

CHAPTER – ONE

INTRODUCTION

1.1 Background of the Study

Nepal is one of the mountainous countries of south Asia. It is bordered by China and India. It is a developing country where the level of poverty is still high. Nepal is divided into five major development regions with western part of the country lesser developed than the eastern region. It is spread from 26 22'N to 30 27'N and 80 4'E to 88 12'E in the map of the world. It covers an area of 147,181 sq km., which account 0.3 percent of Asia and 0.03 percent of the world. It is small in geographical area, but it has wide range of topography that ranges from 60 m to 8848 m from the sea level. Further it is divided into three regions i.e. the mountains, the hills and the tarai region which covers 15 percent, 68 percent, and 17 percent of the total area of the country respectively. The above three region covers 7.29 percent, 44.28 percent and 48.43 percent population of the total population of the country respectively (CBS,2001)

Nepal is world famous for its natural and geographical diversity. However the nation's crippling economy largely due to decades of political instability has severely hindered the development process. Poor economy hit hard the development process related to education.

Dadeldhura is one of the districts in the far-western region of Nepal. It is a hilly district that falls in Mahakali zone with dense forest and numerous big and small streams. It is divided into 20 village development committees and a municipality. It is bordered by Doti & kailali, India, Baitadi and Kanchanpur in east, west, north and south respectively.

al Dibyapur VDC lies in the north west of the district, and is surrounded by 3 other VDCs of Dadeldhura and Baitadi district. It is bordered by Chipur VDC in the east, Bagarkot VDC in the south, Baitadi in the north and Bhageshwar VDC and Baitadi in the west. It is one of the underdeveloped regions of Dadeldhura, where poverty and illiteracy rate is fairly high. Despite efforts by local authorities and different NGOs little has been achieved in the field of education. The literacy rate among women is far lower than men. The chief cause behind this factor is gender discrimination.

Age-old superstitions, involving patriarchal superiority stand as hurdles for women in terms of getting access to even basic education. Gender discrimination and educational factor have been very closely interrelated in Dewal Dibyapur VDC for a long time. Gender discrimination has denied them from compulsory education which in turn has left them with no knowledge of their educational rights. Though religious and economic factors too are behind gender discrimination, it is the educational one that has the biggest impact on it. Since they are not educated, they are deprived of their independent perception to higher standard of living. As they are uneducated, their economic status too is affected. Such is the condition of a huge part of female population in this region. The situation is even worse in many villages far away from schools. Many parents don't wish to send their daughters to schools much far because they want them to save time and do household work. In such a patriarchal society many fathers look up to their sons as the ones who deserve good education but when it comes to their daughters regardless of their talent they think of them as household helps.

1.2 Statement of the Problem

Gender discrimination poses as biggest threat in the progress of a particular race. In underdeveloped regions of countries like Nepal it has become a matter of big concern. As one of the underdeveloped area in the hilly region of far-western Nepal, Dewal Dibyapur VDC has a high illiteracy and poverty rate. Number of uneducated

women is higher than uneducated men. This is chiefly due to gender discrimination. Gender discrimination has affected every possible field in the lives of women of this region. It has denied many girls even from basic and compulsory education, let alone higher education. Even if some lucky girls from good families reach high school level but they are deprived of any further education. Their parents hold them back so that they can help with agricultural work, household work or any other farming related activity.

The drop out and repetition rate of girl student is high due to negative attitude of parents towards their daughters for education. Parents thought that daughters should go to others' house and they can't help them. They think that investment on daughter's education is wastage of money. The participation of girls in S.L.C. examination and higher education examination is very low compared to boys.

The problems in Dewal Dibyapur VDC due to, gender discrimination are as follows:

1. Restriction upon young girls' desire to pursue basic education.
2. Restriction upon high school girls' desire to pursue further education.
3. Rise in women's unemployment.
4. Poor economic condition of families.
5. Poor educational status of the society.
6. Deteriorating health condition of women.
7. Women's inability to recognize various aspects of their basic educational and economic rights due to illiteracy.
8. Women's inability in making a collective effort to break free of patriarchal domination.
9. Lesser participation of school going girls in extra-curricular activities.
10. Lesser participation of women in important household decision making and economic activities.

11. Restriction on their desire to express or present themselves freely in various social and cultural events.
12. Barring of women from local political activities.
13. Denial of jobs to them.

So this study is focused on to find out the following research questions:

-) What is the present educational status of women?
-) Why are women always lagging behind to men?
-) Why do girls/women cover the larger portion of the school/collage dropouts?

1.3 Objectives of the Study

The general objective of this study is to find out situation analysis of girls and women education in far-western hill.

However, the specific objectives of the study are as follows:

1. To find out the educational achievements of rural women in Dewal Dibyapur VDC of Dadeldhura District.
2. To find out the ratio of drop out of the rural women from the school and to find out the causes factors behind this.

1.4 Significance of the Study

Women are the backbone of a society and gender discrimination hits them the hardest. Speaking of underdeveloped regions in Nepal women should be the subject and centre of development because historically and even today women take care of the basic needs of a family. They do nearly everything from bringing up children to household work and even farming. Because women play such an important role they

should be provided with all privileges and gender discrimination should be eliminated from our society. Unless gender discrimination is totally eradicated social progress will remain a distant dream. To emphasize the importance of absolute eradication of gender discrimination by educating women in this context is obvious. When we talk of a village we must understand even a house wife or an educated mother can significantly assist in reducing the illiteracy and poverty rate in her family with her knowledge. A woman can spread awareness regarding basic health and means to get access to other fruitful opportunity in life.

There have been several studies on gender discrimination, status of women, women's health and women empowerment. However not many studies that closely interrelate gender discrimination with education have been carried out. This is one of very few studies that represent the hardships of women in lesser known underdeveloped regions of far- western Nepal.

In this context, this study will be helpful to find out socio-economic and educational status of the women in particular and of local community in general of Dewal Dibyapur VDC for planner and policy maker as well. It will be also significant for NGOs and INGOs who are engaged in the local area to improve local life style of backward community. This study will be helpful for researchers who are directly or indirectly related to this study.

1.5 Limitations of the Study

This study covers mainly the Dewal Dibyapur VDC of Dadeldhura District. Therefore, hindrance emerges for a research student in terms of insufficient time and finance for feasible intensive research.

This study has been carried out on only 3 wards of Dewal Dibyapur VDC which is too small sample to generalize the whole parts of VDCs in Nepal. So research findings are applicable only at the micro level especially in rural areas of Nepal.

While conducting a research on a particular subject in a particular area or region we have to keep in mind different facts or possibilities that might affect our research. If we start our research without any prior preparation regarding facts, figures, time frame or budget our research leads us to nothing but vagueness. Among many, few important limitations of this research are as follow:

- i) Limitation due to lack of time.
- ii) Limitation due to limited budget.
- iii) Constraints of travel due to lack of proper roads.
- iv) Unwillingness of the locals to supply accurate information.

1.6 Organization of the Study

This thesis has been organized in seven different chapters with different dealings. The organization of this thesis is presented as follows:

Chapter-I gives introduction (background of the study), along with the educational status of women. Similarly statement of the problem, objectives of the study, significance of the study, limitations of the study organization of the study and conceptual framework are included under this chapter.

Chapter-II deals about the literature review in which theoretical review and focusing; education and women's status, women in economic activities, women and decision making, status of women with reference to Nepal, national policies and programs regarding women's education and review of previous studies.

Chapter-III deals about the methodology of the study. Methodology includes the research design, rationale of the selection of the study area, source of data and information, universe and sampling, sampling procedure, techniques and tools of data collection (mainly questionnaire design) as well as data processing, analysis and presentation procedure.

Chapter-IV deals with general information of region like; location, climate, natural resources, social setting etc.

Chapter-V deals with data presentation and analysis, this chapter also deals with educational as well as socio-economic and demographic characteristics of total sampled population's household members and also deals with the status of literacy, educational level, drop out level, causes of drop out, causes of school non-going etc.

Chapter-VI is the conclusive chapter. It gives summary, conclusion and recommendations of this dissertation.

1.7 Conceptual Framework

Fig. 1 Conceptual Framework

Education is the basic and fundamental need of human beings and a major tool for development. Women who have covered half sky cannot be its exception. Educating women means educating family, community, society, country and nation. There is

importance of women's education not only for their individual development but also for the development of the nation.

In these days the movement for improving women's status has always emphasized education as the most significant instrument for social change.

In developing countries, specially, in Nepal, various factors affecting primary and secondary education for female are social factors like; caste/ethnicity, religion, social taboos, education of parents etc. Economic factors like; occupation, income source and level of income etc. Demographic factors like age, marital status, place of residence, type of family etc, which may affect girls more adversely than boys. Because girls are under more pressure to engage in household and farm work they are absent from school more often than boys. When they fail examinations the family perceives that its educational investment has soured and withdraws them. Entering school late, repeating grades and withdrawing at puberty contribute to low levels of attainment.

Promoting and Constraining Factors of Gender Discrimination

Facts That Increase Gender Discrimination (Constraining Factors of Women's Development)

1. Negative parental attitude
2. Patriarchal mindset.
3. Restriction on mobility of women.
4. Disparity between genders.
5. Male dominated society.
6. Poor economic condition.
7. Evil superstitions.
8. Overload work on female.
9. Early marriage.
10. Illiteracy.

Consequences

These factors have adversely affected the progress of this region and women in particular. Women, being uneducated, becomes victim of superstitions and male domination. Early marriage has also made a negative impact on their health and health of their children. Unemployment too has given rise to poor economic status. Many social and educational activities are being carried out in the region for the reduction of gender discrimination. Though changes seem to be gradual, it has started bringing a change in the mindset of locals regarding gender discrimination.

Facts That Decrease Gender Discrimination (Promoting Factors of Women's Development)

1. Free basic education is being provided to all girls.
2. Scholarship scheme for girls.
3. Incentives being granted to poor dalit families to help them to educate their children (daughters).
4. Awareness raising campaigns are also being conducted on local level by different NGOs.
5. Reservation for women.
6. Change in parental attitude towards their daughters.
7. Decline in number of early marriages.
8. Increasing mobility of women by NGOs.

