noted “empowerment effect” that learners acquire enhanced confidence and social resources which help them take initiatives to improve their livelihoods. Second, literacy and numeracy skills are a clear advantage in market transactions in the informal economy, and thus especially important for

entrepreneurship. Thirdly, more productive agricultural or livestock practices result from learning new vocational skills. These effects should not be seen as isolated but as arising from complementary inputs. For example, not only are skills and market opportunity needed, but also access to credit. These conclusions also gain support from other reviews on adult basic education or about how people make ends meet in the informal economy. The study breaks new ground by finding that different kinds of staff are needed for teaching vocational skills for teaching literacy and that livelihood skills training is a better vehicle for teaching literacy than the other way around. This has the important practical implication that it is probably best to think of combinations of livelihood skills and literacy teaching as an activity that, like other vocational training, requires intensive support and is not easily scaled up quickly.

They had limited access to markets, productive services, education, health care, and local government. Malnutrition and poverty hit women hardest. Women usually worked harder and longer than men. By contrast, women from high-class families had maids to take care of most household chores and other menial work and thus worked far less than men or women in lower socioeconomic groups. But economic prosperity alone, decision making was left to the men in the family (Sharma, 2016).

Development is measured on the basis of educational attainment, its quality and standard education in the rural development are closely interrelated, without literate people, the country can never achieve its goal of prosperity. But the literacy rate of developing country is very much low among this literacy rate of female is lower than male. In case of the census 2001 shows that the literacy 65.5 and literacy rate of female is 42.8. where the average literacy rate is 54.1 (Manandhar et al. 2003).

No community was remain undeveloped if it has the required human capital and the best instrument for developing any society is to invest in human capital. This is because the acquired knowledge and skills was guaranteed the economic and social liberation of the individual and by implication enhance their contributions to community and national development Essentially, the women must be educated in terms of their role in the society, whether as Producers or Reproducers; they are mainly responsible for the care and well-being of their families, they play an important role as educators of future generations, they perform economic functions and social functions. As more and more women are educated, the health of the nation

improves. With rising education among the women, there has been also a rise of women in the labour force; women education aids in the protection of the environment and also improves agricultural practices . Thus, for society to be developed, the women must be allowed access to good and qualitative education. Hence, this study examined the Impact of women Education on Community Development. Women education is very important for the development of society. Without raising the educational stated of women it is impossible for the overall development of the nation. Education level of female is low. So, less number of female are involve in good income generating activities. Education helps the women to empower. After educating man and women equally or raising the level of education of women, the nation can progress. It is the thought of various people that women are capable only to do household activities and can care children. The dropout rate and replication rate of girl students is high. This is due to native attitude of partners towards daughter should go to others house and they cannot help the parents. The investment of money in daughter s education wastes of money. This study has find out the following research questions answers:

- i. What is the present educational status of married women?.
- ii. What is the relationship of education and livelihood?.
- iii. What impact of education in livelihood?\

### **1.3 Objectives of the Study**

The general objectives of this study are to analyze the relation between education and livelihood of married women in Patthardeiya VDC. Kapilvastu district. The Specific objectives are as follows:

- i. To identity the present education status of married women in Pattherdiya.
- ii. To assess the relationship of education and livelihood.

### **1.4 Significance of the Study**

It will be important to investigate the cause of dropout of the female student from the school education higher education causes of no participation or illiteracy female in education .Illiteracy dropout rate are the hindering factors for the development of the

nation. After finding the cases we will know that what hindering factors for education are. Then it is easy to remove the factors by bringing different programs awareness by different suitable methods which help to remove the hindering factors for education.

This study analyzes the educational status of married women in Patherdiya VDC. Hence this study will provide information educational status of women of Patherdiya VDC. To the government, NGOs/INGOs. This study will provide some valuable measures to be taken to solve problems concerning about the education of married women. Moreover, this study will be provides necessary information for planners and policy makers to conduct for the development activities and programmers for the Patherdiya VDC.

### **1.5 Limitations of the Study**

Following are some limitations of the study.

- ) This study has been based on only one VDC i.e Patherdiya VDC of Kapilvastu district, which may not nationally representative.
- ) Married female respondents has been selected, so it may not the overall status of female education.
- ) This study has been limited in 50 educated married women only.
- ) The study has been conducted within the given time period and financial constraints.

## **CHAPTER-TWO**

### **LITERATURE REVIEW**

There are many scholars and researchers who have devoted their time to study woman education in Nepal. Their effort to find out the education problems and solutions are considered to be valuable in the literature of education problem status of women. However, only a few literatures have been reviewed here in order to explore the existing status of women helped to identity the objectives of the study. Here some previous review about 'women education' are mentioned below.

#### **2.1 Theoretical Review**

##### **2.1.1 Definition of Feminism**

The term “feminism” was coined by the Utopian socialist Charles Fourier. The term was first used to denote the support for women’s equal legal and political rights with men. Now feminism also refers to any theory which sees the relationship between the sexes as one of inequality, subordination or oppression. Thus, the aim of feminism seems to identify the sources of all kinds of oppressions and subordination. Feminism is related to the feminist social movement that seeks equal right for women giving them equal status with men and freedom to decide their careers and life pattern. Women are taken to be weak in terms of education, culture, body, religion and society, where males are considered as strong in every aspect of life. Because of this deep-rooted gender conception, men dominate women. Thus, the main target of the feminists has become to change or revolt against such misconceptions and the gender construction. The female writers have written for the emancipation of female from patriarchy as well as to establish women's position in the society. The feminists think that femininity is their gift given by god. So, they take it as the weapon to fight against patriarchy. They put female in the supreme place and show that women are also bold enough to decide whatever is better for their life. Feminism is the quest for female autonomy (Millet, 1988).

### **2.1.2 Sex and Gender**

Human beings are differentiated as male and female according to biological characteristics; the differentiation of male and female, is called sex. They have fundamental biological characteristics. According to their body's organs they are known as male and female. Sex is a biological difference between men and women. It is unchangeable and natural process. So, it is also called natural sex. Gender is created by society. It is also called social gender. It is formed according to the concept of society and culture. The society and culture introduce the status and role of male and female. So gender is not fundamentally biology, it is based social and cultural. According to social and cultural norms and values, the community creates the boundaries, rules and regulations for male and female. In the discussion of sex and gender in human social life, one term emerges as particularly, and that term is natural; in public debates concerning the origins of so-called sex differences and the nature of relations between women and men. Every society has different roles and status of male and female, the cause of difference is their own culture and society. So, from primitive age to recent period males are supreme in the society. So, they create the rules and regulations for their own benefit. They create many boundaries and tags for female, not for male. Females are marginalized in social sector, economic sector, and political sector. Academically also females are back warded. The society gave roles and regulations to male and female. They saw differently to female as daughters are not send to school, and deprived from rights for property, political and others. Traditional gender roles cast men as strong, rational, protective, and decisive; they cast women as emotional, weak, nurturing, and submissive. These gender roles have been used very successfully to justify the act of excluding women from equal access to leadership and decision- making positions in every field as in the family, political, academic and economic areas. The main cause of difference is patriarchal society. Patriarchy is thus, by definition, sexist, which means it promotes the belief that women are innately inferior to men (Mies, 1986) .

But feminists do not deny the biological differences between men and women; in fact, many feminists celebrate those differences. But they do not agree that such differences as physical size, shape, and body chemistry make men naturally superior to women; for example, more intelligent, more logical, more courageous, or better

leaders. Feminism therefore distinguishes between the word sex, which refers to our biological constitution as female or male, and the word gender, which refers to cultural programming as feminine or masculine, which are categories created by society rather than by nature.

