

**CHALLENGES AND OPPORTUNITIES OF POST
GRADUATE MOTHER–STUDENTS AT
PRITHVI NARAYAN CAMPUS
POKHARA, NEPAL**

(A Case Study of Mother–Students in Prithvi Narayan Campus)

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LETTER OF RECOMMENDATION

This is to certify that **Mr. Hom Bahadur Nepali** has completed the dissertation entitled “**Challenges and Opportunities of Post-Graduate Mother-Students at Prithvi Narayan Campus, Pokhara, Nepal**” under my supervision and guidance. To the best of my knowledge, the study is original of its kind and carries useful information regarding the challenges and opportunities of mother-students in Prithvi Narayan Multiple Campus, Pokhara, Nepal.

As, it has been found completed, I, therefore; forward this dissertation to the dissertation committee for the final acceptance, approval and further process.

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APPROVAL LETTER

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ABSTRACT

This study “Challenges and Opportunities of Post-Graduate Mother-Students at Prithvi Narayan Campus, Pokhara, Nepal” is a descriptive and exploratory study which was based on the different challenges and opportunities of mother-students who study in the Master’s degree at Prithvi Narayan Campus at Pokhara, Nepal. The study was conducted on 32 respondents of Master degree students who are mothers and studying in three faculties namely Management, Humanities and Education with different major subjects because there were no respondents in the faculty of Science and Technology. Since the total number of mother-students in the campus was impossible to calculate the universe is indefinite. So, the respondents were chosen purposively using snowball sampling method. Case studies were taken to get in-depth and reliable information in this study. Case studies are backed by observations and in-depth interviews which were analyzed by qualitative analysis process using the content of the case studies.

The majority of the respondents were Brahmin-Chhetri with 29 i.e. 90.6 percentages respondents followed by Janajati with 2 respondents i.e. 6.2 percentages and disadvantaged with 1 respondent i.e. 3.1 percentage. 65.62 percentages, 25 percentages and 9.38 percentages respondents were married during Bachelor, +2 and SLC level respectively. The mean age of the respondents was 27.9 with 25 as a modal age.

As the study concluded the challenges of the mother-students are domestic, professional, economic and cultural. In domestic challenges, different domestic factors like household responsibilities, family responsibilities, children responsibilities, husband’s inability to spare time, absence of the elders to take care of the children in nuclear family and conflict in the family were deducted. In professional challenges, obligation to change the subjects and give up the study, career at stake, timing of the college, pregnancy during examination and degrading position were concluded. In cultural challenges; early marriage, rumor mongering in the neighborhood, value in the family, compulsion to bear the child after the marriage and coordinator in the cultural practices were deducted whereas in economic challenges; conflict in the family and job were deducted. So far the opportunities are concerned, social, economic and professional opportunities were deducted from the case studies. In social opportunities, it was concluded that they were getting honor in the family and society, inspiration in the home, grouping of the peers with the same conditions and use of family planning. In economic opportunity, they got opportunity to job and no pressure of job from the family whereas in professional opportunity, they were able to get capability and courage along with time to the study.

In the past over years of Nepal, women were prohibited from getting education, but the condition of the women nowadays is altering. In this study, it was deducted that although there are too many challenges for the mother-students in the society as well as in the family, they are getting opportunities. Especially, in the educated family, the condition of the women is better. Theory of patriarchy, Marxist feminism as well as some gender theories explains that the women are oppressed and they were subordinated by male in the society as well as in the family, but this study deducted that the condition of the mother-students are not same as explained by these theories. The scenario is altering and they are treated somehow equally in the Nepalese society these days especially in the educated family. The global changing process of the world through mass media, global education, remittance economy, different movements by the NGOs and INGOs around the world, caused these changes in the lives of mother-students.

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ABBREVIATIONS

A.D.	Anno Domini
ANNFSU	All Nepal National Free Student Union
B. Ed	Bachelor of Education
CA	Chartered Accountant
CBS	Central Bureau of Statistics
CEDAW	Convention on the Elimination of all forms of Discrimination Against Women
EFA	Education for All
INGO	International Non – Governmental Organization
LKG	Lower Kindergarten
M. A.	Master of Arts
MBBS	Bachelor of Medicine, Bachelor of Surgery
MBS	Master in Business Studies
M. Ed	Master of Education
M.N.	Master of Nursing
M.Phil	Master of Philosophy
M. Sc.	Master of Science
NGO	Non – Governmental Organization
NPHC	National Population and Housing Census
Ph D	Doctrine of Philosophy
SLC	School Leaving Certificate
TU	Tribhuvan University
UN	United Nations
USA	United States of America
UKG	Upper Kindergarten
VDC	Village Development Committee
+2	10+2 or higher secondary school level

CHAPTER–ONE

INTRODUCTION

1.1 Background

Education is considered as the basic right for the human in the society. Without it, we cannot imagine our society. It is the root of the human civilization. Today we consider education as the key factor for the society and development of the country.

The French Sociologist Emile Durkheim saw the major function of the education as the transmission of society's norms and values. He also stated that the society can survive only if there exists among its members a sufficient degree of homogeneity; education perpetuates and reinforces this homogeneity by fixing in the child from the beginning the essential similarities which collective life demands. Without these 'essential similarities', co-operation, social solidarity and therefore social life itself would be impossible (Haralambos, 2002).

Needless to mention that education is very important in the life of a person. As it helps the growth of individual personality, it is accepted as one of fundamental rights of a citizen. It makes a person productive, disciplined and thus adds to one's strength. As such, importance is given to education all over the world – be it in the First, Second or Third World (Jha, 2011).

Education is linked with the human society from the beginning of the human civilization. However, it was informal in the beginning, its form and structures are being changed in course of time. People used to go to the some form of religious places to get the education like Church, Gurukul, Mothersah etc. Then afterward people used to invent different types of places for the study and getting knowledge. In course of development, human society invented the different type of institutions like schools, colleges, universities in the society.

Education is now widely considered as not only the means for acquiring knowledge but also as the source of social and technical skills as well as getting the qualification for the jobs in the certain fields. It fits people for the specialized role in the modern society. More than that education becomes an essential need today to get knowledge

and skill for survival in the stage of science and technology. The definition of education can cover all the life span of human. So it can be considered as the continuous process. It is the process along with the whole life. The school education is called formal education and non-school type, which happened during the life cycle, is called as informal as well as non-formal education. Throughout the complete human history, education has brought changes not only to the individual level but also to the social, cultural, national level. It has enhanced the society from nomadic to modern. Nowadays we are living in the age of science and technology, which is not the result of single day or year's effort. It is the process of getting education along with the time. In the past, only the selected groups of people were able to get the education, but nowadays it is the fundamental right and need for everyone. Human society has felt the need of education in the life.

Education is, nowadays, known as the basic right and need for human world. In the advanced industrial societies, education is provided by the state as a matter of right for all its citizens by different formal organizations like schools, colleges, campuses and universities. Nowadays, attendance at school is compulsory and students are motivated and provided different facilities regarding their education. Education is provided free of charge, though ultimately it is paid for by the taxpayers. Although free compulsory state education is largely taken for granted today and regarded as a perfectly normal and natural state of affairs, it is important to remember that it is very recent development in the history of mankind. Education fosters personal development and self fulfillment. It encourages the individual to develop his mental, physical, emotional and spiritual talents to the fullest (Haralambos, 2002).

1.2 General Concept of Female Education

The concept of female education has no longer history than that of male education. The development of female education is not the same all around the world. It is improving day by day and its effects are being seen in every field of society. The impact of the female education is very important in the field of mother-children health, controlling population growth, child nutrition etc in recent days. In the past, in Nepal, the high caste family, especially, the Brahmins and aristocratic family used to educate women on religious affairs. In India, the western education made a great impact and encouraged them to shape their life pattern and that affected Nepalese

women positively too. During the later years of Rana regime and early years of democracy, the schools and colleges were opened for the general people including women. There are many programs and organizations now to educate women and inspire them to involve in different employment services. The disparity between male and female is now decreasing day by day. The first report to the female education by the Education Commission had this comment in 1956, “An educated man remains half educated if the mother in the family is uneducated.” (Pokhral, 1982).