Consequences

With slight reduction in gender discrimination due to these activities, social and educational status of the region is gradually improving. However it will take a long time and great deal of collective efforts to free the society of gender discrimination.

CHAPTER- TWO

LITERATURE REVIEW

2.1 Theoretical Review

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. When they fail examinations the family perceives that its educational investment has soured and withdraws them.

Entering school late, repeating grades 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)

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 rights and duties she is expected to exercise” (CBS, 2001).

Educating women

Women's education and social development (1992) reported that education has been regarded both as an end in itself and as a means of realizing other desirable ends. It develops that personality and rationality of individuals, qualifies them to fulfill certain economic, political and cultural functions and thereby improves their socio-economic status. It has been recognized as a major instrument, which societies can use to divert the process of change and development towards desired goals. It provides for vertical mobility and can thereby help to equalize status between individuals coming from different strata. The Universal Declaration of Human Rights regards it as one of the basic rights of every human being.

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, et. al., 1992)

The conference report of UN Decade for Women, Copenhagen (1980) says that "Total development includes development in political, economic, social, cultural and other dimensions of human life as also the physical, moral, intellectual and cultural growth of the human person." Women's development should be seen as an essential component in every dimension of development. Pandit Jawaharlal Nehru once said "To awaken the people it is women, who must be awakened, once she is on the move the family moves, the village moves and the nation moves.

2.2 Women in Economic Activities

In respect of studying "Women of Nepal" Women Development SAARC Division Under Ministry of Labor & Social Welfare Published in 1987 indicates that as in other developing countries women in Nepal are mostly engaged in household work and employed in lower rank and have to bear double burden of house and office due to various reasons (Chauhan, 1996). Meena Acharya compiled a book titled "The Status of Women in Nepal". She says that traditionally in Nepalese society caste and family alliances are predominant factors in social interactions. This factor influences women's status in different ways. However, in her study, Acharya found that women in government services as well as non government institutions seem to be concentrated at lower levels in the gazetted posts and at higher levels in non-gazetted posts.

UN in its declaration for plan action states that women are not minority group numerically; women constitute half of the total population of the world. By limiting women participation in development, societies deprive themselves of the full talent by half of their number (UNO, 1999).

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).

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).

Today 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 reasons 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 women and a housewife (Acharya and Benette, 1982).

2.3 Women and Decision Making

According to Hugh (1965), in this study, “In the working and the middle class, the working wife exerts more influence in family decision making than the non-working wife” (Hugh, 1965).

In Nepal, the civil code (Mulukiyen,1904) 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 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)

2.4 Education and Women's Status

It is true that education is the major factor to change women's perception and affects their decision-making power. But different researches showed that not only education can improve women's status but there are also different other factors which plays vital role in women's life to change their situation.

In the third world countries, like Nepal majority of women who are educated but are limited only in household chores and it is due to different reasons that might be lack of

employment opportunities or due to traditional or cultural beliefs, where women are not allowed to work outside the home.

In the conclusion we can say that women's status is low due to lack of an enabling environment.

Acharya showed that household income, workload and the concern with the purity of the female body leading to the early marriage are important variables in the females' education. As long as there is no resource crunch in the family, the primary school age girls may get to go to school. But as soon as the resource constraint arises, the first casualty is the female Children education. Girls in lower income groups get little opportunity to go to school at all. Those who got school get little opportunity to further their education beyond the secondary school (Acharya, 1994).

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 women teachers, inflexible school timing, gender-insensitive curricula, lack of literate environment and that girls' education is not taken to pay off her for 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).

The UN states, education is one of the most important means of empowering women with the knowledge skills and self-confidence necessary to participate fully in the development process. But there are 960 million illiterate adults in the world and two thirds are women illiterate of them. There are 130 million children who are not enrolled in primary school and 70 percent of them are girls (UN, 1999).

Ghimire found that the girls' enrollment in primary level, in spite of equal level population was lower than that of boys. 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).

Pradhan found decision-making role within household system as an indicator of the status of women. The high status of women is expected to reduce fertility rate, while opposite for lower status of women. He found that in communities, which encourage women to participate in gainful employment, women would have a higher status as compared to where these activities are restricted. He also found decision- making role as solely confined to household head. This is because of the cultural norms and low level of income (Pradhan, 1989).

According to Sherstha the decision-making power of women may increase with an equality of participation at all levels of planning and policy making not as recipient beneficiaries, labour and input contribution and consultants but as active change agents at the concerned level. It does not mean the involvement of one or two women or the wives of the leaders, but the involvement of women and men in the same proportion in decision making as their proportion. According to her, women of Nepal are so dependent to men, if the partners deny giving shelter to them; it is a question of basic survivals. This system has made women helpless, houseless and dependent that without men they will not survive (Sherstha, 2001).

WHO, in its report shows that the different roles that men and women play in a society and the rights and responsibilities associated with those roles is a powerful force. In many countries gender roles make it difficult for men and women even to discuss family planning, men often dominate decision-making and so it can seriously harm or

help women's reproductive health. Communication plays a key role in new approaches to men. Communication can help promote equity between partners, encouraging aging couples to discuss contraceptive use and other reproductive decisions can lead to healthier practices.

2.5 Status of Women With Reference to Nepal

According to the constitution of Nepal, all citizens of Nepal are equal under the law, regardless of sex, caste and ethnicity. Nevertheless, the actual practice, illiteracy, poverty, deep-rooted socio-cultural values and traditions, especially cast prejudices, and political factors have all often combined to prevent women from exercising their human rights. While human rights are common to men and women, there is a large area in the human rights of women that are either not recognized or neglected (UNFPA, 1995).

The economic contribution of women was substantial, but largely unnoticed because their traditional role was taken for granted. When employed, their wages normally were 25 percent less than those paid to men. In most rural areas, their employment outside the household generally was limited to planting, weeding, and harvesting. In urban areas, they were employed in domestic and traditional jobs, as well as in the government sector, mostly in low-level positions (UNESCO, 1995).

The level of educational attainment among female children of wealthy and educated families was much higher than that among female children of poor families. This class disparity in educational attainment was also true for boys. In Nepal, as in many societies, education was heavily class-biased (UNESCO, 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 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 (UNFPA, 1995).

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 environment of public opinion where feeling of equality emerges 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.

2.6 Review of Previous Studies

Poverty was one of the major causes of girl's low participation or non- participation and dropout from schools. Another important cause as demonstrated by the study is the problem of mass illiteracy, particularly of rural parents. As illiterates, they were found in want of motivation to educate their daughters (CERID, 1994).

Lack of awareness in the community people for educating their female counterparts, negative attitude of parents toward educating their daughters, the family norm to involve females in household chores, the practice of early marriage was found to be a major constraint. 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).

UNESCO (1995) on its study report entitled, “Scientific Education of girl’s Education Beyond Reproach” explained that there were considerable differences between the right to education enjoyed by girls and boys. Far fewer girls attended school than boys and they had to drop their studies before the end of primary school far more often. As adults, they were often denied additional schooling and consequently not possibility of overcoming their handicap.

Many such obstacles still exist and considerable work remains to be done. Today one out of three women is illiterate. Women are still often found on the bottom rugs of society, those with the least esteem and the greatest exploitation (UNESCO, 1995).

Shrestha (2001) on his research entitled, "Determinants of Educational Participation in Rural Nepal" explained the economic status of household, educational status of the adults in the family and attitude of household head towards education, gender, language spoken at home, income of the family, distance to school, teachers characteristics, physical as well as infrastructural facilities, modernity, size of family were factors affecting the rural children's participation in education.(Shrestha, 2001)

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).

High repetition and dropout rates can be attributed to a number of causes. The more significant among them as pointed out by the Nepal Human Development Report, 1998 were; household work, burden of children, imaginarily of school operation, income, poverty, physical distance, low perceived relevance of education, caste and ethnic discrimination, neglect of mother tongue in school (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 (Sharma , 2002).

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).

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 percent. 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%) of the primary school age boys. (Manandhar and Shrestha, 2003).

Further exploration of NER at primary level by geographical regions was relevant in the 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).

CHAPTER – THREE

RESEARCH METHODOLOGY

This chapter deals with source of data, sampling procedure, data collecting tools and techniques, data processing and data analysis and presentation.

3.1 Research Design

This study is descriptive as well as analytical in nature. This research focuses on the gender discrimination practice in education. Several techniques and methods have been used for the collection of various data and information required for the study.

3.2 Rationale of the Selection of Study Area

Nepal is a small and poor country with huge population. Among the total population male and female cover about equal number. Nepal is being poor country due to the lack of development programmes to join in the main stream of development. Education is one of the most essential factors for the development of the country. No country can imagine a developed society in the absence of education. So, for the development of the nation there should be equal opportunity by gender. But in the context of Nepal there are great differences between male and female for opportunities. Females are just limited in small territory. Men are ruling over women. Due to this difference, our country is back from every aspect of development programmes. It is known to every body that there are most differences between genders for education opportunities in rural people than in urban people.

The condition of lesser known underdeveloped regions of far-western Nepal like Dewal Dibyapur VDC is very poor regarding gender discrimination. Rather than urban areas gender discrimination prevails more in rural areas and the problem is more serious in remote hilly regions of Nepal. Research carried out in such regions precisely examines the impact of gender discrimination upon the lives of underprivileged. It is impossible to conduct a research for whole far-western region.

The study area is author's home village. As a result the author has prior knowledge of the activities of local people. Therefore it is expected that information would be accurate and data would be collected without economic difficulty.

So Dewal Dibyapur VDC is selected as the study area. As other remote and underdeveloped regions in the hills its geographical, social, economical situation and other infrastructure is similar. This region will be a good representation of rural area and will help to meet the objectives of the research. Basically the following points are the bases for the selection of the present study.

1. As the researcher himself has a permanent resident in this area, it was easier for him to collect data and his own experience could apply at the time of collecting data which supports to get accurate information.
2. The result obtained from this area can be generalized to make policies and strategies for other DDC of nation.

3.3 Source of Data and Information

In this study both primary and secondary data were used for required information. Primary data were collected from the field with the help of observation, questionnaire, interviewing rural women and school girls. Secondary data were obtained from different published and unpublished documents books, journals, previous studies, articles, census and reports etc. The major issue on women is obtained from UNICEF, UNDP, CEDA and population monograph of CBS and other Government offices.