### **2.1.3 Self- identity and Freedom of Women**

The concepts of self-identity and autonomy are closely related and inseparable. The concept 'autonomy' expresses the positive goal for the feminist movement. It is the freedom from domination regarding the bodies and lives, Maria Mies says, "The feminist claim to autonomy means a rejection of all tendencies to subsume the women's question and the women's movement under some other apparently more general theme or movement"(41). Self- identity and autonomy are associated with persons. We are autonomous to social processes which bring us into being as self for ourselves and others. There are so many concepts about selfhood and autonomy in the feminist movements. But the most common concept among feminists is 'individual independence', self determination of the individual woman', or 'the right to individual choice'. The emphasis on individualism refers to the autonomous existence. Women in the patriarchy fight for their individuality. Women have united for their self-identity which is taken as the essential thing for women's development. If the person is independent she/he can live her/his life well. Feminists think that woman is a biological person or subject (Mies, 1986).

Mainali (1987) on his research report entitled," An inquiry into the causes of primary school dropouts 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 girl did not need to be literate and poor economic condition of the female (Mainali, 1987).

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. Importance is the influence of mother's education on children's health and nutritional status that it reduces mortality rate King and Bellew, 1993), CERID (1994) on its study report entitled; status of female Education in Nepal", explained the education attainment are far behind makes. Girl's participation at the primary level in school in the mountains, hills and plains; where female teachers were found slightly higher than in schools without female teachers. Poverty was one of the major causes of girls' low participation or nonparticipation in and dropout from schools. Another important cause as demonstrated poverty by the study is the problem of mass illiteracy, found in want of motivation to educate their daughters (CERID, 1994).

Kandel (2001) on his research report in titled" poverty right of women in Nepal" explained the status of Nepal women legally seems to be strong but institutionally and practically it is very weak. There is discrimination against daughter, wife and widow. Both legal and practical discrimination sons and daughter between men and women should be immediately obliterated. The daughter, wife and widow graded equal economic, political and social as males. But the equality between and men women be based on cooperation it should be necessary to provide equal right of property to uplift their status and portion.

Kandel (2001) further deals with the women should have share either from parent of from husband. Granting share from the sides to will be injective to women so the daughter should asked to equal right and opportunities in the parental house of to marriage. She should get equal opportunity for education as brothers. Besides, the parents have to grant permanent property to skills and education. The parent have to grant permanent property to skills and education. The parents are not by the compelled to grant share even to sons

## **2.2 Empirical Review**

Adhakari, (2001) has conducted a study on '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 rate at the lower secondary level.

High repetition and dropout rates can be attributed to a number of causes. The move significant among them as pointed and by the neap human development report ,1998 were household work, burden of children, imaginary of school operation, income, poverty, physical distance, low perceived reliance of education, neglect of mother tongue in school(Adhikari, 2001).

Sharma(2003) writes the compelling factor hindering women's education in general in the fact that girls are transferred to their affianced house holds after marriage, with the result that parents have no claim on their work or income as adult's women. Women parents are asked in surveys they are not sending their girl children to school; one of the often repeated answers is that "They will go to other people house". Poverty, work load and cultural perceptions are the major factors hindering female education.

Parajuli, (2005), Summarized in her dissertation that out of 138 married women of Machhegaun VDC of Kirtipur Kathmandu 50 .10 percent literate and 39.90 percent are illiterate. This 39.90 percent illiteracy rate of female indicated that still the educational status of women is back warded.

Agarwal (1992), points out that though the husbands and parents in law flavor employment of education wife and daughter in law and cooperate with their in discharging the new role they still do not inclined to accord them equal status in the family. This education caring women in the middle class family set up in passing though a transitional period prescribing for them the dual role of a working wife and he mother. The author therefore, inferred that the change in the status of educated Women in the family does not lead to the change in her traditional role.

According to UNDP (1995), women in Nepal, as elsewhere, hold the triple work responsibilities of reproduction, house holding and farm work. However, reproduction is not treated as work and house holding is not considered as productive work by the government system. Women also suffer from discriminatory practices in opportunities for education, personal mobility, which is required among other for skill development and independent decision making.

Paudyal (2003) explained her dissertation entitled "Educational Status and House Hold decision of married women" literacy and educational qualification are vital indicators of women's social status. They are the crucial factor not only for availing

them employment opportunities created in the process of modernization but also for communication with the outside world although, female educational conditions is very low. About 58 percent of female are literate in Phyatuppu VCD. Dropout situation is one of the major problems of education for females As level of education increases dropout rate also increases simultaneously. Early marriage is the major cause of drop out education. Most of the women dropped out due to this cause.

Rijal (2008). has conducted a thesis entitled "Education status of married women in Tamang community in Bachhauri VDC", Submitted to the Central Department of Population Studies (CDPS) is based on primary data, collected from 2 wards of Bachhauri VDC of Chitwan District in July 2008. This includes 110 married Tamang female. The main objective of this study is to find out the educational status of married women in Tamang community. For this purpose, further it is done to identify their literacy status, causes of illiteracy, dropout level, Causes of dropout and reasons of discrimination. To conduct this study 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. 41 close questions were prepared and interviewed to the targeted population from whom data were collected. 2 open ended questions and 3 questions for focus group discussions were selected. The filled up questionnaire were done the manual editing thoroughly. After completing the manual editing the data was analyzed using SPSS software. The analyzed data were interpreted using different statistical tools and description. Out of total 110 respondents 54.55 percent are literate but they are concentrate lower secondary, pre-primary and non formal sector. It is found that increasing the level of education, decreasing the number of female attainment in School. Most of the respondents 94.45 percent women dropout their education. The main causes of dropout are marriage and failed in exam. It is found that there is discrimination between male and female for getting education. The main thing that brings discrimination is poor traditional belief.

Thus the purpose of this study was to look at the actual positioning of educated married working women of Katmandu metropolitan city.

Other than this, the broad objective of the study was to find out the gender equality in division of labor at household, decision making of working women at household, her economic independence and empowerment influencing her attitudes towards traditional norms and values and the changes witnessed in her lifestyles brought in by additional workload.

Adhikari (2010). The objective of the study, thirty- five working- women in Katmandu falling under different professional fields were selected. This study is based on the responses of those thirty- five working women selected randomly from the working women population of Katmandu where majority of them were Hindu despite of their caste and ethnicity. Out of such randomly selected population, Brahmin women (40%) dominated the field with Newar women (31.4%) following them on the second place. Chettri women (17.4%) were slightly above the Janajati women (11.4). Except for that (2.8%) of respondents who had PhD, majority of the respondent had Masters Degree (57.1%) and Bachelors Degree (40%). Respondents who were married for ten years (34.2%) ranged highest in the working sector while only (11.4%) of respondents who were married for a year were last in the ratio in working sector. Majority of the working women came from nuclear family with (54.2%) and the rest from nuclear family(45.7%) with the largest number of respondent (28.5%) belonging to the smallest group of family size of 1-3 members and the lowest number of the respondents (8.57%) belonging to the largest group of family size of 10 & above members.