In Nepalese context, the history of women education is not too long. The process of women education started a century ago during the rule of Rana Prime Minister Dev Shamsher at the initiative of Gangabai. Shamsher helped to prepare the primary level textbook for the school children through Jai Prithvi Bahadur Sing. In 1948 Prime Minister Padma Shamsher opened Padma Kanya Vidhyashram to impart English education to the girls (Jha, 2011).

In Nepalese context, women were prevented from going to school and colleges to get education, but nowadays much progress is going on in the field of women education. According to the Census of 2011 A.D, there is significant change in the female education. For example, 7,111,504 female are literate which is significantly well improved, whereas it is 1,530,957 in western region and 179,621 in Kaski district. Also the total female population who has done post graduation is 39,603 whereas it is 11,909 in Western region and 1,235 in Kaski district (CBS, 2012).

In Pokhara, it seems usual for the women to come to campus for higher education for it has flexible and plural cultural as well as social system. Also because of adaptation of the modern concept by the society, women are sent to get the higher education. Pokhara is one of the places in Nepal, which is highly influenced by modernity, so the society seems liberal compared to other parts of the country. Thus many women get opportunity to have campus education. Nowadays, there are many colleges in Pokhara valley, where thousands of women come to get education. In Pokhara Valley, there are some colleges that offer masters’ degree, so it is easy for them to complete their degree in the related fields as per their interest.

Everywhere around the world, the female education has brought changes in the lifestyle, status, concept etc of women. Education has played key roles in injecting

and communicating consciousness among the Nepalese women. The educational opportunity gave Nepalese women consciousness in depth and magnitude. Before the democracy, women from the so-called upper caste and Rana family were able to get education in their palaces and homes by Sanskrit Pandit. But the ordinary women were deprived of getting education. However, the education has brought rapid change in the condition of women these days (Thapa, 1985).

It is also a notable conclusion of EFA Global Monitoring Report (2003/04) that more women are going to acquire the mental skills and capability necessary for work life. Besides the well known fact that the involvement of educated women in the labor force aids the development of society, there is also the positive impact this exerts on the women themselves. Thus the relationship between family, education and work are the major influences on women's futures and on the patterns of incentives and costs facing families in deciding to send girls to school. Educating female has a profound effect on national development as lack of their education has been linked to low birth weight, poor health and high mortality rates in children, high fertility rates, poor family nutrition rates, low life expectancy, poor sanitation and high illiteracy rates etc. Thus the socio-economic importance of female education can thus not be over emphasized. Thus there are too many efforts being made by different government's steps, the work of NGO and INGO's to boost female education. But many factors i.e. home, community, school, family size, household income, parents' education, cultural and traditional beliefs etc. continue to restrict development in female education (Alabi & Alabi, 2014).

There's always been a great disparity between male and female education in a traditional Nepalese society. Although much progress is going on in the sphere of female education, yet a lot of improvements need to be done for uplifting female education. In the past, it was very odd to see girls at campuses but now it is common to have them see attending classes in the campus. Even the pregnant and mother women come to the campus for the quest of higher education.

1.3 Sociological Review

Since the issues of the women education, that this study is going to conduct, are related to the feminist theories, we can cover this study with different feminist perspectives. There are many paradigms related to the female education. Out of them, the researcher has chosen only four theoretical perspectives to complete this dissertation: Marxism, theory of patriarchy, feminism and globalization.

1.3.1 Marxism

In societies everywhere, cultural institutions and practices, economic processes and political structures are interactive and relatively autonomous. In the Marxist framework, infrastructures and superstructures are made up of multiple levels, and there are various types of transformations from one level to another. There is also an interactive relationship between structure and agency, inasmuch as structural changes are linked to “consciousness” – whether this is class consciousness (of interest to Marxists) or gender consciousness (of interest to feminists. Marxist-feminists first used the term “sexual division of labor” to refer to the ideological and material ordering of roles, rights and the society that have their origins in male – female sexual difference and especially in women’s reproductive capacity. They pointed out that patriarchy, a system of male dominance over women, historically has coexisted with mode of production, and that women’s status has been affected by both the sexual division of labor and class division corresponding to modes of production. Today the term ‘gender’ is used more broadly to denote the meanings given to masculine and feminine, asymmetrical power relation between sexes and the ways that men and women are differently situated in and affected by social process. Combining the Marxists-feminists and sociological perspectives leads to an understanding of the sex/gender system as a cultural construct that is itself constituted by social structure. One of the ways that society influences each other economically, politically and culturally, is through international labor migration, which also has distinct gender-specific effects (Moghadam, 2005).

Engels believed that female subordination is the result of the emergence of private property, in particular the private ownership of the forces of production (Haralambos, 2002).

Marx and Engels believed that the origin of the family is due to the division of labor where wife and children are the slaves of the husband (Ritzer, 2000).

An important theme of the work of Marx and Engel was that women were oppressed by men and there was an urgent need of emancipation in the society as well as in the family. They also explained that the first form of oppression that existed in the society was that of women by men in the family. The warring classes of society are the product of modes of production. Through the development of the ages of mode of productions the man acquired more important status and power over the women in the family in course of time. The increased wealth and status of man enable him to overturn the traditional order of inheritance in favor of him (Adams, 2001).

Engels (1884) describes the connection between the patriarchal oppression of women in the sense of family and the oppression of the proletariat by the bourgeoisie. Since Marxist believed economy as the superstructure of the society and other fields like religion, culture, education etc. are dependent to it.

From the book of Engels: The origin of the family, private property and the state (1884), it is to be noted that Marxist feminists trace the oppression of women to the beginning of private property. The cause of women's oppression is linked to the type of social organization, specifically the economic order. For Marxist, capitalism or class oppression is the primary oppression. In the view of Marxist feminists, only after the eradication of economic oppression, the emancipation of women is possible. Marxist analysis assumed that women's subordination to men was a result of their absence from the productive process. Consequently, women did not control the property but they were themselves property. So the condition of women in the education is also affected. Women are dominated by men to control over the mode of production and the women are treated as the free labor of the means of production.

Thus the Marxist explains that the female are exploited by men to take the power of the mode of production. Marxism explains the relation of the men and women in the sense of the mode of production. Also if something is beneficial for the society, that doesn't mean it would be beneficial for individual too. So, in the case of these mother-students, it couldn't be beneficial if the societal norms and values are given priority.

1.3.2 Patriarchy

A forms of social organization in which a male (the patriarch) is considered as head while women and children are considered as subordinated people in the family or household. Men are holding power over children and female. Patriarchy is the stem of the sociological theory in which men achieve, maintain and enjoy social, cultural and economic power and dominate other character in the family like female and other young males (Jary and Jary, 2000).

Walby (1990) explained in her book, 'Theorizing Patriarchy' that Bernardes (1986) explained the family as the composition of male and female where husband acts as breadwinner, wife-homemaker and children are the dependent ones. Conventionally, the family is considered as the central of women's lives and it is central to the determination of the gender inequality. Marriage and homemaking is compulsory for the women because the alternatives are worse for her in the society. So, she explained that conventionally the family is seen as the central to the determination of other social structures which shape gender relations and other duties of the women in the family as well as in the society. It also determines women's participation in the labor market but it doesn't operate in the reverse way. Patriarchy operates via gender division of labor in the household which forces women to take primary responsibility for housework and childcare even if they are full time employed. Women may have been trapped in unsatisfactory marriages but they don't have choice to find well paid jobs to support themselves and their children. Women are also at a cultural disadvantage because modern western culture especially emphasizes the importance of feminine attractiveness which degrades and threatens women.

Thus, Walby (1990) argued that patriarchy sustained by male domination against women. She also argues that patriarchy is sustained by the activeness of the state which is still patriarchal as well as capitalist and racist although there may have been some limited reforms such as equal educational opportunities and easier divorce laws which somehow protected women against patriarchy.