3.4 Universe and Sampling

The sample units are household's women and girls. There are 201 households resided in the selected area which are the study universe. Sampling is the procedure to draw a representative unit from universe. So ward no. 5, 6 and 9 of Dewal Dibyapur

VDC of Dadeldhura were selected because gender discrimination was high in these wards. Therefore 50 women and 50 school going girls were selected from 100 households of age between 10 to 70 as a sample by using purposive sampling, which is one of the non-probability sampling methods.

This VDC is divided into 9 wards. From here purposively 3 wards are taken, 100 households are taken according to proportion of each wards numbers of households. The Physical and socio-economic condition of every block looks same. Hope, these sampling units represents the whole area of Dewal Dibyapur VDC. Table 3.1 gives the distribution of sample households by wards.

Table 3.1 Distribution of Sample Households

Ward No.	Total Households	Sample Households
5	106	52
6	37	19
9	58	29
Total	201	100

Key informant interview was conducted with four persons. These informants included ward leader, teacher, social worker, local elite. The respondents age range, for school girls 10 to 15 and for women 15 to 70.

3.5 Techniques and Tools of Data Collection

For the collection of both qualitative and quantitative data, many field instruments were used. During the field survey techniques like; household survey, key informant interview are used:

3.5.1 Household Survey: Household survey was taken as technique of data collection. For it structured questionnaires were as tool. Altogether 29 questions were

asked to the respondents to collect the data of socio- economic characteristics for the collection of data structured and standardized questionnaire were made from which socio-economic characteristics, like education status, population structure, caste/class affiliation, income and occupational characteristics. Altogether 50 rural women from age 15 to 70 were considered for interview.

3.5.2 Key Informants Interview: It was very important to hold discussion with people who are capable of providing accurate information upon the socio-economic status of the people of the region. For this purpose educated individuals like; teachers, local political leaders, social workers and elites of the village were selected. Many parents, being uneducated, could not provide genuine information upon the socio-economic effect due to gender discrimination. Key informants interview was very helpful for getting the past information and changing condition of the village. For information open questions were used as tool.

3.6 Data Processing

The filled up questionnaires have been done manual editing thoroughly. After all questionnaires are edited a codebook was prepared for the opened questions. The questionnaires have been coded according to the codebook using alphabets as well as numeric values. After completing the manual edition the master table in SPSS computer program has been created, in which all the obtained data from questionnaires are entered. When the data entry is completed then they are edited to find out the entry errors known as data cleaning in SPSS software.

3.7 Data Analysis and Presentation

The data analysis is simply based on descriptive type of analysis. The frequency table, cross tabulation and other required information has been retrieved from edited data in SPSS software, on the basis of this information; the analysis and interpretation have

been made. The analyzed data has been interpreted using different statistical tools and writings.

CHAPTER-FOUR

GENERAL INTRODUCTION OF THE REGION

The village selected for the study is situated six to eight hours walk from District headquarter of Dadeldhura. It is at a distance of nearly 25 km from the district headquarters. It takes one and half an hour by bus but there is no regular bus service available so far.

4.1 Location

Dawal Dibyapur VDC lies to the north west of Dadeldhura district. Dadeldhura district lies in Mahakali zone Dadeldhura is far 780km from Kathmandu. The district lies between 28°69' north to 29°26' north latitude and 80°12' east to 80°47' east longitude it lies far west mid hills of Nepal.

This VDC has Chipur VDC to the east, Bhageshwar VDC to the west, Bagarkot VDC to the south and Sarmali VDC of Baitadi to the north and it has 9 wards. The region also has a few streams and small rivers. On the east Hura gaad separated Dawal Dibyapur VDC from Chipur VDC, to the south Nani gaad separates it from Bakarkot VDC, to the west thooli gaad separates it from Bhageshwar VDC and to the north Shwarnaya gaad separates it from Sarmali VDC of Baitadi. There are small suspension bridges that connect Dawal Dibyapur VDC from other VDCs. It is one of the small VDC in Dadeldhura district with low lying hills and is surrounded by regions with much higher mountains.

Table 4.1 A Brief Introduction of Dewal Dibyapur VDC

Name of VDC	Dewal Dibyapur
Area in sq. Km	45.64
East	Chipur VDC
West	Bhageshwar VDC
North	Baitadi district
South	Bagarkot VDC
Cultivated area in sq. km	19.09
Forest in sq. Km	13.66
Households	883
Population	5924
Male	3107
Female	2817
Main caste	Chhetri (57.60%)
Main dialect	Doteli (100%)
Main religion	Hinduism (100%)
Main occupation	Agriculture Animal Husbandry (82.40%)
Literacy rate	71.30%
Illiteracy rate	28.70%
Illiterate female	41.70%
Illiterate male	16.80%
Main cooking fuel	Firewood (100%)
Main source of light	Kerosene (41.30%), electricity (58.70%)
Main source of income	(55.50%)
Service and pension	
Type of roof of main house	Slate, tile (67.70%)
Source of drinking water	Pipe line (44.80%)
Availability of toilet	69.4%
Main type of oven	Mud oven (95.70%)

Source: Dewal Dibyapur VDC Profile, 2001

Figure 4.1 Land Distribution of Dewal Dibyapur VDC of Dadeldhura District

Source: Dewal Dibyapur VDC profile, 2001

4.2 Climate

This VDC has topography, having an altitude range from 653m to 1836m from sea level which reflects agriculture is main occupation. The maximum temperature is recorded i.e. 32.7° Celsius in mid-summer and comes down to a minimum about 3.6° Celsius in mid-winter. The average rainfall ranges about 1343.6 mm per year.

The temperature of this region is not extreme as in many other parts of the Dadeldhura district. Except for the highest point in Dewal Dibyapur VDC that is called Dageshwari, most of the part enjoys a temperate climate through the year. The region has warm summers with occasional showers. In summers temperature does not exceed 32°C summer start from April and lasts up to June.

The rainy season (monsoon) lasts for about three month. It starts from late June through early September. The region experiences heavy rain.

Winter begins from early November it last for over 4 months. Though temperature and rainfall both decrease during this season, the weather does not get very extreme.

4.3 Natural Resources

This VDC is relatively wealthy in terms of natural resources such as rivers and vegetation. The main rivers of the VDC is Hura gaad, Thuli gaad (big river), Shwarnaya gaad and Nani gaad (small river) which lies in east, west, north and south of the VDC respectively. The other natural resources are small streams which are very helpful to irrigate the agricultural land of the VDC. Irrigated land produces more grains and also various types of vegetables and fruits through out of the year. In this VDC other main natural resource is slate mine. The slate, which are used to build houses and many people get employment from these mines. The local farmers utilise river's water for irrigation. They have constructed 'local kulo' (small irrigation canal) by their own efforts for irrigation in the VDC.

4.3.1 Soil and Vegetation

Soil is very important for agriculture and vegetation. The better the soil the more vegetation flourishes. There are different types of soil such as alluvial and sandy. Most of the areas separated for agricultural purpose in this region have alluvial soil. Wheat, soya beans, off season vegetables and corn production is high in the upper parts and wheat, rice, millet, corn, pluses and vegetables (mango, lychee, pineapple, papaya etc) is grown in abundance on river side farms. A part from this barley, maize and millet is also grown. Millet is grown where there is scarcity of water for irrigation. Many people who have own farms by the streams grow vegetables. Different kind of vegetable are grown and exported to different towns of far-western Nepal.

Fruit production is high in this region. Dewal Dibyapur VDC is famous for growing oranges. It has also developed many orchards in recent years.

4.3.2 Forest

The forest area of the VDC is 13.66% and shrubs 10.36% of the total land (Dewal Dibyapur VDC). Many small parts of Dewal Dibyapur VDC are covered with patches of thick forest. The upper area has oak forest and the lower regions are covered with dense pine trees. The lowest region near to small rivers is covered with shrubs and sal trees.

Not many animals are found in this region. Among animals; wild boars, wolves, leopard, bear, mountain goats, monkey, deer are often seen around the region Dewal Dibyapur is a region famous for particular birds called 'Chyakhura' and 'Bhyakura'. And dove, parrot, crow, cuckoo, sparrow, eagle, vulture, owl etc are also found in this VDC.

4.4 Social Setting

4.4.1 Community Structure

The local community in this region is closely knit and in many ways is interrelated in terms of work. The community is based on caste system. Brahmins and Chhetri belong to the upper caste. Brahmins perform religious duties in temples and attend to their pupils. Chhetri do farming and other work. Tailors, black smiths and shoemaker belong to the lower caste. However the caste system exists peacefully in this region and people are helpful to one another.

4.4.2 Cluster of Villages

Many villages are located far away from the rivers. They are only a few barns on the river side farms. There are small hills and wide strip of forest between some villages. This makes it difficult to link them with roads. There are also a few closely located villages to the northeast of the VDC.

4.4.3 House Structure

Most of the houses are built semi-detached and face southwards. Houses are built small with terraced roof and some with a balcony. Rooms are small with very small windows and wooden ceiling. Some families have built separate barn but many poor families use ground floor as barn.

Though sharing a porch, patio or even a wall by more than 2 or 3 families sounds absurd it helps the villagers remain closely knit. People of this region live amicably.

4.4.4 Religion and Language

There are no religions other than Hinduism in this region. Local Gods are worshipped at their respective places in every village. People worship in the temple and home in their main festivals such as Nab Barsha (New Year), Sakranti, Purnima,

Aushi, Gaura, Dasain, Tihar etc. In time of the festivals people go to the temple to worship God and Goddess and take *Tika* and *Prasad*.

Dageshwari is one of the most scared places of Dadeldhura that is located in the highest point in Dewal Dibyapur VDC.

Although evil in human acts of animals sacrifice are still in practice people of this region observe every religious occasion with absolute devotion.

Doteli is the only language spoken here. Nepali and English are used in school.

4.4.5 Demography

4.4.5.1 Population

Dewal Dibyapur VDC is not a heavily populated area. It has 9 wards and approximately 41 settlements and the total population of the VDC was 5924 with 3107 male and 2817 female (Dewal Dibyapur VDC). Total household of the VDC was 883. Out of a few big wards 2, 4, 5 and 8 are the most populated. The total population of the VDC is shown in the following table. Table-2 shows the ward wise total population distribution in the VDC.