Abraham and Joel (2013) has conducted to evaluate the socio-economic impact of desertification on rural livelihood in Toungo, Southeastern fringe of Adamawa State, Nigeria, situated in the Southern Guinea Savanna zone. A total of three hundred (300) respondents (farmers) interviewed were selected using purposive and random sampling techniques. The results of socio-economic characteristics of the respondents (farmers) are presented in Table 1. On the causes of desertification, the respondents (56.7%) indicated that the main causes of desertification were human activities, 30% were of the opinion that this was cause by changes in the climate, while 13.3% of the respondents are ignorant of what causes desertification. When asked about the effect of desertification on their livelihoods, 43.3% of the respondents indicated that there was reductions in the amount of rainfall receive each year, 40% pointed out that there

was increased in temperature, and 16.7% maintained that they noticed drying of water bodies. There was a diverse response concerning the impact of desertification on farmer's agricultural activities. 43.3% of the respondents pointed out that they recorded poor harvest as the result of desertification in the previous years, 36.7% maintained that they notice an increase in wind erosion, 13.3% shows that the situation was tending towards a decrease in the availability of pasture for livestock, while 6.7% revealed that there was a drastic reduction in soil fertility as observed on their farmlands. The results of this study shows that majority of the farmers in the study area are aware about the causes, effects and impact of desertification as it's seriously affects their agricultural productions in diverse ways. At the same time, 56.7% of the respondents indicated that Aforestation is one of the best strategies for combating desertification, 43.3% believe that the practice of proper irrigation will be a good strategy, while 10% maintained that establishment and maintenance of shelter belts will reduce the impact of desertification in the study area. An important issue is how to support the rural poor to use the soils, the biota and other natural resources without destroying those resources, and without affecting the climate adversely

Oxenham & Diallo (2012). This study looks at the intersection between training in livelihood skills and basic education for illiterate and semi-literate youth and adults. Can effective training in livelihood skills be developed as an add-on to large scale literacy programs? Or, are the effective combinations those that add literacy education to (usually small scale) programs which are set up mainly to teach livelihood skills to begin with? To examine such questions the Institute for International Cooperation of the German Adult Education Association (IIZ/DVV) was commissioned to conduct the present investigation which examines documentation from 18 programs all serving very poor people, mostly women. Special analysis is also carried out on four country cases—Senegal, Guinea, Uganda and Kenya. The study concludes that combinations of livelihood skills training and adult literacy education help improve poor people's livelihood. Firstly, there is a widely noted "empowerment effect"—that learners acquire enhanced confidence and social resources which help them take initiatives to improve their livelihoods. Second, literacy and numeracy skills are a clear advantage in market transactions in the informal economy, and thus especially important for entrepreneurship. Thirdly, more productive agricultural or livestock practices result from learning new vocational skills. These effects should not be seen as isolated but

as arising from complementary inputs. For example, not only are skills and market opportunity needed, but also access to credit.

These conclusions also gain support from other reviews on adult basic education or about how people make ends meet in the informal economy. The study breaks new ground by finding that different kinds of staff are needed for teaching vocational skills for teaching literacy and that livelihood. skills training is a better vehicle for teaching literacy than the other way around. This has the important practical implication that it is probably best to think of combinations of livelihood skills and literacy teaching as an activity that, like other vocational training, requires intensive support and is not easily scaled up quickly. The team conducting this study, led by John Oxenham made extraordinary efforts to assemble existing documentation on the combined teaching of adult literacy and livelihood skills, before undertaking their careful analysis. The study is part of an ongoing regional study of vocational skills development conducted by the Africa Region of the World Bank and its Human Development Department. Other publications on Adult Basic Education are available from the Africa Human Development Department. The Norwegian Education Trust Fund for Africa has generously financed the present study and is, along with DfID and the Bank itself, financing the ongoing regional study of vocational skills development.

Gurung (2015). Education is one of the important approaches to uplift the condition of women from the conservative norms, values and patriarchal society. The main objective of this study were to describe the participation of women in the domestic role and in the household decision making process. This research was an attempt to find out the status of married women school teacher in the domestic role and household decision making from their living area. This research has assessed weather they are successful to change their socio-economic status in society. In addition to this study has explored to what extent age education, caste family income and decision making in various part of their professional and personal life. For the successful achievements of the aboard objection, several tools and techniques have been used. The research concerns with both primary as well as secondary source of data but emphasis has given to the primary source of data as it is more reliable, authentic and chose to the reality. Further more, focus group discussion with concern people interview with respondent, observation of school, collect data and analysis. The data were collected through the questionnaire, focus group discussion, interview and case study. The study has tried to trace role of married women in the domestic role and

household decision making process. The study shows that any few of the married women school teacher were holding the master degree. Most of the male and female are found to be co-operation to each other in every sector of the work. Decision making power school teacher of Syangja district is found to be satisfactory.

Ncube (2016) has examined the role of livelihood diversification in promoting household food security with particular reference to Hurungwe District in Zimbabwe. This focuses on assessing the contribution and impact of predominant livelihood diversification strategies in study area. The study employed qualitative methods of research entailing focus group discussions, observation, key informant interviews and literature review as methods of data collection. The study revealed that limited access to credit, skills development, markets and transport infrastructure weaken the efficacy of nonfarm livelihoods to improve food security. Key recommendations are that government, NGOs and communities must work in tandem to increase livelihood options for food insecure communities. Suggested strategies include increasing access to micro finance, vocational skills training and other support services paying attention to gender considerations. Areas requiring further investigation which emanated from the study include the impact of the shift to tobacco farming and how biotechnology has affected smallholder farmers.

## **CHAPTER-THREE**

### **RESEARCH METHODOLOGY**

This chapter deals with the methods employed by the researcher to complete the study. Methods are guidelines, which aid the researcher to research in a scientific and systematic way. This chapter has provided the brief introduction of the study area including the determination of sample size, research design and conceptual framework. The method of data collection and the tools of analysis are enlisted at the end of the chapter.

#### **3.1 Research Design**

This study has been carried out on the descriptive as well as explanatory research design. The study was explained the status of married women's education. Thus, the study is explanatory research. Besides the study make an attempt of describe the things related women's education statutes and investigate of explored findings will be described. Thus this study will be both descriptive and explanatory.

#### **3.2 Nature and Source of Data Collection**

The data is qualitative as well as quantitative in nature. For the purpose of the study, both primary and secondary data has been used in the study. The primary data will be collected through field visit observation, interview, and questionnaire survey the secondary data will be collected from various published and unpublished documents, records journals, books and articles.

#### **3.3 Population and Sampling Procedures**

Patthardeiya VDC of Kapilvatu district was selected for the study. The total population of the VDC is about 14159 and the total numbers of household is 2289. Among the total population 7,293 are male and 6866 are female. For the purpose of the study different caste/ethnicity/occupation and religious women has been selected.

The study area Patthardeiya VDC consists of 9 wards. The ward no. 5 of was purposively selected for the purpose of study because in the ward no 5 , the number

of educated women is more than in other wards. It was evidenced during field visit. In the ward 122 households are educated households which are universe of the study. Out of 122 households 50 households were selected simple randomly as a sample unit.

### **3.4 Data Collection Methods and Tools**

For the completion of this study, data has been collected from various tools and techniques. First of all the researcher has visited the selected samples and after taking the information about the married women, the field survey has been made.

#### **3.4.1 Household Survey**

To get the primary data, the structured questionnaire covered all objectives of the study has been developed, then the questionnaire was filled up by the researcher by visiting all selected sampled households.

#### **3.4.2 Key Informant Interview**

A checklist was developed for the interview of the household head, the purpose of interview to cross-check the information obtained from filled up questionnaires. some well-reputed, active and literate women of study area. During field study, informal interactions with a number of people were made. Researcher was asked about educational status of married women informally. This technique will also useful to provided essential information about the activities of women. Principal of schools, VDC secretary and social workers has taken as key informants for this study. These key informants has been interviewed to get more information as per necessary.