The theorists of patriarchy describe the males as Marxists view males as a ruling class. Males are viewed as controlling factor of the institutional power in the society that they influence the ideology, philosophy, art and religion to get the access to enjoy

the power in the society to dominate others especially females. Marxists saw the relation between any two classes in the society by economical point of view whereas the advocates of the patriarchy see the relation between male and female by different aspects like cultural and institutional. They explain that the male in the society uses every mechanism in the society to dominate the role of female in the society especially family and motherhood (Markin, 1984).

Thus, the theory of patriarchy is one of the leading feminist theories. The theory of patriarchy talks about the women subordination to men and men's domination over women in different sector like education, politics, social, cultural, religion, economic, decisive, inheritance property etc.

1.3.3 Feminism

Feminism is a holistic theory which explains the global women oppression and subordination to men. It is a sociopolitical theory and practice which aims to free all women from the male supremacy, oppression and exploitation (Jary & Jary, 2000, p. 211).

Feminism is a collective term for systems of belief and theories that pay special attention to women's right and women's position in culture and society. There are many approaches in the feminism. Here the researcher intends to look into four different approaches from the feminism.

1.3.3.1 Liberal Feminism

Liberal feminism is the most widely accepted and recognized social and political philosophy among feminists. This theory argues about the equal rationality of the sexes and emphasizes the importance of structuring social, familial, and sexual roles in ways that promote women's autonomous self fulfillment.

Liberal feminism argues that patriarchal society thinks women as the ideally suited only for certain occupations like teaching, nursing, and clerking – and are largely incapable of other tasks – ruling, preaching, and investing. Whereas male centered society deems appropriate for women ego – effacement and other – directedness – it deems appropriate for men those jobs that require traits associated with the masculine

personality – self confidence and self aggrandizement. Liberal feminists claim that this type of gender stereotyping is terribly unequal and must be remedied if the goals of liberalism are to be realized for men as well as for women. The main goal of the liberal feminism is to free women from oppressive gender roles. The patriarchal society behaves women as the source of pleasure and pleasure seeking by nature. Human beings are created equally, they are also equally rational and if they are given the same opportunity, the women can also progress like men in the society (Tong, 1989).

Jessi Bernard in her Book ‘The Future of Marriage (1982)’ she argued as marriage makes women subordinated to men and men as superordinated beings in the family. Child bearing degrades the women’s status in the society. Women have to serve as the sex labor in the family and every female has to serve the family in the household responsibility.

1.3.3.2 Marxist Feminism

Marxist feminists tend to draw upon Marx’s base model of society in order to argue that gender distinctions are, in a nutshell, entirely a function of economic rather than anatomical or other factors. Marxist feminism believes that notwithstanding undisputable biological differences between male and female, patriarchy is rooted in economics; to be precise, the forces of production are so constituted that historically men acquired the ownership over the means of production while the women owned only their labor.

Marxist feminism is an emancipatory, critical framework that aims to understanding and explaining gender oppression in a systematic way. This theory aims to explain the condition of the female as an oppressed in the capitalist mode of production and it also tries to explain the way in which they can be redeemed from the chain of bondage of slavery condition from the male dominated society (Holmstrom, 2002).

It has been observed that Marxism has had a great impact and engagement in feminism and has talked much about the emancipation of women from the subordination position of them to the male. It has provided rich and necessary resources to the feminism. But the Marxism discussed about the women in the sense of the family. Since Marxism talks much about the laborer and labor in the frame of

capitalism, his concept about the labors and their performances are not distinguished by sex. Marxism has no adequate tool for the understanding of specifically sexual oppression, of gender differentiation, or sexuality (Andermahr, Lovell and Wolkowitz, 2000).

In history, women had to learn only to spin, weave and sew at the most a little reading and writing. They were prohibited to participate outside the home. They were practically shut in their home and had only the company of other women. The women were not allowed to leave the home unless they were accompanied by the female slaves as well as eunuchs. The first division of labor is that of man and wife in breeding children. The first class antagonism appearing in the history coincides with the development of the antagonism of man and wife in monogamy and first class oppression with that of the female by the male. It is by the exclusive supremacy of man in the resource, capital and society. In the family, man is the bourgeois and the woman represents the proletariat. At the early stage of human society, the emancipation of women and their equality with men are impossible and remain so, as long as women are excluded from the social production and restricted to domestic labor. The emancipation of women becomes feasible only then when women are allowed and enabled to take part in social production, and when domestic duties require their attention in minor degree. This state of things was brought about by the modern great industries, which not only admit of women's liberal participation in production, but actually call for it and, besides, endeavor to transform domestic work also into a public industry (Engels, 1884).

Marxian writings contribute to the feminist theories and the study of women. Some key concepts used in the analysis of the oppression of women include alienation, economic oppression, use as a reserve labor, and dialectic. Marxist feminists have condemned the family as an economic unit not an emotional unit. They believe that the economic dependence is part of the system that maintains marriage, the family and mothering (Ollenburger and Moore, 1992).

1.3.3.3 Socialist Feminism

Socialist feminism has its roots in Marxism and prioritizes social class as the factor determining the situation of women within capitalism. This approach is therefore

concerned with the interaction between the dialectic of class and gender (Jary & Jary, 2000).

According to the socialist feminism, materialism means not only economical conditions but it also refers to the rearing, sexuality, caring, bearing etc. These are the things that require running the human lives, and because of the exploitation in these things, some people are taking advantages and some people are exploited.

There are two ways in the socialist feminism that the women are central. First, the oppression of the women is the primary topic for analysis. Second, women's location and experience of the world serve as the essential vantage point on domination in all its forms. The programs of the socialist feminism for change call for global solidarity among women to combat the abuses capitalism works in their lives, the lives of their communities, and the environment. They call on the feminist community to be ever vigilant about the dangers of the own co-optation into a privileged intelligentsia which serves capitalist interests. They want to mobilize the people to force the state and government to use as means for the redistribution of social resources and power through the provision of an extensive safety net of public services like publicly supported education, health care, transportation, child care, housing; a progressive tax structure that reduces the wide disparities of income between rich and poor; and the guarantee of living wage to all members of the community. They believe that this mobilization will be effective only if people become aware of and caring about the life conditions of others as well as their own (Ritzer, 2000).

1.3.3.4 Radical Feminism

Radical feminism is a new women movement which appeared in the mid 20th century. According to this theory, gender is the primary form of oppression for the women. This theory argues that the main reason behind the oppression of the women is patriarchal form of society.

Ritzer (2000) in his book 'Sociological Theory' claims that radical feminism is based on two main notions. Firstly, the women are of absolute positive value as women, a belief asserted against what they claim to be the universal devaluing of women and secondly, the main reason behind the oppression to the women is the patriarchal social system everywhere in the world. Radical feminists see system of oppression in every

sector of the society – heterosexuality, class, caste, race, ethnicity, age and gender in which some people dominate and exploit others.

The sexuality is the main cause for the women subordination to men and oppression by men in the patriarchal society. The woman is becoming passive victim in the heterosexual world and men use sexuality to oppress her. Also radical feminists have shown us how men use women's bodies against women and how they can be used by women for women. Women are behaving as the source of pleasure for men in the family. The radical feminists want to eradicate the concept of femininity and masculinity from the society by eradicating the patriarchal reproduction system and capitalist mode of production. In fact some of the radical feminists assert that biological reproduction is neither in women's best interest nor in those of the children so reproduced. In fact, pregnancy is barbaric and natural childbirth is at best necessary and tolerable at worst like shifting a pumpkin (Tong, 1989).

Women are oppressed as women and their oppressors are men. The gender role of people, things and behavior are classified in terms of masculine and feminine is socially constructed and has no basis in terms of nature. Radical feminism has affected almost every emergent feminism since late 1960s (Andermahr, Lovell and Wolkowitz, 2000).

1.3.4 Globalization

Globalization explains a long term upward trend of political and economic change that is affected by cyclical processes. It not only explains the economic and political but it also explains cultural as well as communication changes that occur due to the change in course of time (Dunn, 1999).