Table 4.2 Population Distribution of Dewal Dibyapur VDC, 2001

Ward No	Households	Total Population	Male	Female
1	84	462	275	187
2	218	1523	768	755
3	71	375	231	144

4	126	789	407	382
5	106	1010	520	490
6	37	289	152	137
7	78	534	276	258
8	105	626	329	297
9	58	316	149	167
Total	883	5924	3107	2817

Source: Dewal Dibyapur VDC 2001

4.4.5.2 Family Structure

Joint family institution is very common in the region though there are very few nuclear families. Some families are quite large with over 15 or 20 members, others are relatively small. The chief cause behind this concept of large family is farming. Farming in such underdeveloped regions is directly linked to manpower with no means of modern agricultural methods. Members of a family always stay close and share the work.

4.4.5.3 Heads of Households

Men are the traditional heads of households and have full control over family matters. This is either because they are educated and has a job or due to age-old system of patriarchal domination. Women are denied an opportunity to run a family with freedom because they are not educated.

4.4.5.4 Educational Status

Educational status of Dewal Dibyapur VDC is not very good. Many students drop out from school for work in bigger cities due to financial problems. The condition of girls is far worse due to gender discrimination. They are subjected to bias treatment and made to work than go to school or attain other career oriented skills. Even if they manage to reach high school, they are held back from pursuing higher education. This has hampered the educational progress of not only women but also of the whole region. This is adversely affecting government's progressive vision in the education sector.

4.4.5.5 Health Status

Health status in the region remains to be improved. Though there is a health post, many individuals don't have access to basic health services. Women are affected the most due to illiteracy. Since they do not have any knowledge of basic health care, their children too are affected. Even the local health post administered by district authorities lacks necessary man power and equipments to tackle complicated cases. At times there is acute shortage of vaccines and other drugs. All this has negatively affected the health sector of Dewal Dibyapur VDC.

4.4.5.6 Economic Status

4.4.5.6.1 Occupation

People of Dewal Dibyapur VDC are involved into different occupations. However very few are involved into activities that demands higher academic qualification. Many people have their own small shops, some do only farming and some sell vegetables and fruits in local markets

of other VDCs. Few work as teacher and health worker and NGOs employee. Nowadays many go to India and gulf countries for better work and more money.

4.4.5.6.2 Land Inherited and Purchased

Rarely do people come from other villages to purchase land and settled in this region. Most of the people who live in this region have inherited their property.

4.4.5.6.3 Housing Facilities

Housing has not developed much in this region. Houses are not strongly built with wide space around them. There are no well constructed paths or roads that link the villages.

There is scarcity of water in many villages to the south. Villages located upper part have plenty of water but there are very few well constructed water tanks and supply lines, although electricity is distributed in every village of Dewal Dibyapur VDC.

CHAPTER-FIVE

DATA PRESENTATION AND ANALYSIS

This chapter, analyzes the field data and presents the findings of the field study. The findings are systematically analyzed, presented and described in the subsequent subheadings. To analyze data, simple statistical tools such as tables, diagrams are used. The main section of this chapter includes socio-economic status of households, relationship between education and gender discrimination and socio-economic and educational impact of gender discrimination in the study area.

5.1 Socio-economic Characteristics

Socio-economic characteristics of the study area presents actual picture of any research problem. It provides strong support to the core problem, so it should be analysed thoroughly. In this study many socio-economic characteristics of study area are described.

5.2 Background Characteristic of Girls and Women with Household Members

5.2.1 Distribution of Girls and Women by Caste and Ethnicity

In this study different major 5 caste namely, Brahmin, Chhetri, Sarki, Luhar and Damai are recorded separately and others insignificant number of castes are comprised under other category. The detail figure of caste/ethnic distribution of girls and women is presented in the table 5.1

Table 5.1 Distribution of Girls and Women by Caste/Ethnicity

Caste/Ethnicity	Respondents	Percentage
Brahmin	16	16
Chhetri	63	63
Sarki	13	13
Luhar	5	5
Damai	3	3
Total	100	100

Source: Field Survey, 2011

From the table 5.1 it can be seen that majority of girls and women are from Chhetri that holds 63 percent followed by Brahmin 16 percent, Sarki 13 percent, Luhar 5 percent and Damai 3 percent, and others are nill.

Because of, the population of study area has high density of Chhetri. So it is found that majority of girls and women are from Chhetri caste.

5.2.2 Distribution of Household Members with Sampled Girls and Women by Age and Sex

The information regarding the age and sex distribution of the population has been collected from the girls and women's response. Girls and women were asked about the information of their household members. The obtain information regarding the age-sex distribution is presented in two ways- first on the basis of 5 years age group and second on the basis of active and inactive population i.e. Age group 0-15, 15-60 and 60+.

Table 5.2 Distribution of Household Members Population by Age Group

Age Group	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
0-5	33	8.01	37	9.37	70	8.67
5-10	39	9.47	35	8.86	74	9.17
10-15	47	11.41	49	12.41	96	11.90
15-20	49	11.89	41	10.38	90	11.15
20-25	38	9.22	40	10.13	78	9.67
25-30	42	10.19	36	9.11	78	9.67
30-35	35	8.50	32	8.10	67	8.30
35-40	31	7.52	28	7.09	59	7.31
40-45	29	7.04	25	6.33	54	6.69
45-50	17	4.13	16	4.05	33	4.09
50-55	13	3.16	10	2.53	23	2.85
55-60	9	2.18	11	2.78	20	2.48
60+	30	7.28	35	8.86	65	8.05
Total	412	100.00	395	100.00	807	100.00

Source: Field Survey, 2011

From the table 5.2, it can be seen that out of total 807 population 11.90 percent population is found in age group 10-15 and followed by age group 15-20, 20-25 and 25-30 as 11.15 percent, 9.67 percent and 9.67 percent respectively. Similarly in sex wise, it is seen that majority of female are in 10-15 age group in which 12.41 percent and 15-20, 10.38 percent. Similarly, the highest percent of male population is in 15-20 age groups 11.89 and followed by 10-15 age group contributing 11.41 percent. In overall the male and female population is decreased according to the increment of age.

The population of age of 0-10 is less in comparison to national level from this we can conclude that population growth rate is decreased in recent years as government's efforts in this sector. Government should maintain that rate.

Furthermore the age and sex distribution of the study population is presented according to broad age group in table 5.3

Table 5.3 Distribution of Household Members Population by Working Age Group

Age Group	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
0-15	119	28.88	121	30.63	240	29.74
15-60	263	63.84	239	60.51	502	62.17
60+	30	7.28	35	8.86	65	8.05
Total	412	100.00	395	100.00	807	100.00

Source: Field Survey,

Table 5.3 shows the distribution of the study population by broad age group. If we see the age wise scenario, majority of population 62.17 percent is in active age group i.e. 15-60 followed by 29.74 percent from age group 0-15 and 8.05 from the age above 60. Similarly, proportion of female population is higher in earlier age or age group 0-15 (30.63%) compared to male population (28.88), but this is just opposite in working age. In working age i.e. 15-60 male population is higher than female or 63.84 percent male and 60.51 percent female is found. But in old age female population is higher (8.86%) than male population (7.28%).

From study, it is found that majority of populations are young age group and male and females are nearly equal in number. This age group is economically active age group and majority of this group indicate the good chances of agricultural growth of this area because many people are engaged in agriculture in study area.

5.2.3 Distribution of Household Members Population by Marital Status

In this study, the marital status of sampled population is closely observed. Generally three marital events are considered namely married, unmarried and widow for male and female respectively. The marital status is presented in following table 5.4.

Table 5.4 Distribution of Household Member Population by Marital Status

Marital Status	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Married	253	61.40	246	62.28	499	61.83
Unmarried	156	37.86	134	33.92	290	35.94
Widow	3	0.73	15	3.80	18	2.23
Total	412	100.00	395	100.00	807	100.00

Source: Field Survey, 2011

From the study it is found that out of total (807) studied population, majority of people 61.83 percent are married followed by unmarried population 35.94 percent and insignificant proportion of widow population i.e. 2.23 percent only. Similarly in sex wise married female is found more than married male, as 61.40 percent male are married whereas 62.28 percent female are married. But the more male are remained unmarried than female or male unmarried percent (37.86%) is more than female's (33.92%).

The variation in percent indicates that female get engaged in marital relation earlier than male. From the study insignificant number of population was found as widow i.e. 2.23 in percent. Out of them 3.80 percent are female and 0.73 percent are male. Huge difference in percent is the result of low life expectancy of male comparing to female and polygamy system is still in practice for male. From the study it is found that majority of the household members are married. It was due to having higher number of married male and daughters.

5.2.4 Distribution of Household Members Population by Occupation

Occupation refers the work that an individual does for his/her livelihood. In this study generally 5 types of occupations are considered including student. The occupation wise statistics of study population is presented in table 5.5.

Table 5.5 Distribution of Household Members Population by Occupation

Occupation	Frequency	Percent
Agriculture	267	33.08
Service	56	6.94
Business	40	4.96
Others (wages, carpenter, mason)	41	5.08
Students	403	49.94
Total	807	100.00

Source: Field Survey, 2011

From the table 5.5, it can be seen that majority of sampled population is student i.e. 49.94 percent and 33.08 percent population is involved in agriculture followed by service 6.94 percent and 5.08 percent in other category like wage, carpenter, mason etc and then in business 4.96 percent.

From the study it is found that majority of respondents are student they are almost 50 percent but literacy rate is low among other occupation and total literacy is only 56.63 percent which is far lower than national literacy of 66.6 percent (in the report of three

years interim plan). 33.03 percent are involved in agriculture. It is due lack of other opportunities in other area and respondents are compelled to work in their land.

So government should taken action to increase literacy rate and provide other occupational opportunity to rural people in the sector of industries, construction, commerce, trade etc.

5.2.5 Distribution of Household Members Population by Income Source

Income is essential to run the daily activities that can be obtained from occupation especially they do. So here the sampled population is categorized according to their income source. The obtained information is presented in table 5.6.