#### **3.4.3 Focus, Group Discussion**

The research based on focus and group discussion. The focus group discussion has held at selected study area. To complete the group discussion the checklist was prepared to collect the information from and to get appropriate information on inclusive basis. Research has discussed on women education and their livelihood. The researcher made 5 groups. Each group contains 10 respondents.

### **3.5 Data Presentation and Analysis**

Collected information has been process and analyzed scientifically with the help of computer software like excel as well as manually. Different tables were prepared for different socio-economic variables. Mathematical calculation and statistical operations and tests were performed for quantitative information. Qualitative information were presented in descriptive way. To visualize information different diagrams and charts are prepare. To make the study more reliable qualitative study was also made. The collected data were processed through validation, editing and coding. Secondly the processed data were presented in tabular form. Simple statistical tool like percentage had been used to present data.

## CHAPTER - IV

### ANALYSIS AND INTERPRETATION OF RESULTS

This chapter presents the socio-economic and demographic characteristics of Patthardeiya VDC of Kapilvastu district. Socio-economic characteristics include family structure, educational attainment, physical facility, occupation, sources of drinking water and size of land holding. After collecting the data they were tabulated and calculated in the percent regarding each item of the questionnaire. It was kept sequential order according to the need of the study. The analysis and interpretation were made with the help of the table, charts, pie charts and graphs.

#### 4.1 Introduction of Study Area

Kapilvastu district, is one of the districts of Province No. 5, Nepal. The district, with Kapilvastu municipality as its district headquarters, covers an area of 1,738 square kilometers (671 sq mi) and in 2001 had a population of 481,976, which increased to 571,936 in 2011. The district's name comes from the sage Kapila and his followers who built here a city called Kapilavastu. This District was a part of the ancient Shakyakingdom ruled by King Uddhodana who was the father of Gautama Buddha. The district is situated at a height of 93 to 1,491 metres (305 to 4,892 ft) above sea level. Geographically, the district can be divided into the low land plains of Terai and the low Chure hills. Kapilvastu is bounded by Rupandehi District to the east, Dang Deukhuri District in Rapti zone to the northwest, Arghakhanchi District to the north, Balrampur district, Awadh region, Uttar Pradesh, India to the west and Siddharthnagar district, Purvanchal region, Uttar Pradesh to the south.

According to the 2001 census, the major ethnic groups in this district are Nepali (90%) and Indians (10%). The 2011 census found that 80% of people in the district were Awadhi speakers followed by Tharu (5%) and (15%) are native Nepali speakers. The number of immigrants from the neighbouring hilly region is increasing every year. Bangai is located here.

## 4.2 Socio-Economic and Demographic Characteristics of the Respondents

The demographic characteristics of the respondents like family structure, marital structure, age of respondent, age at marriage, educational status, occupational status etc.

### 4.2.1 Age Group of the Respondents

The respondents of every age are not economically active and generate income to their family. The young aged girls are involved in education or household activities such as cooking and taking care of their little brothers and sisters. The respondents above 50 years are also less active in income generation because they have household responsibility rather than earning. Their sons and other family respondents are considered as earners. The elderly people take care of their small children at home. The age ratio of the selected respondents is presented in the following table:

**Table 4.1: Age Group of the Respondents**

<b>Age Group (years)</b>	<b>Number of Respondents</b>	<b>Percentage</b>
Below 30	17	34
30-40	25	50
40-50	5	10
50-50	2	4
50 -70	1	2
Total	50	100

Source: Field Survey, 2016

The age distribution ratio of the study area. The highest number of respondents is between the ages of 30-40 years which comprises 50 percent. The age between 40-50 years constituted 10 percent of the total respondents, between 50-50 years constituted 4 percent of the total respondents. At last, the age between 50 -70 years constituted 2 percent of the total respondents.

So, from the above age grouping, we can say that respondents from 30-40 years age are mostly responsible for taking care of their family and are more mature to think about their children's future.

#### **4.2.2 Religion**

There are different types of religions are found they are; Hindu, Buddhist, Christian and others. Mostly, Hindu and Christian people are found in the study area which is shown in the table below:

**Table 4.2: Distribution of Religion**

<b>Religion</b>	<b>Number of Respondents</b>	<b>Percentage</b>
Hindu	50	83.33
Buddhist	3	5
Christian	6	10
Others	1	1.67
Total	50	100

Source: Field Survey, 2016

According to the above table no. 4.3 shows that the majority of Hindu religion occupied 83.33 percent, Buddhist occupied 5 percent, Christian occupied 10 percent and other religion occupied only 1.67 percent of the total number of 50 households.

#### **4.2.3 Caste and Ethnicity**

In Nepal, the structure of caste system is defined by high caste elite incorporated both Hindus and other religion. Through the formation of Muluki Ain (Civil Code) in 1884, Nepal state attempted to universalize the caste regulations for all categories of

people living in all parts of nation. People belonging to different types of ethnic and tribal groups were ranked into second and third categories while both of these groups termed as the groups of Matwalis, their ranks in the caste order were determined on the sense that their respondents were immune from punishment into a slave. Another group of them did not have this privilege. They were segregated into normal category.

The fourth and fifth categories of caste were considered as ones comprising of impure or the water unacceptable population. The difference between them was that the respondents belonging to the fourth category were touchable while those in the fifth category were considered untouchable by the pure caste.

The caste system of Nepal is basically rooted in Hindu religion; on the other hand, the ethnic system has been rooted mainly in mutually exclusive origin myths, historical mutual seclusion and occasional state intervention. Caste and ethnicity are the most important component in social and economic development process in developing country like Nepal. This analysis has been taken into consideration in order to recognize the social conditions and caste comparison in the study area. Within the sampled ward no. 6, various castes, ethnic groups have been living since their remembrances. The caste/ethnic composition of the selected respondents is presented in the following table:

**Table 4.3: Caste and Ethnic Composition**

<b>Caste/ Ethnicity</b>	<b>Number of Respondents</b>	<b>Percentage</b>
Brahmin	10	20
Chhetri	15	30
Magar	3	6
Tharu	21	42
Others	1	2
Total	50	100

Source: Field Survey, 2016

This table represents caste/ethnic composition of the respondents. Out of total 50 sample size, Tharu are the largest, they comprises 42 percent of the total sample.

Whereas, others like Chhetri comprise 30 percent, Brahmin comprises 20 percent and other minority group such as; Magar which comprises 15 percent and 6 percent of the total population of the sample. This table shows that the majority of the people are from Tharu community.

#### 4.2.4 Types of Family

Most of the respondents are from joint family in which husband and his parents, brothers, wife and their unmarried children lives together. They all have expressed burden of responsibility, economy and cultural complexities while living in a joint family. Family size of the selected respondents is presented in the following table:

**Table 4.4: Types of Family**

<b>Types of Family</b>	<b>Number of Respondents</b>	<b>Percentage</b>
Joint	29	58
Nuclear	18	36
Extended	3	6
Total	50	100

Source: Field Survey, 2016

The above table shows the family types of respondents. The family also makes differences on decision making and control over income. According to field survey, 58 percent of the respondents live in joint family, 36 percent of the respondents live in nuclear family, and 6 percent of the respondents live in the extended family.

This table shows that majority of the respondents in the sample are from joint families which also shows the respondents from joint families are more educated women.