According to Wallerstein (2004), globalization, the local system of the nation has lost its ground and control over their citizen and nation as well. The tribal culture and lifestyle, local environment and government are being changed. The flow of communication, culture, education, mass-media, capital, and technology changed the scenario of the third world like Nepal in different aspects like; culture, tradition, lifestyle, habit, behavior etc.

Globalization is a multifaceted process in which the world is becoming more and more connected by different processes like culture, education, communication, information, production exchange etc. In this process, the communication and information is becoming instantaneous. In this process the world is experiencing new phase of social and economical changes around the world (Jary & Jary, 2000).

Dunn (1999) explains about the globalization of communication in which he corresponds the meaning of globalization with the new era of information technology. The rapid developments of the relationship between states and consciousness and this may be an important basis for the formation of much stronger global society. Because of this, not only economic but also ideas, lifestyle, education pattern are being changed.

Globalization has had significant impacts on educational policies, structures and practices in countries around the world, though these have been differentially experienced. The driving forces of these changes in education have been economic, political, technological, and cultural. The transmitters of change are many, including supranational institutions and international conventions that have exercised influence both directly and indirectly from afar (Wood, 2008).

Cultural and social globalization represents a third prism through which to view this “force” in our global society. Advances in transportation and in information and communication technology (mass media and the Internet) have facilitated development of a global consciousness and informal collective consensus in some areas of culture and society. These changes have led to major movements of peoples and the rapid diffusion of information, respectively, and to convergence of cultural, linguistic, and ideological paradigms and patterns around the world (e.g. music, fashion styles, English language dominance, etc.) (Wood, 2000).

Changes in the global political economy since the 1980’s, had a dramatic effect on the lives of women, who have become increasingly integrated as players in the world’s production and consumption processes. Women have been affected by globalization in the midst of diverse aspects of their lives and in the furthest reaches of the world. The effects have been multiple and contradictory, inclusionary and exclusionary. (Afshar & Barrientos, 1999).

Another concept in the globalization is the remittance. Because of the globalization, remittance has been increasing in the world nowadays. Especially in the developing nations like Nepal, the national economy relies heavily on remittance. But because of the remittance economy, not only money but different socio-cultural diversities flow from developed nations. Remittances are influential in the lives of women and men, children and aged. Due to that men and women negotiate their decision making authority within the household, compromise, arrive at consensus, and decide on behalf of other (Conway & Cohen, 2008).

Rowbotham argues that, 'Traditionally, the interior, private world of the home is feminine and thus the integration of women into the public world of work and industry is only partial. The contradiction which appears clearly in capitalism between family and industry, private and public, personal and impersonal, is the fissure of women's consciousness through which revolt erupts. The clash between the mass scale of commodity production and the micro – unit of the family and intimate sexual fantasy is the moment of women's liberation.' (Haralambos, 2002).

International NGOs have not only played an important role to promote trainings and vocational classes but also encourage and insists the government of the states to raise the condition of the women in the states, promote women education, status of women etc in the formal and informal way (Bullock, 1994).

Also, the work of the UN also played an important role to elevate and standardize the lives of women around the world in recent times. Especially, the year of 1975, when UN decided to celebrate the International Year of Women and the observance of UN Women's decade between 1975 and 1985 influenced women's thinking all over the world and forced governments to give importance to the women welfare programs and give emphasis to the women right especially to the education (Alexander, 1992).

In this way, the theory of patriarchy talks about the female subordination and domination of male over female in different issues. It explains the patriarchal society as the source of exploitation for the female where females are limited to the hearth of the house and men wants to control women to rule over them whereas, the Marxist feminism explains the role of female in the family and society in the context of mode of production. In the family and society, male acts as a bourgeoisie and female as a

proletariat. Male want to dominate in the family as well as in the society to control over the mode of production. They don't want to lose the control over the power to rule. That's why they don't want the women to go outside of the house in the capitalist world. At last, the theory of globalization explains about the changing process due to the global culture, education, spread of information and technology, influence of mass media etc.

So, the study is trying to find the relevancy of the theories which are mentioned above in the context of Nepalese women who studies in the masters' level. Also, this study is trying to find the changing process of the condition of the women in the context of globalization.

1.4 Empirical Review

The women education is the most talked and hottest issue of our time. There are many scholars and researchers who conducted their research in the women education and their impact, problem and challenges. Some of them are reviewed here.

In his book, "Nepalese women: A Vivid Account of the Status and Role of Nepalese Women in the total Spectrum of life" Majupuria (1982) concluded that in Nepal, there is great disparity between male and female education. Although the progress is going on, there are too many challenges. One of the main challenges is that the educational programs are focused on the urban areas whereas the rural women are not touched by the program. The need for girls to work at home and the barriers of the child marriage serve as the hindrances to the spread of the women education. If the educational programs are provided in such a way that it addresses the actual need of the women in the urban and rural areas, it enhances to change the prevailing concept of social values and norms. He acknowledged that if the emphasis is given to the vocational training for women along with literacy program, it will benefit the education of the women. Also education is the pre-requisite to the upliftment of Nepalese women whose lives and activities were almost eclipsed for more than a century as they were not allowed to participate in National Development.

Thapa (1998) concluded in her unpublished thesis, "Gender Awareness among Educated Women" that, although the women who were themselves educated ones,

against gender disparities and inequalities, they couldn't make their own decisions that were beyond the expectations of the family and the society. As they were brought up in the patriarchal society, traditional roles and responsibilities of women were strongly internalized in them, which led them to remain suppressed and to accept a subordinate position. It seems David and Goliath war for women to go against the society and family to make their own decisions for the personal as well as familial benefits.

Adhikary (1998) in her unpublished thesis, 'Women in Civil Service – the Nepalese Scenario' concluded that, the representative of the women in the decision making level is very low because of different factors. One of them is the child bearing age of women. Despite the rapid growth of women in the education sector, the women can't make it to the civil sector and other decision making sector because of familial and social cause.

In a traditional society like Nepal, women are considered as the source of children and household employee. The ideal role for a woman and the most desired role is that of housewife and mother. That's why their parents want them or ultimately force them to be married even if she is not ready physically as well as mentally (Molner, 1980).

Luitel (2003) concluded in her unpublished thesis. 'A study of Married and Unmarried Students of Women's Studies Program from Gender Perspective' that, though the women were educated and aware of the gender issue, they were forced to be subordinated and forced to be submissive to the patriarchal views, norms and values. They were forced to act as same which women had been playing since long. Even though the male members in the society are changing in course of time, she found that it is not easy for the women to apply gender equality in practice.

Marriage and motherhood are the ultimate goals for girls. Their main purpose is to marry and bear child for the family and society and it gives satisfaction to them. First of all, the marriage of the girl is the issue for the prestige of the family in the society, so they don't want to take risk for the honor and prestige of the family. Secondly, the marriage of the girl is decided by the family, especially father. So, it is very hard and against the family for her to reject the marriage and to choose the husband (Acharya, 1979).

It is also a customary that the women in the family take the responsibility of the household whereas the men take the responsibility of external affairs. The senior male in the household is the head of the family and takes the important decision regarding the household issues as well as the future of the other members in the family, whereas the women and junior males use strategies to influence him to impress and influence these decisions. So, Nepalese society seems as patrilineal society where the authority over household and property management rests normally with the senior male (Bennett, 1983).

As cited by William (2007), Hewlett (2002) concludes that, “Since most of the women in graduation are in their twenties or thirties, they face the similar challenges or even more challenges faced by the breakthrough generation that combined motherhood and career.” So, in the post graduation level, women are mostly married and have babies. So in some cases, many high achieving women delay or postpone having children for fear of jeopardizing their careers. Women are pressured to choose between the two: career or family. If they want to choose both of them, it could be tiresome for them and they have to work hard in their household as well as in their career.