Table 5.6 Distribution of Household Members Population by Income Source

Income Source	Frequency	Percent
Agriculture	267	33.08
Service	56	6.94
Business	40	4.96
Others (wage, carpenter, mason)	41	5.08
Students	*403	49.94
Total	807	100.00

**Students have no income source*

Source: Field Survey, 2011

As majority of population dependent on agriculture, that is the main source of income of them. Hence the highest percent of population having income source is agriculture i.e. 33.08 percent followed by service 6.94 percent, 5.08 percent others in which wage, carpenter, mason etc are included and business 4.96. Most 49.94 percent are students who have no income source. In conclusion we can observe that almost all people are dependent on agriculture.

From the study it is found that main source of income comes from the agriculture. It was due to, involvement of respondents in agriculture activities in study area. Because there are no other good option than that of agriculture and agriculture system is not scientific but traditional.

So government should taken action to provide other occupational opportunity to rural people in the sector of industries, construction, commerce, trade etc.

5.2.6 Distribution of Household Members Population by Literacy Status

The main objective of this study is to find out the gender discrimination practice in education, doing so educational status of female of sampled area (Dewal Dibyapur VDC of Dadeldhura district) is observed closely. The literacy status is observed for overall 807 household populations from 100 sampled households. The literacy status and educational level of the overall household population is presented in table 5.7 according to their sex.

Table 5.7 Distribution of Household Members Population by Literacy Status

Literacy Status	Sex				Total	
	Male		Female		Number	Percent
	Number	Percent	Number	Percent		
Literate	275	66.75	182	46.08	457	56.63
Illiterate	137	33.25	213	53.92	350	43.37
Total	412	100.00	395	100.00	807	100.00

Source: Field Survey, 2011

From the table 5.7, Out of total households' member population literacy status is recorded. Out of this 807 population 56.63 percent people are literate whereas 43.37 percent are illiterate.

From this table overall proportion of literate population is low than national literacy of 66.6 percent (according to three years interim plan); and the sex wise scenario is same. According to this table 66.75 percent male are literate where as only 46.08 percent female are found literate. This data indicates that females are still back-warded in education field.

From the study it is found that the household member's literacy is a bit low than national literacy.

To solve this problem government should concentrate on to increase rural literacy.

5.2.7 Distribution of Household Members Population by Educational Attainment

Table 5.8 Distribution of Household Members Population by Educational Attainment

Educational Level	Sex				Total	
	Male		Female		Number	%
	Number	%	Number	%		
Pre-Primary	33	12.00	24	13.19	57	12.47
Primary	81	29.45	63	34.62	144	31.51
L. Secondary	54	19.64	39	21.43	93	20.35
Secondary	34	12.36	13	7.14	47	10.28
S.L.C. Passed	28	10.18	5	2.75	33	7.22
I.A. Passed	17	6.18	2	1.10	19	4.16
B.A. Passed	7	2.55	1	0.55	8	1.75
M.A. Passed	4	1.45	1	0.55	5	1.09
Non-Formal	17	6.18	34	18.68	51	11.16
Total	275	100.00	182	100.00	457	100.00

Source: Field Survey, 2011

Table 5.8 shows the educational level of the literate population. Out of total 457 literate population 11.16 percent population have got education from non-formal education (like- Adult-education program, family, relatives etc.) and 88.84 percent population have got education from formal education. While observing the educational level of the overall household population it is found that majority of population 31.51 percent out of 457 have achieved primary education followed by lower secondary and pre primary level 20.35 and 12.47 percent respectively.

The population is low in higher educational level. Only 7.22 percent have passed the S.L.C. and 4.16 percent Intermediate level and the population having Bachelor and Master's Degree is insignificant i.e.1.75 and 1.09 percent respectively. Similarly, if we analyze the situation by sex it is found that in pre-primary level, primary level and lower secondary level female are more than male i.e. 13.19 percent, 34.62 percent, and 21.43 whereas this percent has significantly decreased in higher level and only one of female from study population has passed Bachelor's and Master's Degree. Comparatively male proportion is high than female in higher level. This scenario indicates that still women have poor educational level. In informal education female are far ahead than male i.e. 18.68 percent for women while only 6.18 percent for men.

From study it is found that majority of the household members have attained level of education up to secondary level and very few members have attained higher degree. Because of, there are no facilities of higher education. Females' enrolment is lower than males because of gender discrimination and household and farm work in such an agricultural country.

So government should provide higher education facility in rural area and awareness program for females' higher education.

5.2.8 Distribution of Girls and Women by Household Facility

From the study it is found that many of girls and women have not household facilities like television, telephone, toilet etc. It is due to selection of study area in rural area.

Table 5.9 Distribution of Girls and Women by Available Facilities at Home

Facilities	Yes		No		Total	
	Number	Percent	Number	Percent	Number	Percent
Electricity	54	54	46	46	100	100.00
Radio	83	83	17	17	100	100.00
Television	12	12	88	88	100	100.00
Telephone	41	41	59	59	100	100.00
Toilet	44	44	56	56	100	100.00
Drinking water	69	69	31	31	100	100.00

Source: Field Survey, 2011

From table 5.9, it is seen that 54 percent girls and women have electricity at their household and 83 percent have radio but only 12 percent girls and women have television at their home where as surprisingly 41 percent have telephone facility in the form of mobile in their home. But it is miserable to say that 46 percent girls and women have no electricity facility and similarly another important thing is that 59 percent girls and women have no telephone facility at their home when mobile phone is so common this VDC.

From this table it can conclude that the housing facilities are not satisfactory. It is due selected study area is rural area. Television, telephone, toilet, drinking waters' facilities are less than governments' goal of interim three years plan. So government should take action toward these issues.

5.3 Age and Marital Status of Girls and Women

In this study, data and information are collected in two ways, first 100 girls and women and their individual information and overall household information of these 100 girls

and women. In this section demographic, socio-economic characteristic of 100 selected girls and women is analyzed.

5.3.1 Distribution of Girls and Women by Age Group

The age distribution of girls and women is classified in 10 years age group. The information has been collected from the female above the age 5. Out of them different 7 groups are presented here in table 5.10.

Table 5.10 Distribution of Girls and Women by Age Group

Age Group	Frequency	Percent
5-15	44	44
15-25	19	19
25-35	16	16
35-45	11	11
45-55	5	5
55-65	3	3
65+	2	2
Total	100	100

Source: Field Survey, 2011

Table 5.10 shows that all the girls and women are above the age of 5 and out of them majority of girls are in age group 5-15. Out of 100 girls, 44 percent are in this age group followed by 19 percent in 15-25 and 16 percent in 25-35 age groups respectively. In short, we can say majority of girls and women are of the age of 5-24.

In this study 44 percent girls are from age group 5-15 because 50 are high school girls. So, other 56 percent women are from age of more than 15 years. This age group of 5-15 is in not working age but only study age.

So government should provide quality education to these school girls up to higher level.

5.3.2 Distribution of Girls and Women by Marital Status

Marriage is a universal demographic component. In this study, marital status is categorized mainly in three different categories; namely married, unmarried and widow. The marital status is presented in table 5.11.

Table 5.11 Distribution of Girls and Women by Marital Status

Marital Status	Frequency	Percent
Married	45	45
Unmarried	50	50
Widow	5	5
Total	100	100

Source: Field Survey, 2011

Table 5.11 reveals that 45 percent are married women, 50 percent are unmarried and 5 percent are widow.

From the study it is found that few women are widow

5.4 Educational Status and the Dropouts

5.4.1 Literacy Status of Girls and Women

The main objective of this study is to find out situation analysis of girls and women education in far-western hill so the educational status of females in Dewal Dibyapur VDC of Dadeldhura district is closely observed. Hence primarily to know the educational status, the literacy status of the girls and women is collected as literate or illiterate. The literacy status of sampled 100 girls and women is presented in table 5.12.

Table 5.12 Distribution of Girls and Women by Literacy Status

Literacy Status	Frequency	Percent
Literate	70	70.00
Illiterate	30	30.00
Total	100	100.00

Source: Field Survey, 2011

From table 5.12, it is shown that out of total 100 girls and women 70 percent are literate and 30 percent are illiterate.

The national level literacy rate of female is very low as compared to 70 percent. Furthermore 50 school girls are purposively selected. However this is the better percent of literate female comparing to female literacy rate of Nepal, because 50 percent are school girls. Among 50 housewives only 20 are literate, which is only 40 percent, lower than that of national literacy rate of women in Nepal.

Government should concentrate on to increase literacy rate of rural married women.

5.4.2 Literacy Status of Girls and Women by Type of Family

The 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 an attempt has been made to relate the type of family and their literacy status. This is presented in table 5.13

Table 5.13 Distribution of Girls and Women by Literacy Status and Type of Family

Literacy Status	Type of Family				Total	Percent
	Nuclear	Percent	Joint	Percent		
Literate	27	79.41	43	65.15	70	70
Illiterate	7	20.59	23	34.85	30	30
Total	34	100	66	100	100	100

Source: Field Survey, 2011

From the table 5.13 it has been clearly seen that, 79.41 percent are literate and 20.59 percent are illiterate out of 34 nuclear families, where as 65.15 percent literate and 34.85 percent are illiterate from 70 joint families. Literacy is high in nuclear family in comparison to joint family and illiteracy is high in joint family.

It can be concluded that the literacy status can also be determined by the type of family or the members of family in a household because there is high educational awareness and less household work in nuclear family, because which families involved in service and business sector are usually nuclear family and in these families there are no farm work and family head are either service holder or businessman therefore, awareness level is far high in these families and parents' attitude towards education is also very positive. Being nuclear family there are automatically less household work because there is less need of water, firewood etc. Therefore literacy percent is more in nuclear families. Opposite to it in joint families there are a lot household work and farm work because agriculture is as occupation in joint families.