#### 4.2.5 Marital Status

Marital status makes differences on respondents 's responsibility and economic work burden. Implicitly, micro-finance institutions target people who are in worse condition in their life. This program is influential for people who are in worse condition in their life. This program is usually influential for female respondents to handle their family responsibility than male respondents .The marital status of the respondents has been shown in the following table:

**Table 4.5: Marital Status of the Respondents**

<b>Marital Status</b>	<b>Number of Respondents</b>	<b>Percentage</b>
Married	43	86
Separated	5	10
Widow	2	4
Total	50	100

Source: Field Survey, 2016

The field survey shows majority of the respondents are found married which comprises 86 percent, 10 percent are separated and 4 percent are widow. The above table shows that the majority of respondents in the sample are married and it also shows that married respondents are more responsible to look after their family and children. Thus, the educational training are proved to be a backbone for the above mentioned respondents.

#### 4.2.6 Landholding

Land is the most important source of wealth for farmers. Without abundant land, it is difficult for them to get means of living. It is argued that landholding is considered as the major indicator for the identification of poor in Nepal. It is an important source of rural income and employment generation. Land is a major

indicator to justify economic status of household. Land ownership is mandatory in some banking institutions to get loan from banking institutions. Land is not only an economic variable but also an indicator of social status gained by respondents . The status of households and land ownership of the selected respondents is presented in the following table:

**Table 4.6: Landholding of the Respondents**

<b>Land Size</b>	<b>Number of Respondents</b>	<b>Percentage</b>
below 3 Kattha	6	12
3 Kattha to 1 Bigha	4	8
Above 1 Bigha	40	80
Total	50	100

Source: Field Survey, 2016

The land holding pattern of the respondents shows that 12 percent of the respondents have 3 Kattha of the land in their name and 80 percent respondents have above 1 Bigha of the land in their own name. So, the study shows that the majority of respondents have above 1 Bigha of the land.

#### **4.2.7 Types of House**

Housing condition shows the real economic status of the people. From the study area, it is found that the respondents have various types of houses made up stone, mud and tins, cemented house, mud and straw house. If the earning increases then, the housing condition can itself be improved. Whether micro-finance has played significant role for improving the earning of villagers or not that should be measured with the help of housing condition of its respondents which is shown in the following table:

**Table 4.7: Types of House**

<b>Types of House</b>	<b>Number of Respondents</b>	<b>Percentage</b>
Stone, Mud and Tins	12	24
Cemented House	35	70
Mud and Straw	3	6
Total	50	100

Sources: Field Survey, 2016

The majority i.e., 70 percent of the respondents is living in the cemented house, 24 percent of the respondents are living in stone, mud and tins houses and 6 percent of the respondents are living in the mud and straw houses.

#### **4.2.8 Household Head**

Household head has a decision making power in many cultural groups. The family respondents feel social and livelihood security under family head. To start a new business household support is necessary otherwise; it is difficult to proceed ahead. So, household head is powerful decision maker as well as has owned authority of family. The status of household head in the family is presented in the following table:

**Table 4.8: Household Head**

<b>Household Head</b>	<b>Number of Respondents</b>	<b>Percentage</b>
Husband	30	60
Wife	18	36
Others	2	4
Total	50	100

Source: Field Survey, 2016

The above table shows household position of the respondents which is found male dominated. Only 36 percent female respondents who have headed their house and 60 percent of husband have headed their house.

### **4.3 Present Educational Status of Married in Pattherdiya VDC**

#### **4.3.1 Literacy Status of Respondents**

The main objective of this study is to find out the education status of married women of selected VDC; hence primarily to know the education status, the literary status of the respondent is collected as literate or illiterate. The literacy status of sampled 50 respondents is presented in following table :

**Table 4.9 Distribution of Respondent by Literacy Status.**

Literacy Status	Respondent	percent
Literate	50	100
Illiterate	-	-
Total	50	100

Source: Field survey, 2016

From table , it is shown that out 50 respondents 100 percent were literate .However, this is better percent of literate female comparing to female literacy rate of Nepal which is only around 42 percent.

#### **4.3.2 Source of Literacy**

**Table-4.10 Distribution of Respondents by literacy source**

Type of Source	Respondent	Percent
Formal	36	72
Non-formal	14	28
Total	50	100

Source: Field survey, 2016

Table-4. shows that the majority of literate respondents 72 percent gained their literacy from formal source i.e. school education. Where as 28 percent respondents have gained literacy from different non formal source like adult education programmer, radio, friends and relatives etc.

### 4.3.3 Educational Status by their Level

Education empowers the human being, as it increases the status of living. Education provides people with the knowledge and skills to contribute and take benefits from development efforts. Education is a key indicator of human development. It has a positive role in the success of life. Primary education is a principal mechanism of fulfilling the minimum learning needs of the people needed for effective participation in the economic, social and political activities. The following table shows educational status of the respondents:

**Table 4.11: Educational Status**

	Educational Status					Total
	Non-formal	Under SLC	SLC	10+2	Above Bachelor level	
Number of Respondents	9	5	27	3	6	50
Percentage	18	10	54	6	12	100

Source: Field Survey, 2016

The field research shows that 18 percent of the members are non-formal (who study below SLC) they somehow know to read and write. They got opportunity to participate in formal or non-formal education. Among them 54 percent of members had completed SLC and only 6 percent are able to complete their intermediate level. On the other hand, 12 percent are able to complete their above bachelor's level.

#### 4.3.4 Dropout Status of the Respondents

There may be different causes that may lead drop out and effects female education level. Hence in this study the 50 sampled educated female (Who are literate and taken formal education) were asked whether they are going to school/campus or not. The drop out status of the respondents is presented in the table

**Table-4.12 Distribution of Respondents by Drop out Status.**

Drop out	Respondents	Percent
Yes	40	97.57
No	1	2.43
Total	41	100

Source: Field survey, 2016

The table shows that out of 41 respondents (Who were not completed their higher education) till the date of survey from this percent of dropout (97.57) is very high which directly effects the education status of women. The reason behind the drop out is early marriage, pregnancy, household work, migration, poor financial status etc.

#### 4.3.5 Distribution of Respondent by Causes of Dropout.

Why does an individual leave school or campus? There may be various causes. There is no doubt that without any source no one leaves their school or college. Here in this study also the sampled women are asked what was the source of dropout, why they leaf school. The detail course and figure is presented in table-

**Table-4.13. Distribution of Respondents by Causes of Dropout.**

Cause of Dropout	Respondents	Percents
Marriage	14	34.14
Failed in exam	9	21.95
Poor economic condition	7	17.07
Pregnancy	2	4.88
Household work	8	19.51
Total	41	100

Source: Field survey, 2016

Table-4.1.10 shows the various causes about why they left their academic institutions. Majority of respondents have dropout their classes or education due to marriage which covers 34.14 percent 21.95 percent failed in exam. Similarly 17.07 percent women have dropout due to poor economic conditions, some women 19.51 percent have dropout due to household work and 4.88 percent women have dropped out due to pregnancy.

#### **4.3.6 Distribution of Respondents by media source of non formal literacy.**

There are many media sources for non formal education. Among them 'Adult literacy program' Radio, T.V. are the important media source. The media sources of non formal literacy is presented in table

**Table 4.14 Distribution of Respondents by Media Source Of  
Non- Formal Literacy**

Source	Respondents	Percent
Adult Education program	1	7.14
Relatives	3	21.42
Family members	8	57.12
Radio	2	14.28
Total	14	100

Source: Field survey, 2016

Above table shows that 7.14 percent respondents have gained non-formal education from 'Adult literacy program'. This shows the achievement of adult literacy program lunched by NG Nepal. Similarly 21.42 percent have gained non formal literacy from their relatives and 14.28 percent from family members same followed by radio.