In their book ‘Promising Notes: Women in the transition to Socialism’, Kruks, Rapp and Young (1989) concludes; in these days, the status of women is changed and has been changing in different sectors. The changes in the status of women in every sector because of different macro level processes like industrialization, urbanization, proletarianization etc. It is because of the mainly through education and employment of the women and especially social movements and revolution taken place in the society. In the context of socioeconomic developments and political change, legal reforms have also been made to improve and secure the status of women in the society. First of all it is the result of the awareness of the women as well as the stakeholders in the society. In 1917, Bolshevik revolution in Russia provided the historical example of making and sweeping of legal opportunity and reform in the favor of women. The leadership then adopted an affirmative action to raise the status of women in different level by providing them the political equality, political educational opportunity that many countries imitated afterwards and followed the footsteps. Women were able to get better opportunities to participate in the different activities rather than just taking

care of the household chores and child. They began to participate in the employment and formal politics. Many family reform laws, advancements of education and employment, role of female in public life was developed in early 90's and recently in developing nations.

Mason and Goulden (2002) in their research 'Do Babies Matter' concluded that career of women have been affected by the timing of the children. Also having the children is risky for their academic career. Their study concludes that having the baby degrades their academic career. This is also the imperative for the women to have babies but the study shows that having a baby within five years of PhD undermines a woman's academic career making them 30 percent less likely than those women who don't have children to attain a tenure track position. So, it is loss for the women to have children during the study according to the academic point of view. There is nobody to take care of the child in the house except the mother and one can't wholly rely on the hired person for the child care. So, the mothers are fully responsible for the children to be taken care at home.

In her Book 'Silent Parenting', Coiner (1994) concluded; academic mothers do not have enough time and support to take care of the household affairs for her to involve in the study. She should handle everything in the household to involve in the study; otherwise she has to give up the study. She has the sole responsibility to take care of the family and to settle the household problems. She becomes too busy in her household chores that she can't give her full attention to the study. Her attention is divided into different responsibilities, so she can't give full attention to any one of the responsibilities. They have to share their attention to the household responsibilities and to the study. So, she becomes much busier than any other members of the family.

William (2007) cited in her thesis 'Graduate students/mothers negotiating academia and family life: Discourse, experiences, and alternatives' that her participants spoke of constantly negotiating the surprises, stares and stigma of motherhood in the academy. There was surprise also when other women who are in graduate school come out of the closet and revealed that they are mothers. From discourse, analysis and interviews, she learned that mothers share the perception that combining graduate school with motherhood is deviant behavior. The participants' statuses as mothers differentiate them from the normal student. The

unfortunate result of this position is that students, including those who are mothers, who did not fit into this definition risk being perceived as outside the norm and are treated as such, then may even behave as such. So, in this case the mother students are the odd one to normal students in the college.

Also in her journal 'Between tradition and modernization: Understanding the problem of female Bedouin dropouts', Abu-Rabia-Queder (2006) explains; there are discourses in the globally and they have their campaign which has only aim to elevate the status of women and give them the standard of living and give opportunity to the education and employment. The main barrier for the campaign is the traditional opposition. The main obstacle that the international organization to elevate the women standard globally believes in the modernity. But they have to face the traditional opposition in order to organize their modernity project. So, to elevate the status of the women in the society in the global term, first of all one has to face traditional society. Anyway there are some changes going on in this modern world by different global campaign about the women awareness and education.

Gray, Kittilson and Satholtz (2006) explain in their research 'Women and Globalization: A Study of 180 Countries, 1975-2000'

...Among the global integration variables, countries that have signed and ratified CEDAW, that are more open to trade, and that have longer histories of membership in primary international organizations (United Nations and World Bank) tend to have lower levels of female illiteracy. States that have ratified CEDAW have female illiteracy rates that are 3.6 percentage points lower than nations that have yet to ratify the agreement. Countries that have signed CEDAW but not ratified it and countries that have ratified but logged a reservation to the agreement show no statistically significant change to female illiteracy. Countries that become more open to the international system in terms of greater movement of goods and services across borders are more likely to have lower levels of female illiteracy. Controlling for all other factors in the model, a country that trades 54 percent of GDP is expected to have female illiteracy rates 1.3 percentage points higher than one that trades 77 percent of GDP. Furthermore, membership and participation in international organizations that have encouraged norms of gender equality are associated with positive effects on women's literacy. For example, a nation that has been a member of the United Nations and

the World Bank for 35 years (i.e., 70 years of collective membership) is expected to have female illiteracy rates that are 5.7 percentage points lower, on average, than nations that have been members of these international organizations for only 12 years each (i.e., 24 years collective membership) (pp. 34-37).

William (2007) also explains that most of the women expressed frustration with higher education because it did not provide them with an avenue to balance their family life and their commitments to their degrees. Because of the study, they are unable to maintain their family and because of the family and children, they can't give their full attention to the study to score good marks as well as to prepare for the career. Graduate students who are mothers face many issues as they attempt to balance their polarized lives of discrepant and stigmatized roles. This polarization has resulted in the struggle to negotiate identity and discrepant roles and to garner support becomes the reality of stigmatized exclusion and inadequacy. So every mother students in the graduation is experiencing same problem in the different scenario in the journey of their career as well as mother.

In his report 'Equality of Access of Women in Education in Pokhara', Shrestha (2000) finds that, public life of female is culturally restricted to the degree that it is casually related to the patriarchal social system, which confines them to subordinated position. Religion, ethnicity, culture, law tradition, history and social attitudes place severe limits on women's participation in public life, and also control in their private life. They are limited to their career and position in the society as well as family. These factors have both shaped the cultures worldwide and governed individual self-image, subsequently affecting the understanding and practice of development. Nepalese women are also not far from this condition. This fact is largely evidenced by the reality that only a few numbers of Nepalese women are able to involve in the professional and decision making position which is very negligible compared to the whole. Also these statistics are based on the women of the urban area and educated sector.

Bhatt and Sharma (1992) in their book 'Women's Education and Social Development', concluded that 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. The education to the women is the main factor that enables them to face different challenges and involves in the development process. So education and employment give them the courage and skill to face different challenges in the society. Education gives them employment and encouragement for them to stand against all odds in the society to take chance to pick the benefits for their personal life.

In the book 'Women in Society', Pandit (1998) concluded;

...In the industrialized countries a great many women give up work in order to look after their young children. However, by the time they are about 35, their youngest children are going to school and their domestic tasks are considerably eased by the aids and appliances they have in the home. Before reaching middle age, they find themselves with time on their hands, and if they had the possibility of re-training in their form or occupation, or of learning a new one, they could still play their part in the life of their country for another thirty years of life ... In the year of 1921-22, the Indian Christians were the dominating community, as regards the enrollment of large number of girl students. This was mainly due to the work of Christian missionaries in the state during the British rule (pp 170 &177)

Educating women has several practical problems in the traditional society like South East Asia. The major problem is that the majority of the women in this region is still very traditional, shy and conservative, especially in the rural areas, and is hesitant to go outside of the home to get education and attend literacy classes. Secondly, they have different responsibilities in the household to complete before going to the classes. Also, they may not feel free to interact with male teachers. The prejudice against the women in the male dominated society and the prevailing gender – bias are big stumbling blocks in educating the women. However it is clear that the female literacy rates have been increasing faster than average literacy rate (Sinha, 1993).

Although there are too many challenges for the women to get education in higher level, they have different opportunities provided by their parents and husbands. The majority of the respondents in the higher level education were aspired to be social employee and to secure job. Most of the women got married before entering into the higher level education and most of them were dominated by patriarchal attitudes, values and norms that have given importance to early marriage. The conditions of the

women are changing day by day. Especially the educated husbands and educated family strongly support and influence the educational status and opportunities to the women. Sometimes, lack of family support, triple workload (job, study and household responsibility), social obligations, and mental stress constrained them to complete higher studies (Bhandari, 2005).

But education and training for girls in the traditional society like in Nepal have been seen as key factors that improve the condition of the women in the social and economical status. According to UN the participation of young women in the school education as well as in the higher education has increased, in overall numbers and traditional societies even in the male dominated area too – though the evidence is not entirely consistent. Despite of regional difference, the participation of the women in the higher education is higher than that of male in more than thirty countries. Especially the numbers of the women in the economic and education sectors are increasing in Southern Asian countries and Latin America (Bullock, 1994).