5.4.3 Age at Marriage and Literacy Status of Women

Age at marriage also plays an important role regarding the literacy. In general there is inverse relation between age at marriage and the literacy status of the women. The situation of age at marriage and literacy status of women is presented in table

Table 5.14 Age at Marriage and Literacy Status of the Women

Age at Marriage	Literate	Percent	Illiterate	Percent	Total
10	-	-	1	3.33	1
11	-	-	1	3.33	1
12	-	-	1	3.33	1
13	-	-	8	26.67	8
14	1	5	7	23.33	8
15	1	5	4	13.33	5
16	2	10	3	10.00	5
17	2	10	2	6.67	4
18	3	15	-	-	3
19	4	20	1	3.33	5
20	4	20	-	-	4
21	-	-	1	3.33	1
22	1	5	-	-	1
23	1	5	-	-	1
25	1	5	-	-	1
32	-	-	1	3.33	1
Total	20	100.00	30	100.00	50

Source: Field Survey, 2011

According to table 5.14 the literacy status of women is high who married after age of 15. Women who are married early they are almost illiterate.

According to this table women who are married at the age below than 15 years, are illiterate. And significant numbers of women about 20 percent are literate who have married at the age of 19 and 20. From the study it is found that majority of women were getting marriage before 17, because of gender discrimination. Nowadays early

marriage is not in practice in this study who are married early and became illiterate are older women governments efforts to stop the early marriage is successful even in rural area.

5.4.4 Literacy Status of Girls and Women by Caste and Ethnicity

As we know that Nepal has diversity in culture. Different people belong to different caste and ethnic groups. People from different caste, ethnic groups have different socio-economic as well as different demographic characteristics, life styles and different living standard. So the literacy status also can affect by caste and ethnicity. Hence in this study the literacy status of the girls and women has highlighted on the basis of caste and ethnicity.

Table 5.15 Literacy Status of Girls and Women According to Caste and Ethnicity

Caste /Ethnicity	Literacy				Total
	Literate	Percent	Illiterate	Percent	
Brahmin	13	18.57	3	10	16
Chhetri	48	68.57	15	50	63
Sarki	6	8.57	7	23.33	13
Luhar	2	2.86	3	10	5
Damai	1	1.43	2	6.67	3
Total	70	100.00	30	100.00	100

Source: Field Survey, 2011

Table 5.15 shows that majority of girls and women 68.57 percent are literate from Chhetri followed by Brahmin 18.57 percent. Similarly 8.57 percent girls and women are literate from Sarki. And Luhar as well as Damai have the lower literacy status.

It is important to note that, the literacy percent according to caste and ethnicity is influenced by the no of girls and women belonged to that particular caste. From the study it found that majority girls and women are Chhetris.

5.4.5 Literacy Status of Girls and Women by Parents' Occupation

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 girls and women by occupation is presented in table 5.16

Table 5.16 Literacy Status of Girls and Women by Parents' Occupation

Occupation	Literacy			
	Literate	Percent	Illiterate	Percent
Agriculture	34	48.57	23	76.67
Service	19	27.14	2	6.67
Business	13	18.57	3	10
Others	4	5.71	2	6.67
Total	70	100.00	30	100.00

Source: Field Survey, 2011

From table 5.16 it can be seen that out of literate girls and women 48.57 percent, majority of girls and women belonging to agriculture as major occupation, 27.14 percent and 18.57 percent girls and women belonging to service and business respectively. Similarly out of illiterate girls and women, 76.67 percent majority of girls and women belonging to agriculture as major occupation 10 percent and 6.67 percent belonging to business and service respectively.

So we can conclude that the occupation also affects the literacy status of female. Generally who are involved in service rather than agriculture are more literate because which families' occupation is service their parents' are educated so they are aware about education and in these families there are no farm work which hinder the

educational opportunity most. But in the agriculture sector too much farm work is cause of illiteracy of respondents. 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.

5.4.6 Literacy Status of Girls and Women by Parents' Literacy Status

Parents are the source of guidance and inspiration. The status of the parents can reflect on their child or other family members of the family. So, if the parents are literate, automatically their child or other members also get environment to be literate. So there is linear relation in parents' literacy status and the girls' and women. Table has presented the literacy status of the girls and women by parents' literacy status.

Table 5.17 Literacy Status of Girls and Women by Parents' Literacy Status

Parents' Literacy Status	Girls and Women's Literacy Status					
	Literate	Percent	Illiterate	Percent	Total	Percent
Literate	21	87.5	3	12.5	24	100
Illiterate	49	64.47	27	35.53	76	100
Total	70	70	30	30	100	100.00

Source: Field Survey, 2011

Table 5.17 shows linear relation between parents' literacy status and the literacy status of the girls and women. 87.5 percent girls and women are literate and 12.5 percent are illiterate whose parents are literate, and 64.47 percent are literate 35.53 percent are illiterate whose parents are illiterate. So from this data it can be conclude that if parents are literate automatically the literacy status of the other members becomes high and if parents are illiterate the literacy rate of their children becomes low. Among 24 literate parents 87.5 percent are literate and only 12.5 percent are illiterate. Similarly among 76

illiterate parents 64.47 percent are literate and 35.53 percent are illiterate where as the overall literacy rate of girls and women is 70 percent and 30 percent are illiterate.

5.4.7 Literacy Status of Girls and Women by Family Income

To get education or to be literate we must invest money. If the 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 5.18 has presented the literacy status of the girls and women by family income.

Table 5.18 Literacy Status of Girls and Women by Family Income

Monthly Family Income	Literacy				Total
	Literate	Percent	Illiterate	Percent	
< Rs. 3000	19	27.14	20	66.67	39
Rs. 3000-6000	24	34.29	7	23.33	31
Rs. 6000-9000	13	18.57	2	6.67	15
Rs 9000-12000	9	12.86	1	3.33	10
> Rs. 12000	5	7.14	0	0	5
Total	70	100.00	30	100.00	100

Source: Field Survey, 2011

Table 5.18 shows the literacy status and the income of the family. It proves that if the income level is high the illiteracy status goes down. None of girls and women are illiterate whose income level is more than 12 thousands, only 3.3 and 6.67 percent are illiterate whose income is between 9000- 12000 and 6000- 9000 respectively. But about 66.67 and 23.33 percent are illiterate whose income level is less than 3000 and 3000- 6000 respectively.

So we can say that if the income level decreases it also leads to decrease literacy level. However literacy rate also high among low family income category because, too many

families are from low family income category and literacy rate among women is high because of 50 percent are school girls.

5.5 Educational Level of Girls and Women

Level of education refers the level or grade that an individual has studied. In this study the level of education is classified in 7 different categories as primary, L. Secondary, Secondary, S.L.C. Passed, I.A. passed, B.A. passed and M.A. passed. And the respondent who has got education from non-formal sectors also mentioned here in this study. The detail figure of educational level of girls and women is presented in table 5.19

Table 5.19 Distribution of Girls and Women by Educational Level

Educational Level	Frequency	Percentage
Non-formal	10	14.29
Primary	7	10
L. Secondary	26	37.14
Secondary	21	30
S.L.C. Passed	4	5.71
I.A. Passed	2	2.86
Total	70	100.00

Source: Field Survey, 2011

Table 5.19 has presented the 70 literate female and their educational level as their passed level. 14.29 percent have got basic education from non-formal educational source. And out of formal educated population the highest proportion of population has got lower secondary education which holds 37.14 percent, followed by secondary level 30 percent and primary level 10 percent.

From this table it can be concluded that the proportion of population is less in higher level of education. And insignificant numbers of population have passed SLC and intermediate level 5.71 and 2.86 percent respectively. And none of the girls and women have got bachelor and masters' degree. This trend proves that the level of education of female is still very low even if they are literate. Higher level education is less among females because of gender discrimination- their parents didn't send them far away from home for higher education (parental attitude), their marriage and after marriage it is not possible to continue study for rural women, parents didn't invest much on daughters' education. Although literacy rate is high in lower secondary and secondary level because 50 percent literates are school going girls.

5.5.1 Educational Level of Girls and Women 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 girls and women is highlighted on the basis of caste and ethnicity.

Table 5.20 Educational Level of Girls and women by Caste and Ethnicity

Educational Level	Caste and Ethnicity					Total
	Brahmin	Chhetri	Sarki	Luhar	Damai	
Primary	2(28.57%)	4(57.14%)	1(14.29%)	-	-	7(7%)
L. Secondary	3(11.54%)	18 (69.23%)	2(7.69%)	2(7.69%)	1(3.85%)	26(26%)
Secondary	3(14.29%)	17 (80.95%)	1(4.76%)	-	-	21(21%)
S.L.C. Passed	2(50%)	2(50%)	-	-	-	4(4%)
I.A. Passed	1(50%)	1(50%)	-	-	-	2(2%)
Non-formal	2(20%)	6(60%)	2(20%)	-	-	10(10%)
Illiterate	3(4.29%)	15(50%)	7(23.33%)	3(4.29%)	2(6.67%)	30(30%)
Total	16(16%)	63(63%)	13(13%)	5(5%)	3	100

Source: Field Survey, 2011

Table 5.20 shows that girls and women from Brahmin caste have attained SLC level is 50 percent, same by Chhetri 50 percent. And, in intermediate Brahmin and Chhetri both 50 percent each. In lower level there also more Chhetri and Brahmin in percentage. Sarki reached up to secondary level and literate also from literacy class but Luhar and Damai are remained only in lower secondary.

From study it can conclude none of the girls and women from any caste and ethnicity have graduated and done masters degree. However Brahmin and Chhetri have attained school up to higher level. Because of caste/class discrimination dalits are remain in informal and under SLC level. Dalit's economic, social condition is very weak which reflect in educational attainment of dalit, the gender discrimination is high in dalit community. On other hand Brahmins' and chhetris' economical and social condition is far better than dalits, and their educational attainment level is also high.

So government should bring effective acts and regulations to abolish caste discrimination along with gender discrimination.

5.5.2 Educational Level of Girls and women by Parents' Occupation

Occupation is a major factor that can affect the literacy. Occupation determines the income level that in turn determines the level of education of the people. Here the educational status of girls and women by occupation is presented in table 5.21

Table 5.21 Level of Education of Girls and Women by Parent's Occupation

Educational Level	Occupation				
	Agriculture	Service	Business	Others	Total
Primary	5(14.70%)	-	1(7.69%)	1(25%)	7(10%)
L. Secondary	14(41.17%)	6(31.58%)	5(38.46%)	1(25%)	26(37.14%)
Secondary	6(17.65%)	9(47.37%)	5(38.46%)	1(25%)	21(30%)
S.L.C.	1(2.94%)	2(10.53%)	1(7.69%)	-	4(5.71%)

I.A.	-	2(10.53%)	-	-	2(2.86%)
Non-formal	8(23.53%)	-	1(7.69%)	1(25%)	10((14.29%)
Total	34	19	13	4	70(100%)

Source: Field Survey, 2011

From table 5.21 many of Girls and women are involved in agriculture have gained education from non-formal education source. Similarly, while comparing the educational level by occupation, majority of girls and women have cross secondary level who belong to service, in which about 38%, 10% and 10% have attained secondary level, passed S.L.C and also passed I.A. level respectively. From agriculture and business about 3% and 7.69% passed the SLC. In lower secondary about 40% are from agriculture.