#### **4.3.7 Distribution of respondents by literacy status of Husband.**

Husband's education plays the vital role to continue wife's education. So, the distribution of respondents by literacy status of husband is shown in the following table :

**Table No 4.15 Literacy Status of Husband**

<b>Husband's literacy status</b>	<b>Respondent</b>	<b>percent</b>
Literate	45	90
Illiterate	5	10
Total	50	100

Source: Field survey -2016

Table shows that majority of respondents husband 90 percent are literate and 10 percent respondents husband are illiterate.

#### **4.3.8 Distribution of respondents by level of husband's education.**

If the level of education of husband is very high, the level of education will be improved. So the distribution of respondents by level of education of husband's education presented in table 4.16

**Table-4.16 Distribution of Respondents by level of husband's Education.**

Level of education of husband	Respondent	percent
Below SLC	12	26.67
S.L.C	13	28.89
Intermediate	12	26.67
Above Bachlor	8	17.78
Total	45	100

Source: Field survey, 2016

Table shows that among 45 literate husband 26.67 percent complete were below SLC, 28.89percent complete S.L.C , 26.67 percent complete Intermediate and above bachelor are 17.78 percent.

#### **4.3.9 Distribution of respondent by occupation of husband**

Occupation is a major factor that can affect the literacy. Occupation determines the income levels that in turn determines the level of education of family members. Husband's occupation helps to increase the income level of family. Here the distributions of respondent by occupation of husband are presented in table:

**Table 4.17 Distribution of Respondent by Occupation of Husband.**

Occupation of husband	Respondents	percent
Agriculture	36	72-
Business	6	12
services	5	10
wage	3	6
Don't know	-	
others	-	
Total	50	100.00

Source: Field survey, 2016

Table shows that majority of respondent's husband 72 percent involved in agriculture, 10 percent involved in wage and 12 percent involved in business.

#### **4.4 Effects of Education in Livelihood of Married Women.**

A person's livelihood refers to their "means of securing the basic necessities -food, water, shelter and clothing- of life". Livelihood is defined as a set of activities, involving securing water, food, fodder, medicine, shelter, clothing and the capacity to acquire above necessities working either individually or as a group by using endowments (both human and material) for meeting the requirements of the self and his/her household on a sustainable basis with dignity. The activities are usually carried out repeatedly. For instance, a fisherman's livelihood depends on the availability and accessibility of fish. The concept of Sustainable Livelihood (SL)<sup>1</sup> is an attempt to go beyond the conventional definitions and approaches to poverty eradication. These had been found to be too narrow because they focused only on certain aspects or manifestations of poverty, such as low income, or did not consider other vital aspects of poverty such as vulnerability and social exclusion. It is now recognized that more attention must be paid to the various factors and processes which either constrain or enhance poor people's ability to make a living in an economically, ecologically, and socially sustainable manner. The SL concept offers a more coherent and integrated approach to poverty. The sustainable livelihoods idea was first introduced by the Brundtland Commission on Environment and Development, and the 1992 United Nations Conference on Environment and Development expanded the concept, advocating for the achievement of sustainable livelihoods as a broad goal for poverty eradication.

Livelihood strategies are the combination of activities that people choose to undertake in order to achieve their livelihood goals. They include productive activities, investment strategies and reproductive choices. Livelihoods approaches try to understand the strategies pursued and the factors behind people's decisions; to reinforce the positive aspects of these strategies and mitigate against constraints. The choice of strategies is a dynamic process in which people combine activities to meet their changing needs. For example, in farming households, activities are not necessarily confined to agriculture but often include non-farm activities in order to diversify income and meet household needs. Migration, whether seasonal or permanent, is one common livelihood strategy.

A major influence on people’s choice of livelihood strategies is their access to assets and the policies, institutions and processes that affect their ability to use these assets to achieve positive livelihood outcomes. People are often forced to compete for limited resources: fundamental to livelihoods approaches is the principle that development support aimed at improving the livelihood strategies of some should not disadvantage those of others now or in the future. Social protection programmes can support the extreme poor to achieve their own positive livelihoods outcomes in cases where they are unable to compete with those with greater access to assets

I was made a focused group discussion about the livelihood strategy of educated women in Kapilvastu district. I found following results:

#### **4.4.1 Distribution of Respondents by Source of income**

To get education we must invest money. If the income source is good of any family, certainly they invest money for better education’s family income also plays significant role to raise the education level. Table – 32 presented that the distribution of respondents by income sources of family.

**Table 4.19 Distribution of respondents by main Source of Income**

Source of Income	Respondents	percent
Agriculture	36	72-
Business	6	12
services	5	10
wage	3	6
Don't know	-	
others	-	
Total	50	100.00

Source: Field survey, 2016\

Table shows that majority of respondent's husband 72 percent involved in agriculture, 10 percent involved in wage and 12 percent involved in business.

#### 4.4.2 Distribution of Respondents by facilities available at home

**Table 4.20 Distribution of Respondents by facilities available at home**

Facilities available at home	Respondents
Electricity	50
Radio	50
T.V.	50
Phone	50
Toilet	48
Total	50

Source: Field Survey, 2016

Table Shows that out of respondents 100 percent have all facility.

#### 4.4.3 Respondents opinion about Female Education

Through the expansion of education in past 5 decades have been substantial there are a number of issues confronting the education system and one of them is relatively low participation of girl and women in education. In this study personal opinion of respondents about female education were collected most of the respondents replied that the female education is very important things which help to develop their all sectors of life some of the respondents replied that they are facing many problems because of not getting education. About 5-6 respondent don't replied any thing and at last they said that female education is not needed.

#### **4.4.4 Respondents suggestion to improve the education status of women.**

One tangible measure of women's status is their educational attainment. Although the constitution offers women's equal educational opportunities, many social economic and cultural factors contributed to lower enrollment and higher dropout rates for girls. Illiteracy imposed the greatest hindrance to enhancing equal opportunity and status for women. In spite of state's promises to enhance female education the gender gap and caste wise discrimination in education persist both quantitatively and qualitatively. This study has been tried to find out the main factor which hindrance the female education. So, this study has collected the suggestion of respondents to improve the educational status of women

Among 50 respondents, majority of respondents replied that VDC should bring the adult literacy program and some claimed that they need helps from their family members; some replied that they need economic support to learn.

#### **4.4.5 Focused Group Discussion for Age of married women Below 20 years.**

In this age group total 8 married educated women were asked for 3 questions, such as the reasons of illiteracy, the reasons for dropout and the reasons of discrimination. About the reasons of illiteracy they focus on about poor traditional belief, poor economic conditions of father's home, they didn't get chance to read and write parent are not concern about daughter's education.

About the reasons of dropout, They replied that they dropped out their classes because of failed in exam, some of them replied that they dropout because they got marriage, and some claimed for poor economic condition, About the reasons of discrimination they replied that they don't know about that matter. Some of them said that poor traditional belief forced them for not reading in school.

#### **4.4.6 Focus Group discussion for age group 20-35 years**

The married, educated women of age group 20-35 years focus that for reasons of illiteracy. They focus that the main reasons of illiteracy is poor traditional belief.