In her article, ‘A generation in transition: Gender ideology of graduate students from India to an American university’, Subrahmanyam (1999) concluded that marital roles and responsibilities have changed over time and given the changing social circumstances, need to be changed further. The women in the pursuit of the higher education are the progressive group who seek the changes in their societal and familial role. But the women seem far confused between their desire to realize their personal potential by pursuing a career and stability of the family structure. She also concluded that the women even in the higher education are also patrilocality. It is also true that the educated man and woman emphasize that the man and woman are inherently equal (Subramanyam, 1999).

As a member of United Nations and other international and regional organizations, Nepal is a party to a large number of international legal instruments concerning human rights. Because of different declarations and legal policies of the different international as well as regional organizations, Nepalese government directly or indirectly prohibits the discrimination, exploitation against women and girls. Also, Nepal had ratified the CEDAW without any reservation in 1991 and became a fully responsible member to fulfill the commitment of the convention. That step also gave the positive start to the women movement. Although Nepal is progressing in the

commitment, there are many laws that are manifestly discriminatory to women (Sangroula, 2001).

Even though women are oppressed and subordinated in the past by so called patriarchal society, the condition of Nepalese women are changing in the course of time. Slowly and gradually the consciousness of women is rising and beginning to take hold of them. Accordingly, Nepalese women gradually became more conscious about ameliorating their condition. There were mainly three main agents that brought these changes to the women's consciousness; public opinion (means of media), foreign contact and education. Because of their economic reliance to men, religious taboos against the women, and social customs like child marriage, unequal marriage, deprivation of the right of widow remarriage and education degraded the condition of the women in the past. But in course of time, the scenario has been changing. The connection of the local people to the global world through mass media, foreign contact and education gave the ray of hope to the Nepalese women (Thapa, 1985).

1.5 Conceptual Framework

In this study, the women education is considered affected mainly by the different variables like; cultural, economical, domestic, emotional and professional. Analysis of this study is based on the conceptual framework to show how these variables affect the condition of student mother's education. The figure to the next page tries to demonstrate the impact and effect on the condition of the education of postgraduate students who are mothers.

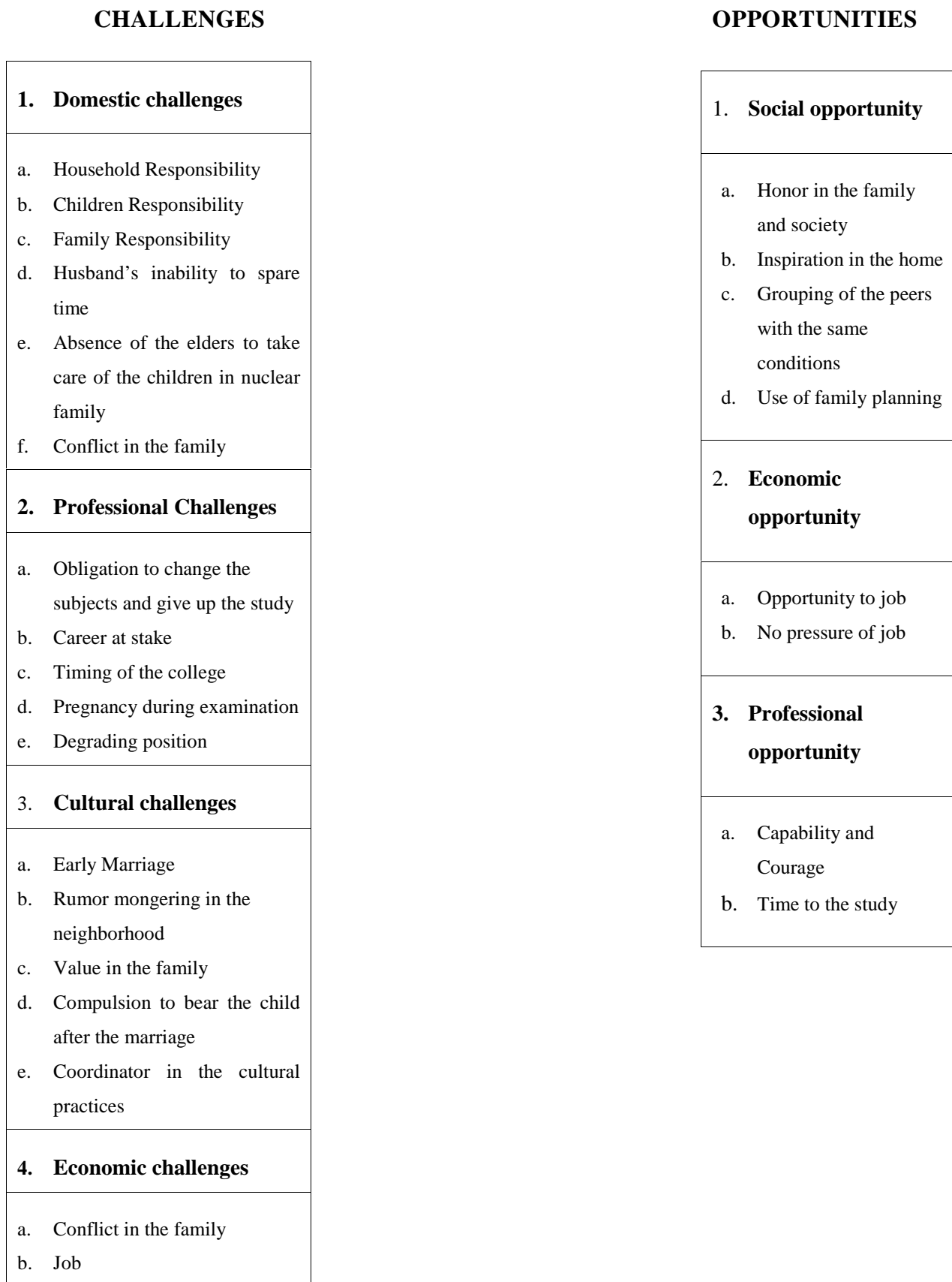
The education of mother is affected by professional, cultural, economic and domestic factors. These are the independent variables seem to affect the mother - students' education. Since women are often dependent on her husband for the economic point of view, she has challenges in many ways. In addition, the women, who are professional during her study, are also facing many challenges in her study. Although Nepali society is changing day by day, the family is somehow traditional in many ways. That also affects their study. The women have to give time to her family, husband and children, so that may seem as the barrier for her further education. She faces many challenges in her classroom, family, society as well as office that can move her emotion, which may affect the study.

Marxism explained the relation of the male and female in the society and the family as the relationship between capitalist and bourgeoisie. Marxism explains that the women are subordinated to men because of the source of power and production. They explained the relationship in terms of mode of production where male is acting as owner and female is acting as laborer. The theory of patriarchy explains about the subordination of the women in the family in the name of household duties and responsibility. They are limited in the household by the patriarchs. It also explains that the women are not given the opportunity to elevate their situation and the male (the patriarchs) are enjoying the supremacy and possession of the power of the society as well as the family. In this theory, they considered that the males make women the homemaker.

Feminist theories explained that the women are subordinated by male in different sectors of the society as well as family by different means. They argued that women are dominated in the sense of sexuality, class and gender. The main cause of the discrimination is the possession of property and power for Marxism and the sexual difference and dominating role of patriarchs, whereas the theory of globalization explains the global change of the condition of women. Because of the concept of global change and expansion of global culture around the world, the condition of the female is changing day by day. The theory of globalization explains about the global flow of communication, culture, technology, concepts etc to make people aware of their situation and it is bringing changes in the condition of the female in the traditional society like Nepal. This thesis is trying to observe the condition of the female in the campus level. And it is also trying to test the concept of these theories. This thesis is also trying to measure the relevancy of these theories in the course of time and place. That means, the thesis will try to explore whether the perception of the Marxian and patriarchy is true in the Nepalese society in the context of post graduate level students.

The conceptual framework is shown by the figure in the next page which tries to give the full picture of this thesis however it is possible.