From this it can conclude that in secondary and higher level there are majority of families whose occupation is service and in primary and lower level and informal sector there are majority of agricultural families. This is because of farm work in agriculture sector and these families stopped their daughters from going to school beyond secondary level but in service sector there is no load of farm work and parent encourage their daughters to complete higher education.

So government should develop the agricultural sector by scientific way to increase production and productivity and reduce use of manpower in this sector.

5.5.3 Educational Level of Girls and women by Family Income

Income or economic resources are needed to get education. If the economic status of family is high certainly they invest money for higher education and family members can achieve higher education table 5.22 has presented the educational level of the girls and women by family income.

Table 5.22 Educational Status of Girls and women According to Family Income

Monthly Family Income	Educational Level						
	Primary	L. Secondary	Secondary	S.L.C.	I.A.	Non-formal	Total
<3000	3	7	4	-	-	5	19
3000-6000	2	10	9	-	-	3	24
6000-9000	2	6	2	1	-	2	13
9000-12000	-	3	4	1	1	-	9
>12000	-	-	2	2	1	-	5
Total	7	26	21	4	2	10	70

Source: Field Survey, 2011

From the table 5.22 it is cleared that higher the income higher the educational attainment. Girls and women whose monthly family income has less than 6000 they have remained under S.L.C. level, whereas whose monthly family income have more than 9000 level, they have attained higher education.

For higher education family should invest more on their daughters and families whose monthly income is less than 6000 are not invest much for girls' education but they are invest on boys' education.

Therefore government should bring scholarship programme in higher level education for girls.

5.6 Source of Literacy

Table 5.23 Distribution of Girls and Women by Literacy Source

Type of Source	Frequency	Percent
Formal	60	85.71
Non-formal	10	14.29

Total	70	100.00
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Source: Field Survey, 2011

Table 5.23 shows that majority of literate (85.71%) have gained their literacy from formal source i.e. school education where as 14.29 percent have gained literacy from different non-formal sources like adult education program, family and relatives etc. Media of non-formal education is presented in table 5.24.

Table 5.24 Distribution of Women by Media or Source of Non-formal Literacy

Source	Frequency	Percent
Adult Literacy Program	7	70.00
Family	2	20.00
Others(Friends, Relatives)	1	10.00
Total	10	100.00

Source: Field Survey, 2011

From table 5.24 it is seen that 70 percent women have gained non-formal education from adult education program. This shows the achievement of adult literacy program launched by Nepal government. Similarly, 20 percent have gained non-formal literacy from their family members and 10 percent from other sources like friends, relatives etc. From the study it is found that majority of women were getting the education from formal education source and some women were getting their education from non-formal source through adult literacy program and family. There is facility of school and many are school going girls. Therefore majority girls and women were literate.

5.7 Causes of Illiteracy

As we know that there may be different factors that are leading or hindering women to read and write. Hence 30 women were asked about their causes of illiteracy; means why they did not go to school and why they could not read and write. Different causes or factors are found as hindering factors of their illiteracy.

Table 5.25 Distribution of Women by Causes of Illiteracy

Particular Factors	No. of Respondent	Percent
Lack of awareness	16	53.33
Household work	8	26.67
Economic Problem	6	20.00
Total	30	100.00

Source: Field Survey, 2011

From this table 5.25 it is found that majority of women 53.33 % pointed out that the main cause of their illiteracy is lack of educational awareness. This means they were unknown or they did not know about the need and importance of education and did not take formal classes. Similarly 26.67 % women said the household work is her cause of illiteracy, and 20 % women out of 30 illiterate said that they could not go to school and became illiterate due to economic problem. (Ultra poverty).

Hence from this table it can be concluding that most of the female in our society are illiterate because they or their parents don't know about the needs and importance of education or they are unaware about literacy and its advantages.

From the study it is found that because of economic problem (ultra poverty, unable to afford for books, stationery, uniform, fees etc.) and household work like (collection firewood, fetching water, washing clothes, cleaning utensils, cooking etc) some women were illiterate and most of the illiterate were due to lack of awareness related to social, cultural, economic and mostly educational.

5.8 Drop Out Status of the Women

One of the objectives of this study is to find out the drop out status of the sampled female and its causes. There may be different causes that may lead drop out and affect female's educational level. Hence in this study the 60 sampled 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 women is presented in table 5.26

Table 5.26 Distribution of Women by Drop out Status

Drop out	Frequency	Percentage
Yes	10	16.67
No	50	83.33
Total*	60	100.00

Source: Field Survey, 2011

** This is the total number of women who got education from formal sources.*

The table 5.26 shows that out of 100 girls and women 60% have taken formal education, and out of them 16.67 percent women have left school and 83.33 percent are continuing till the date of survey. This 16.67 percent is very low in rural area (It is due to 50 percent are school going girls.)

Women are drop out because of marriage, household work, failed in exam, lack of awareness, far school, poverty etc.

Table 5.27 Distribution of Women by Drop-out Class

Drop Out Class	Frequency	Percent*
1	1	10
2	-	-
3	-	-
4	1	10
5	3	30
6	-	-
7	1	10
8	3	30
9	-	-
10	1	10
Total	10	100.00

Source: Field Survey, 2011

** This percent is calculated only on the basis of dropped out population it is less because 50percent are school girls and 10 percent are literate through adult literacy class and drop out in these classes not included here. But dropped out number of household member of girls and women were very much.*

From the table 5.27, it is found that majority of literate women, 30% have dropped out the in class 5 and also 30% have dropped out in class 8. And 10% have dropped in class 1, 10% in class 4, 10% in class 7 and 10% in class 10.

From the above table 5.27 it can be concluded that most of the female had dropped out in end of the primary and lower secondary level because they failed in exam or complete that particular level. They also dropped out because of their marriage in class 7, 8 and 10.

So government should bring scholarship policy and bring acts to stop early marriage to reduce drop out.

5.8.1 Causes of Drop Out

Why do students leave school, there may be various causes. No doubt, without any causes no one leaves their school. The detail causes is presented in table 5.28

Table 5.28 Distribution of Women by Causes of Drop Out

Causes of Drop Out	Frequency	Percent
Marriage	2	20
Failed in Exam	2	20
Household work	2	20
Lack of awareness	1	10
Low Accessibility	1	10
Economic causes	1	10
Others	1	10
Total	10	100.00

Source: Field Survey, 2011

Table 5.28 shows the various causes about why they left their academic institutions. About 60 percent of women have dropped out their classes due to marriage, failed in exam and household work, with proportion of 20 percent each. And 40 percent have dropped out, due to lack of awareness, low accessibility (distance to school), poverty and other causes with the same proportion of 10 percent. So there are various causes that are leading drop out and hindering female education.

To reduce dropout government should play key role by strict implementation of child marriage abolish acts. Bring awareness programme related to need to girls higher education, scholarship scheme for girls. And local authority should also taken effective step to reduce drop out.

5.8.2 Drop Out and it's Relation with Other Variables

Different social variables may affect one another. There is link or relationship between these variables. Different social variables have chain effect on each other. For example; Occupation may affect education; Family status may affect education etc. Hence here in this study an attempt has been made to show the relation of one variable with other separately.

5.8.2.1 Occupation and Drop-out Status

Occupation means a way of income generating source which helps an individual or family to run their livelihood. As from previous table it is found that majority of population of this study area is dependent upon agriculture, followed by business and service. Here in table 5.29 the relation between occupation and drop out is presented.

Table 5.29 Distribution of Women by Parent's Occupation and Drop-out Status

Occupation	Drop Out	Percent
Agriculture	5	50
Business	2	20
Service	1	10
Others(Carpenter, mason etc)	2	20
Total	10	100.00

Source: Field Survey, 2011

Table 5.29 shows that majority of drop outers' parents are from agriculture field or 50 percent of female whose parents are involved in agriculture have dropped out their classes. Secondly whose parents are involved in business and other occupation have

dropped out with 20 percent each. But whose parents involved in service have dropped out only 10 percent.

From this scenario it can be concluded that most of the women have dropped out, whose parents are involved in agriculture, business as well as in other occupation like (carpenter, mason etc), because they have to give lot of time in these field. So there is close relation between occupation and drop out level.

5.8.2.2 Caste/Ethnicity and Drop out

As we know that Nepal is rich in her culture, there are found different caste and ethnic groups. There is diversity in life style and other social activities according to caste and ethnicity. Hence regarding the drop out status and its causes, the caste of women may play an important role. So in this study the relation of caste and ethnicity and drop out level has described, which is presented in table 5.30.

Table 5.30 Distribution of Women by Caste/Ethnicity and Drop-out Status

Caste/Ethnicity	Drop Out	Percent
Brahmin	1	10
Chhetri	2	20
Sarki	4	40
Luhar	2	20
Damai	1	10
Total	10	100.00

Source: Field Survey, 2011

While relating the drop out status with caste/ethnicity, it is seen in table 5.30 that, Chhetri and Luhar have the same contribution of 20 percent. Similarly, from Brahmin and Damai same 10 percent have dropped out, the most dropped out number (40%) came from Sarki.

The number of women of Chhetri is much more so this percent may come high, where Brahmin's population is far high than Damai's. It is found that Gender discrimination is very high in dalit community so drop out is high in dalis.

So government should bring reservation policy for dalits and effective implementation of acts and regulations related to caste discrimination.