Some of them were replied that poor economic condition is one of the major problems of illiteracy. For the reason of drop out, most of them replied that illiteracy of their parent is the main reason of drop out. Their parent forced them to leave the classes. They had to do a lot of household work. For the reason of discrimination, most of the respondents of this age group replied that there is a lot of children in their house so that daughter didn't get chance to read.

#### **4.4.7 Focus group discussion for age group 35-45 years**

Married women of age group 35-45 years claimed for reason of illiteracy is poor traditional belief for daughter. They thought that daughter as a person whom should go others home so they do not need education. For reasons for dropout, main reasons are house hold work. We had to do many house hold work like fetching water, caring sibling and working rice etc. For the reasons for discrimination. At that time daughter are taken as household worker. They thought that they do not need any type of education.

# CHAPTER- V

## SUMMARY CONCLUSION AND RECOMMENDATION

### 5.1 Summary

The study focused on educational status of married women and its effect on household decision making at Patthaardeiya VDC, Kapilvastu district. The general objectives of this study are to analyze the impact of education on livelihood of married women in Pattherdiya VDC. Kapilvastu district. This study has been based on only one VDC i.e Pattherdiya VDC of Kapilvastu district, which may not nationally representative. Married female respondents has been selected, so it may not the overall status of female education. This study was carried out on the descriptive as well as explanatory research design. The data is qualitative as well as quantitative in nature. For the purpose of the study, both primary and secondary data was used in the study. The major findings of the study are as follows:

- ) The age distribution ratio of the study area. The highest number of respondents is between the ages of 30-40 years which comprises 50 percent. The age between 40-50 years constituted 10 percent of the total respondents, between 50-50 years constituted 4 percent of the total respondents. At last, the age between 50 -70 years constituted 2 percent of the total respondents.
- ) 30-40 years age are mostly responsible for taking care of their family and are more mature to think about their children's future.
- ) There are different types of religions are found they are; Hindu, Buddhist, Christian and others. Mostly, Hindu and Christian people are found in the study area which is shown in the table below:
- ) The majority of Hindu religion occupied 83.33 percent, Buddhist occupied 5 percent, Christian occupied 10 percent and other religion occupied only 1.67 percent of the total number of 50 households.

- ) Caste/ethnic composition of the respondents . Out of total 50 sample size, Tharu are the largest, they comprises 42 percent of the total sample. Whereas, others like Chhetri comprise 30 percent, Brahmin comprises 20 percent and other minority group such as; Magar which comprises 15 percent and 6 percent of the total population of the sample. This table shows that the majority of the people are from Tharu community.
- ) The study shows the family types of respondents. The family also makes differences on decision making and control over income. According to reports, 58 percent of the respondents live in joint family, 36 percent of the respondents live in nuclear family, and 6 percent of the respondents live in the extended family.
- ) This study that majority of the respondents in the sample are from joint families which also shows the respondents from joint families are more educated women.
- ) The field survey shows majority of the respondents are found married which comprises 80 percent, 6 percent are unmarried, 10 percent are separated and 4 percent are widow.
- ) The study shows that the majority of respondents in the sample are married and it also shows that married respondents are more responsible to look after their family and children. Thus, the educational training are proved to be a backbone for the above mentioned respondents.
- ) The land holding pattern of the respondents shows that 12 percent of the respondents have 3 Kattha of the land in their name and 80 percent respondents have above 1 Bigha of the land in their own name. So, the study shows that the majority of respondents have above 1 Bigha of the land.
- ) The majority i.e., 70 percent of the respondents is living in the cemented house, 24 percent of the respondents are living in stone, mud and tins houses and 6 percent of the respondents are living in the mud and straw houses.

- ) The study shows household position of the respondents which is found female dominated. There are 36 percent female respondents who have headed their house and 60 percent of husband have headed their house.
- ) The field research shows that 18 percent of the members are non-formal (who study below SLC) they somehow know to read and write. They got opportunity to participate in formal or non-formal education. Among them 54 percent of members had completed SLC and only 6 percent are able to complete their intermediate level. On the other hand, 12 percent are able to complete their above bachelor's level.
- ) Out of 41 respondents (Who were not completed their higher education) till the date of survey from this percent of dropout (97.57) is very high which directly effects the education status of women. The reason behind the drop out is early marriage, pregnancy, household work, migration, poor financial status etc.
- ) The various causes about why they left their academic institutions. Majority of respondents have dropout their classes or education due to marriage which covers 34.14 percent 21.95 percent failed in exam. Similarly 17.07 percent women have dropout due to poor economic conditions, some women 19.51 percent have dropout due to household work and 4.88 percent women have dropped out due to pregnancy.
- ) 7.14 percent respondents have gained non-formal education from 'Adult literacy program'. This shows the achievement of adult literacy program lunched by NG Nepal. Similarly 21.42 percent have gained non formal literacy from their relatives and 14.28 percent from family members same followed by radio.
- ) The Study shows that majority of respondents husband 90 percent are literate and 10 percent respondents husband are illiterate.
- ) 45 literate husband 26.67 percent complete were below SLC, 28.89percent complete S.L.C , 26.67 percent complete Intermediate and above bachelor are 17.78 percent.
- ) 72 percent involved in agriculture, 10 percent involved in wage and 12 percent involved in business.

- ) Livelihood strategies are the combination of activities that people choose to undertake in order to achieve their livelihood goals. They include productive activities, investment strategies and reproductive choices.
- ) The majority of respondent's husband 72 percent involved in agriculture, 10 percent involved in wage and 12 percent involved in business.

## **5.2 Conclusions**

The study focused on educational status of married women and its effect on household decision making at Patthardeiya VDC, Kapilvastu district. In most of the cases women from the nuclear family had high decision making power than joint family. Most of the respondents' occupation was agriculture. The study shows that the female status in decision making process is weaker as compared to their male partner. The educational status of respondents was not good because they were disadvantaged, deprived and discriminated socially as well as economically. The high percentage of respondent had been not participated in community activities. Women had greater participation in the decision making of only small household purchase like daily use materials.

Male had highly dominance role in giving or taking loan from other. Women had many times engaged in agricultural activities but they had fewer, access to control buying and selling agricultural products. Female were giving more time in taking care of livestock but male were giving more time in taking care of livestock but male had dominant role in decision making about selling of livestock production. Most of the female engaged in cooking, washing, cutting grass and collecting fire wood. Most of the female wanted to decide themselves about their personal matters as well in household activities which were related with them. But then had no right to decide freely without the permission in each and every activity. Women of Patthardeiya VDC have been facing many problems. This VDC is rural area so most of the people are uneducated. These indicators prove that rural area's married women are facing a miserable life.

Livelihood strategies are the combination of activities that people choose to undertake in order to achieve their livelihood goals. They include productive activities, investment strategies and reproductive choices. Livelihoods approaches try to understand the strategies pursued and the factors behind people's decisions; to reinforce the positive aspects of these strategies and mitigate against constraints. The choice of strategies is a dynamic process in which people combine activities to meet their changing needs.

### **5.3 Recommendations**

Some recommendations have been given with intention of raising women's status in term of their decision making. Power lost of government as well as non-governmental organizations have been involving to empower the families socially, economically and educationally but result but result is not achieved as expected. On the basis of finding following points are recommended to improve the status of female and increase their participation in household decision making process.