Figure 1: Conceptual Framework of the Study



1.6 Statement of the Problem

The mother-students are facing different challenges in their journey of the study. We can see different scenario of the mother education in course of time. They are facing different challenges in their academic career due to different problems and responsibility. As the Nepalese society still seems traditional, the mother-students are facing many barriers. We can find different challenges like household, family, economic as well as professional challenges in their path of academic career. There are not only problems and challenges in their academic career, but also there are rays of hope in the field of women education including mothers.

It seems many researches are being taken in the field of women education, but there have not been any specific studies which are taken in the issue of the mother-student problems. It is to be noted that the problems to the mother-students who are studying in the masters' level are not studied firmly especially in Nepal. Most of the researches are not based on the issue of post graduate mother-students. Also, we can find many foreign researchers who studied on the problem of mother-student, but we can find rarely in the field of Sociology/Anthropology. Many researches in this field try to find out the problem in the women education with the help of feminist theories. The women are given opportunities in these days to elevate their life style and condition because of many discussion and revolution. Some of the research expresses the frustration of the mother-students towards their condition.

Kruks, Rapp and Young (1989) in their book, "Promising Notes: Women in the transition to Socialism" studied about the change in the status of the women in many fields including education. But they didn't focus on the education only.

William (2007) in her thesis, "Graduate students/mothers Negotiating Academia and Family life: Discourse, Experience and Alternatives" studies about the mother-students who are in Graduate level in Mass Communication field. She only focused on the challenges of the respondents.

Mason and Goulden (2002) in their research, "Do Babies Matter" studied about the relationship between child and their career and talked about PhD women.

In the journal, “Between Tradition and Modernization: Understanding the Problem of Female Bedouin Dropouts”, Abu-Rabia-Queder (2006) talks about the elevation of the women status by the provision of the education. She doesn’t focus on the challenges and opportunities of the mother-students.

Gray, Kittilson and Satholtz (2006) in their research, “Women and globalization: A study of 180 countries, 1957-2000)” studies the changes in the female literacy due to the globalization. They also don’t talk about the challenges and effects in the women education.

Shrestha (2000) in his report ‘Equality of Access of Women in Education in Pokhara’ talks about the factors that limit the women’s participation in public life and private life. He doesn’t talk much about the opportunities the women are given in the society by family and society.

Pandit (1998) in his book ‘Women in Society’ talked about the historical changes and mainly related to the problems of the women education.

Bhatta and Sharma (1992) studied about the women education in their book, “Women’s education and social development”. They were talking about the education and employment of the female.

Majupuria (1982) studied about the Nepalese women using the national census. He didn’t try to mention the challenges and opportunities given to the women in the higher education level.

Thapa (1998) researched about the challenges of the women in the higher educational level and she concluded that they are subordinated by male in the society.

Bhandari (2005) studied about the challenges of the women who studies in the graduate and post graduate level. She also concluded that the women are dominated and oppressed by the male in the society and although they are getting opportunities, they are being incapable to sustain it.

These and other researchers which are listed in the empirical study tried to study different aspects of women’s education in different sectors. Through these and many other different studies, we can see the different conditions and challenges of the

women in the social life and private life. But there are some questions which are still unanswered. The issues of the women education in the master degree are less talked about in the latter researches. So, this study is trying to explore and describe the different questions related to the mother-students' education. As far as it is known and concerned, it is found that, there are not any single studies taken place in this campus related to the problems of the mother-students. Also, it is known that the study on mother-student is new in the sociological/anthropological study for Pokhara as well as Nepal. This research tries to find out the answer of these questions. The study focuses on the following problems:

- a) What are the challenges that the mother-students are facing in the masters' level?
- b) What are the opportunities they are getting from their study?

1.7 Objectives of the Study

The general objective of the study is to find the problem and opportunity of the mother-students for the quest of higher education. More specifically, the following are the specific objectives:

-) To identify the challenges the mother-students of the masters' level are facing during the study
-) To analyze the opportunity they are getting from their study

1.8 Importance of the Study

Education is the most important asset in the societies like ours. In the transitional societies like Nepalese society, education is important to the people. For many centuries, people especially women were prohibited from getting education. However, the situation has been changed and people are free to have education as per their own choice. Nowadays, we can see women come to campus for the higher education before the marriage and during the period of pregnancy too. That seems familiar in flexible society like Pokhara. The scenario of Nepal is changing in the field of education for the women. The progress is going on and the participation of the women student in campus and schools are increasing these days. Since Nepal is in a transitional phase, so we can find different problems and challenges for the women to

be educated, but we can find the rays of hope in the darkness. So, this study tries to find the condition of the women education in the post graduate level.

The study seems minor and simple but it aims to find the problem of the mother-students in the higher education. In addition, it may be beneficial for the women to be a mother or they may get special facilities being mother-students. The study will try to find out the causes of the barriers and obstacles mother-students are facing in campus using the different theoretical perspectives like; Marxism, theory of Patriarchy, feminism and globalization. In different studies, we have seen different problems of the female education, but this study is trying to find out the challenges along with opportunities to mother-students. It will try to find the reasons and intentions why they want to accomplish higher education. This study will try to find the effect and progress of the modernity and globalization on the education of mother-students in Pokhara Valley. This study may address the problem and find the suggestions and expectation of mother-students. This research study will try to find the changes in the educational pattern of the mother in the higher education.

1.9 Operational Definition of the Key Terms

There are some terms in this study which are defined to explain in different terms and jargons. In general, these terms may have different meanings but in this study, the definitions refer to as defined below:

Mother–Students

Mother-students in this study refers to the students who study in the Masters’ level in Prithvi Narayan Campus, Pokhara and have children.

Challenges

Challenges in this study refers to the problems and barriers that the mother–students are facing during their study.

Opportunities

In this study, opportunity refers to the help they are getting from the environment like husband, family, society, maternal family etc. These opportunities refer to the benefits these mother-students getting during or after the completion of the study.

Professional challenges/opportunities

In this study, professional challenges/opportunities refer to the challenges or opportunities which a mother student gets during or after the study. That can cover her study area, job sites etc. Opportunities refer to the encouragements they are getting to study and complete the study.

Friends

Friends refer to the class mate of the mother-students in this study.

Campus

Campus refers to Prithvi Narayan Campus where the mother-students of this study are studying.

Family and Maternal Family

Family in this study refers to in-law family members of the mother-students who are the respondents in this study. Maternal family refers to the consanguineal family members of the mother-students.

Household responsibility

Household responsibility indicates the regular day to day household chores which includes cooking, washing, cleaning, caring of the house etc.

Children Responsibility

It refers to the caring and rearing of the children, which includes feeding, clothing, preparing for the school, keeping safe, sanitation of the child etc.

Family responsibility

It refers to taking care of the family members including in-laws and husbands which refers to keeping wellness of the illness, giving time to the husband, helping husband to go to the office etc.

Early Marriage

Early marriage refers to the marriage that is conducted below 18 years of age.

Family Types

Family types include two types of the family: nuclear and joint. Nuclear family refers to the family that contains father, mother and their children only whereas joint family refers to the family that contains father, mother, married sons and their children.

1.10 Limitations of the Study

Every study has its own limitations. This study also has many limitations. First, it is conducted under the circumstances of limited money and time. The study will not be able to cover all the mother-students. This study only covers the students of Prithvi Narayan Campus only. Also this study can't cover the entire mother-students of all the faculties of Prithvi Narayan Campus because they may not be attending their class regularly. It may be not possible to generalize for all the students of the college. This study will be based on the mother-students of Masters' level. In addition, the study will be limited to some specific subjects only. Also, since the researcher is a male and respondents are females, there are possibilities of hiding some information. They may feel uncomfortable to tell all the problems they are facing.

CHAPTER TWO

RESEARCH METHODOLOGY

This chapter discusses about the research methodology that is used in the study. It discusses further on site selection, research design, nature and sources of data, sampling procedure, techniques of data collection, analysis, presentation etc.