Table 5.31 Distribution of Women by Family Income and Drop-out Status

Monthly Family Income	Drop Out	
	N	%
Less than Rs. 3000	5	50
Rs. 3000-6000	3	30
Rs. 6000-9000	1	10
Rs. 9000-12000	1	10
More than Rs. 12000	-	-
Total	10	100.00

Source: Field Survey, 2011

This table shows that 80% women have dropped out whose family's monthly income is less than 6000 (50% from less than 3000 monthly income families and 30% from between 3000-6000 monthly income families) 10% have dropped out from 6000-9000 income category, 10% from 9000-12000 income category and no one have dropped out whose family income is more than 12000.

It is found that family income is causes factor of drop out, even poor families send their daughters to school but drew them back because of less income they rather preference sons' education.

5.8.3 Hindering Factors for Female Education

There may be many factors that may affect or hinder the females to get education, which are presented in following table 5.32.

Table 5.32 Distribution of Girls and Women view by Hindering Factors

Hindering factors	Frequency	Percent
Household work	33	33
Poor economy	25	25
Low Accessibility	4	4
Lack of awareness	20	20
Discrimination	12	12
Don't Know	6	6
Total	100	100.00

Source: Field Survey, 2011

The table 5.32 shows that majority of female are deprived from education due to household work. Out of 100 girls and women, 33 percent, responded that reason as hindering factors. Similarly 25 percent pointed out poverty as hindering factor. Due to their poor economy, they could not afford the cost of education. Similarly 20 percent responded that they face difficulty to get education because they were unknown about female education i.e. due to lack of awareness. And 12 percent emphasis gender discrimination as the hindering factor. Only 6 percent of respondents did not say the hindering factors of education. They simply replied “Don’t know”.

This study, show that females are engaged in a lot of household work such as water fetching, cooking, cleaning utensils, washing clothes etc. Some females, family income is so less and that ultra poverty hinder their education and in this rural area awareness level is very low regarding the importance of education among rural parents.

5.8.4 Hindering Factors and Dropout

The relationship between hindering factors and drop out is presented in following table

Table 5.33 Distribution of Women by Hindering factors and Drop-out Status

Hindering Factors	Drop Out	
	N	%
Household work	2	20
Poor economy	1	10
Low Accessibility	1	10
Lack of awareness	1	10
Discrimination	4	40
Don't Know	1	10
Total	10	100.00

Source: Field Survey, 2011

While relating the drop out status with hindering factors it is seen that, households work causes 20 percent drop out. Similarly, poor economy causes 10 percent drop out, far school causes 10 percent drop out, lack of awareness causes 10 percent drop out. And the most 40 percent have dropped out due to gender discrimination. Finally 10 percent did not say the hindering factors of drop out. They said, “Don’t know”.

From the study it is found that discrimination and household work are the main reasons behind dropout of women.

Girls and women are engaged more in household work, farm work and less participation in education. Poverty, lack of awareness, far school, early marriage, failed in exam all these aspects hurts females much more than males in getting educational opportunity, than they became less educated and didn’t get employment opportunity.

From this their social economical situation became very weak they have not get chance of decision making even in the household. They have remained at the lowest point of society in every aspect such as; social, cultural, economical and educational.

CHAPTER-SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Summary

Age-old superstitions, involving patriarchal superiority stand as hurdles for women in terms of getting access to even basic education. Gender discrimination and educational factor have been very closely interrelated in Dewal Dibyapur VDC for a long time. As they are uneducated, their economic status too is affected. Such is the condition of a huge part of female population in this region. Many parents don't wish to send their daughters to schools much far because they want them to save time and do household work. While conducting this research, the main objective of this study is to identify the educational achievements of rural women in Dewal Dibyapur VDC, to find out the ratio of drop out of women from the school and find the causes factor behind this.

To conduct this survey, 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 29 questions were prepared and interviewed to the targeted population from whom the data were collected, 100 samples was taken from population for this purpose, further it is done to identify their literacy status, causes of illiteracy, drop out level and causes of drop out. The filled up questionnaires were done manual editing thoroughly. After completing the manual edition the data were analyzed using SPSS software. The analyzed data were interpreted using different statistical tools and writings.

Here majority of populations 62.17 percent are in active age group i.e. 15-60, but among sample there are 44 percent are age group 5-15 because 50 percent are school girls. Majority of population is dependent on agriculture i.e. 33.08 percent where as 49.94 percent are students. In the field of literacy, it is found that 56.63 percent people are literate. Sex wise 66.75 percent male are literate where as only 46.08 percent female are found literate. Similarly, 88.84 percent populations have got literacy from formal education. Out of literate 31.51 percent have achieved primary education

followed by lower secondary level 20.35 percent. Out of 100 girls and women 70 percent are literate in spite of 50% are school girls.

Regarding the educational level of girls and women, (37.14%) are in lower secondary level and in secondary level (30%). Relating the drop out status with other variables, 50 percent drop outers are from agriculture, 20 percent from business. Similarly by caste group 20 percent Chhetri and 40 percent Sarki are dropped out. Brahmins only 10% percent is the least dropped out caste group. And 53.33 percent responded that due to lack of awareness they couldn't go to school, 26.67 percent responded that household work is the main cause of their illiteracy and 20 percent responded that due to their poor economy they became illiterate.

Whenever we conduct a kind of research or study we get some findings or we do researches or studies to know or find something. Hence, this study has also some findings. Though it is based on small scale survey of Dewal Dibyapur VDC of Dadeldhura district from the 100 selected sample population and their household members, the major findings are mentioned below. Here, in this study households' characteristics consists, the socio-economic as well as demographic characteristics of the household members (total 807 populations). While conducting field operation 100 sampled girls and women were asked along with their household members. The major findings are presented below:

- Out of 807 household members populations 51.05 percent are male and 48.95 percent are female. There is no significant difference between male and female in percentage. Similarly majority of population 62.17 percent is in active age group i.e. 15-60 followed by 29.74 from age group 0-15 and 8.05 from the age above 60.
- Out of total (807) population majority of people or (61.83%) are married and (35.94%) are unmarried and insignificant population (2.23%) are widowed.

Similarly in sex wise marital status female population (62.28%) is found more than male (61.40%).

- Majority of population is dependent on agriculture i.e. 33.08 percent followed by service 6.94 percent and business 4.96 percent and 5.08 percent others (wage, carpenter, mason etc.) whereas 49.94 percent are students. The highest percent of population having income source agriculture i.e. 33.08 percent is followed by service 6.94 percent, business 4.96 percent, and 5.08 percent earn money from other sources (wage, carpenter, mason etc). All 100 sample households have their own land. Likewise in most of houses, electricity (54%), radios (83%), telephone (41%), toilet (44%) and drinking water (69%) facilities are available but only few households have television (12%) facilities.
- It is found that 56.63 percent people are literate where as 43.37 percent are illiterate. In sex wise scenario 66.75 percent male are literate where as only 46.08 percent female are found literate.
- 11.16 percent population has got literacy from non-formal education and 88.84 percent population has got literacy from formal education. Out of literates 12.47 percent pre primary, 31.51 percent have achieved primary education followed by lower secondary and secondary level 20.35 and 10.28 percent respectively. And 7.22 percent has passed the S.L.C. level and 4.16 percent Intermediate level. Only 1.75 percent and 1.09 percent has passed Bachelor and Master's Degree respectively.
- Majority of girls (11.90%) are from 10-15 age groups. Followed by 15-20 (11.15%) 20-25 (9.97%) and 25-30 (9.67%). In short we can say majority of girls and women are from 10-30 age groups. Similarly, from the study it is found that 45 percent are married 50 percent are unmarried and 5 percent are widowed.
- According to caste/ethnicity, Chhetri are (63%), followed by Brahmin (16%), and Sarki (13%).

- Out of 100 girls and women 70 percent are literate and 30 percent are illiterate, in spite of (50%) school girls. From other (50%) about (30%) are illiterate so this 30 percent illiteracy rate of female indicates that still the educational status of women is very backward.
- Majority of literate females (60%) have gained their literacy from formal source i.e. school education where as 10 percent females have gained literacy from different non-formal sources like adult education program, family and relatives etc. Similarly, 70 percent have gained non-formal education from adult education program, 20 percent have gained non-formal literacy from their family members. And 10 percent from other sources like friends, relatives etc.
- While relating the literacy status by other different variables like type of family, occupation, family income, age at marriage, caste/ethnicity, parents' literacy status etc. it is found that girls and women who are from nuclear family are more literate than joint family. Similarly, females having high family income are more literate than those from having low family income. Likewise whose parents are literate they are more literate than whose parents are illiterate. Hence the literacy status of parents directly affects to their family members.
- Regarding the hindering factors of female education majority females (33%) told that they face hurdles to get education due to household work. Similarly, due to their poor economy (25%) and due to lack of awareness (20%).

6.2 Conclusion

Educational achievement of females is far low in the study area. Although they participate in primary and lower-secondary level, but in higher level their participation is very low, because of their low educational attainment they can't get the jobs and their status remain at the lowest point of society. Majority of females pointed out that, the main causes of low educational attainment is lack of awareness, household work and early marriage.

Further, the ratio of drop out of the rural women from the school is very high. They often dropped out their classes in primary and lower secondary levels, regarding the causes of drop out, most of the women have dropped out their classes due to early marriage, failed in exam and household work.

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 situation analysis of girls and women education in far-western hill along with educational achievement of rural women and drop out ratio of rural women and its causes.

And from the findings of this study following recommendations are given, recommendations are given in two categories:

i) Things to be done urgently

1. It is essential to launch scholarship programs to encourage local community for female's education.
3. We must remove hindering factors of education through educational awareness raising campaign.
4. Launching, adult literacy program is essential to increase the literacy rate among married illiterate females.
6. Awareness in family, community, society and in national level should be increased, regarding the importance of education and shortcomings of absence of education.
7. For this purpose civil society is equally responsible and we must take an action in this path.

ii) Things to be done in long run:

1. The overall literacy rate should be increased with special emphasis upon promoting higher literacy rate among the women.
2. Incentive programs like; 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.
3. Employment opportunities should be made available for the educated girls and women.
4. Policies and programs intended to encourage entrepreneurial skills among the women, should be promoted.
5. Special concentration should be given from the policy making level, especially from Nepal government, NGOs, INGOs, CBOs that are working on various social issues, to increase female literacy and improve the educational level of female.
6. Discriminatory Acts/Laws and practices in all sectors such as; legal, political, social and economical should be addressed carefully.

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