- Education can play a key role in the decision making of women so literary rate should be increased in women.
- Economic status also plays a vital role in decision making process of human beings so it is needed to specially increase women in income generating activities.
- Females have to encourage participating in different activities such as political, economic, educational and social.
- Different programs should be lunched about the right of women.
- The root cause of backwardness is poverty so poverty should be alleviated.
- The existing gender discrimination should be eliminated from the society.
- Women should not be bounded in household activities.
- They should respect the voice of the women in the society as well as in the nation.
- Encouragement should be given to the women to participate in the society.
- Policy maker should also participate in different activities like community developments, forest conservation water management whole over the nation.

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# ANNEXES

## ANNEX I

### HOUSEHOLD SURVEY QUESTIONNAIRE

House No .....

Name of Respondent .....

i) Age (Complete year)

--	--

ii) Mother tongue

Nepali.....

iii) Religion

Buddhist.....

Hindu.....

Christian.....

Others.....

iv) Occupation

Agriculture.....

Business.....

Services.....

Others.....

v) Marital Status

Married.....

Widowed.....

Divorced.....

Separated.....

vi) Age at marriage

--	--

years

vii) Family type

Nuclear.....

Joint.....

## ANNEX II

### INDIVIDUAL CHARACTERISTICS

- |   |  |                       |
|---|--|-----------------------|
| 1 | Are you literate?  | Yes .....             |
|   |  | No .....              |
| 2 | If yes, from which source did you get the literacy?                                      | Formal .....          |
|   |  | Non-formal .....      |
| 3 | If you have taken formal education, please mention the level of your complete education. | Pre-Primary .....     |
|   |  | Primary .....         |
|   |  | Lower Secondary ..... |
|   |  | Secondary .....       |
|   |  | S.L.C. passed .....   |
|   |  | I.A. passed .....     |
|   |  | B.A. passed .....     |
|   |  | M.A. passed .....     |
| 4 | Are you going to school/college still now?   | Yes .....             |
|   |  | No .....              |
| 5 | If no what is the causes of dropout?   | Marriage .....        |
|   |  | Failed in exam .....  |

- |    |  |                               |
|----|--|-------------------------------|
|    |  | Poor economic condition.....  |
|    |  | Pregnancy .....               |
|    |  | Husband forced .....          |
|    |  | Household work .....          |
|    |  | Others.....                   |
| 6  | If you have taken non formal education, please mention the source of non formal education? | Adult education program.....  |
|    |  | Relatives .....               |
|    |  | Family members .....          |
|    |  | Radio .....                   |
|    |  | Others .....                  |
| 7  | How long did you take the non-formal education?  | Less than 3 months .....      |
|    |  | 3-6 months .....              |
|    |  | More than 6 months .....      |
| 8  | If you still reading that did you help to send school/collage?                             | Husband.....                  |
|    |  | Relatives.....                |
|    |  | Friend.....                   |
|    |  | Others.....                   |
| 9  | How are they helping to you?   | Helping in household work ... |
|    |  | Caring children .....         |
|    |  | Giving money .....            |
|    |  | Others .....                  |
| 10 | If no, why didn't they send you school?  | Poor economy .....            |
|    |  | Household work .....          |

Look of a ware ness .....

In accessibility of school .....

Others (Specify) .....

**Background characteristics respondent Of father's home of**

- 11 Can your father read and write? Yes .....
- No .....
- 12 If yes, please mention the level of his complete education. Literate .....
- Pre-primary.....
- Primary-Lower secondary ....
- Secondary-S.L.C. ....
- S.L.C. and above .....
- 13 Can your mother read and write? Yes .....
- No .....
- 14 If yes, please mention the level of her complete education. Literate .....
- Pre-primary.....
- Primary-Lower secondary ....
- Secondary-S.L.C. ....
- S.L.C. and above .....
- 15 What was the occupation of your father? Agriculture .....
- Business .....
- Services .....
- Wage .....
- Don't know .....
- Others (Specify) .....

- 16 What was the occupation of your mother? Agriculture .....  
 Business .....  
 Services .....  
 Wage .....  
 Household work .....  
 Others .....
- 17 What types of facilities were available in your father's home? Electricity .....  
 Radio .....  
 T.V. ....  
 Phone .....  
 All of the above .....

**Background characteristics of respondent's home/ Family**

- 18 Can your husband read and write? Yes .....  
 No .....
- 19 If yes, please mention the level of his complete education. Literate .....  
 Primary-lower secondary ....  
 Secondary .....  
 Secondary-S.L.C. ....  
 S.L.C. and above .....
- 20 What is the occupation of your husband? Agriculture .....  
 Business .....  
 Services .....

- Wage .....
- Don't know .....
- Others .....
- 21 Can your father in law read and write? Yes .....
- No .....
- 22 If yes what is the level of his education? Literate .....
- Primary-lower secondary ....
- Secondary .....
- Secondary-S.L.C. ....
- S.L.C. and above .....
- 23 Can your mother in law read and write? Yes .....
- No .....
- 24 If yes, what is the level of her complete education? Literate .....
- Primary-lower secondary ....
- Secondary .....
- Secondary-S.L.C. ....
- S.L.C. and above .....
- 25 What is the occupation of your father in law? Agriculture .....
- Business .....
- Services .....
- Wage .....
- Don't know .....
- Others .....

- 26 What is the occupation of your mother in law? Agriculture .....
- Business .....
- Services .....
- Wage .....
- Household work.....
- Others .....
- 27 If you still reading who did you help to send school/college? Husband .....
- Relatives .....
- Friends .....
- Others .....
- 28 Do you have any children? Yes .....
- No .....
- 29 If yes, how many children do you have? Son .....
- Daughter .....
- 30 Are your daughter/s going to school? Yes .....
- No .....
- 31 If yes, in which type school are they going? Government .....
- Boarding .....
- Others .....
- 32 If no, why didn't you send then school? Poor economy .....
- Household work .....
- Look of awareness .....
- In accessibility of school.....
- Others (Specify) .....

- 33 Are your son/s going to school? Yes .....
- No .....
- 34 If yes, in which type school are they going? Government .....
- Boarding .....
- Others .....
- 35 If not, why didn't you send them school? Poverty.....
- House work.....
- Illiteracy.....
- Lack of school.....
- Others.....
- 36 Does your family have own house? Yes .....
- No .....
- 37 If no, where do you live? Relatives home .....
- Rent .....
- Others .....
- 38 Does your family have own land Yes .....
- No .....
- 39 Does your land fulfill one year feed? Yes.....
- No.....
- 40 What is the main source of income of your family? Agriculture .....
- Wage .....
- Service .....
- Driving .....
- Others (Specify) .....

41	What type of facility are available at your home?	Yes	No
	Electricity		
	Radio		
	T.V.		
	Phone		
	Toilet		
	Other (Specify)		

What is your personal opinion about female education?

.....  
 .....  
 .....

What do you suggest to improve the education status of female?

.....  
 .....  
 .....

### ANNEX III

#### FOR FOCUS GROUP DISCUSSION

Age of married women	No. of women	Questions	Outcomes
		- What are the reasons of illiteracy?	.....
		- What are the reasons for drop out?	.....
Below 20 years		- What are the reasons of discrimination?	..... ..... .....

- |       |                                       |       |
|-------|---------------------------------------|-------|
|       | - What are the reasons of illiteracy? | ..... |
|       | - What are the reasons for drop out?  | ..... |
|       | - What are the reasons of             | ..... |
| 20-35 | discrimination?                       | ..... |
|       |                                       | ..... |
|       | - What are the reasons of illiteracy? | ..... |
|       | - What are the reasons for drop out?  | ..... |
|       | - What are the reasons of             | ..... |
| 35-45 | discrimination?                       | ..... |
|       |                                       | ..... |