2.1 Study Site and Rationale of the Site Selection

Pokhara is the central part of Nepal, where the society is a bit more liberal than other parts of the nation in context of education and women rights. So, women from different backgrounds come to campus for the higher education. This city has different facilities for the higher education. It is considered the educational hub in the western region and it is advance in political sector as well. The study was conducted in three faculties' viz. Education, Humanities and Management in the post graduation level at Prithvi Narayan Campus because of the absence of the respondents in the Science faculty. Prithvi Narayan Campus is the leading campus for the higher education in Pokhara city as well as in the western region. It is the only academic institution which imparts Masters' Degree studies in multiple subjects in four faculties - Humanities, Science, Management and Education as well. It attracts the students in the different faculties with the provision of the well trained and experienced teachers. Not only because of the TU (Tribhuvan University) affiliated but also highly motivated environment of the campus along with different facilities like library, science lab, play ground, sufficient class rooms, teachers and staff and hostel students from different part of the country come to the campus for the quest of higher education. It is located at Bagar-1, in the Northern part of Pokhara. According to the statistics derived from the administration of Prithvi Narayan Campus, more than 16,000 students study in all the four faculties including women.

The number of female students in M.Ed, M.A., MBS and M. SC is 356, 295, 242 and 5 respectively including first and second year altogether. Although there are altogether 1,751 students in Master's degree, out of that 898 are the female students; the total number of mother - students' is indefinite. So the non-probability sampling is used in this study.

2.2 Research Design

The research design is the complete framework for the research. It serves not only as a framework for research but also it guides for the collection and analysis of the data; it gives instructions which research instruments to be utilized, and the sampling plans to be followed (Wolff & Pant, 2008). There are many types of research designs. Since this is an academic research, this study is descriptive and exploratory research.

Exploratory research design is often conducted to explore the research issue when the alternative options have not been clearly defined or their scope is unclear. It helps researchers to explore issues in detail in order to familiarize themselves with the problems or the concepts to be studied. Also the descriptive research is used to describe an event, a happening or to provide a factual and accurate description of the population being studied (Singh, 2007).

This study tries to explore the problem and condition of the student – mothers who study in the masters’ level. That’s why it is based on exploratory research. It also describes the situation of the mother – students currently studying in the postgraduate level. So it is based on descriptive research design. It attempts to explore and describe the mother - students’ challenges, problems they undergo while they are getting higher education. So it is based on the descriptive as well as exploratory research.

2.3 Universe and Sampling

The universe of the study is the mother-students who are currently studying at the masters’ level in Prithvi Narayan Campus. Although the students in the Masters’ degree are finite, it is hard to find the actual number of mother-students. Therefore, it is indefinite sampling. The total number of women/girl students in Prithvi Narayan Campus is 898. Out of that, the number of mother-students is impossible to find out since the student register doesn’t mention motherhood. Since the universe is indefinite and as far as this study is concerned, the researcher is unable to use probability sampling. Therefore, non-probability sampling is used. For this study, snowball sampling is used which is based on purposive sampling. Snowball is a non-probability sampling technique which is rarely used by the researcher which enables the

researcher to build up a sample through a chain of personally referred contacts, that is, where one person will refer the interviewer to another as a means of building a wider picture (Upadhyay, 2011).

2.4 Nature and Sources of Data

The data is collected mainly from the primary source of data. But some of the data in this study is collected through secondary data. The main source of secondary data is from the campus administration especially from the department of each faculty and its website while the primary data is collected through direct observation and case studies. Also the secondary information on the mother–students is collected from different secondary literatures. The analysis of the study is based on the primary data collected during the case study. The nature of data is qualitative.

2.5 Data Collection Technique

Case study is used in this study to collect information from the respondents. Case study is a method of exploring and analyzing the life of a social unit that unite a person, a family, institution, culture group, or even an entire community. Its aim is to determine the factors that account for the complex behavior patterns of the unit and the relationships of the unit to its surrounding milieu (Young, 1982).

Data is collected particularly with the respondents directly using case study method. For the reliability of the data, the respondents are met frequently time and again. The respondents were sought to gather information directly in their place. So using the snowball sampling, the researcher prepared the cases of 32 respondents. The researcher had to obtain these case studies using four chains of the respondents. Compared to the universe, the sampling size is not sufficient, but for the qualitative as well as reliable source of information, case studies were taken. The collected data was carefully studied and explored systematically. The collected data is fresh and first hand information that is studied to get research study.

2.6 Data Analysis Process

After data collection, the interviewed information is analyzed on the basis of the content of the cases. The cases are carefully rewritten and studied for the purpose of

the topic. First the case study is taken using different tools like recorder, notes and related questions. Then, it is edited in the computer and after that it was carefully analyzed. And after the analysis, the data is presented. Because of the descriptive nature of the study, the cases are carefully analyzed and presented. Since, all the respondents are met for the purpose of the case study; it is not relevant to use any computer software for further analysis. The use of the computer application in this study is only to type and rewriting of the study. Thus, the analysis of this study is based on the content of the cases, which depend on the first hand information.

CHAPTER THREE

CHALLENGES OF THE MOTHER-STUDENTS

This chapter covers the challenges of the mother – students that they are facing during the quest of the higher education. Although it seems necessary to have babies after the marriage, it causes many challenges to the mother in her study as well as career. Some mothers are found to have left their studies for the sake of the family and children. But some of them take the challenge to complete their studies. It was not familiar in the past due to various reasons but now it seems usual in the present situation while the society is altering because of the recently developed trends like globalization, modernization, urbanization etc. These women have come so far in their study and they are ready to accept the challenges in their lives. But still there are too many challenges for the mother-students to complete the study even after joining the campus. These challenges are categorized into the following subheadings that were taken with 32 respondents during this study. These are some challenges which affect and give problems to the mother–students in their study:

3.1 The Domestic Challenges

From the field work of these case studies, the researcher discovered that the domestic factors are found to have affected in the study of the most of the respondents i.e. mother-students. The domestic responsibilities refer to the responsibilities that the mother – students have to do within the house that include household chores like washing clothes, cleaning the home, children responsibility, family responsibility, different problems related with family members etc.

3.1.1 Household Responsibility

After being married every woman has to give time to the household chores and responsibilities like; cooking, washing clothes and dishes, cleaning the house etc. These works consume more hours in the house, so that one doesn't have any time for other activities. Such are the problems for the mother-students. Most of the respondents in this study said that they had household responsibility as the main problem for them to affect their study. Although the mother-students are well

educated, they are not out of the boundary of these duties inside the home. Many of them had the lack of time to go to the campus because of the household responsibility except the cases 10 and 25. Case 10 has a domestic helper in the home to perform household duties and case 25 is living in the maternal home, so her mother performs all the household duties in the home, so that she can go to the campus and carry out job as well.

Case 18 said that she was so busy in the household duties that she even couldn't go to the campus. So, she is also planning to get admission in sociology after the one year gap from this academic year. She is living with her husband and two daughters in rented home, so she is alone in the home to handle everything. Since her daughters are too small to be taken care of by themselves, she couldn't leave them alone in the home and attend the class in the campus.

It is their fate to perform household duties at home as per the traditional custom in Nepalese society. It seems they were supposed to finish all the household chores before they went to campus. Marx and Engels believed that the origin of the family is the source of division of labor, "where wife and children are the slaves of the husband" (Ritzer, 2000). So it seems the male part of the home is like bourgeoisie and female part of the home is like proletariat.

Male is considered as the head of the household whereas the female as the helper. So, the male acts as the provider and female acts as a receiver in the family. Male maintains the external works of the home whereas the female helps to maintain the household. So, in this way women are responsible for the household duties (Walby, 1990).

3.1.2 Children Responsibility

Although most of the women in this study have their husbands in the home, they can't avoid the responsibility of children. Due to the children's responsibility, the mothers can't give enough time to the campus as well as to the self study. They need to give more time for children's care, schooling, get their homework done on time, feeding, sanitation etc. Some of them even couldn't go to the campus like the cases 4 and 18; they never attended the classes. Because of the children's responsibility, they can't give time even in the home as well. Like the Case 3, she is not able to give her time in

the thesis even after her campus exam is finished. Although the mother-students are supported by the family in other responsibilities, they can't fully support the mother in case of the children. Because in some cases the children need their mother like in breast feeding, in the time of illness etc.

Case 18 responded that she has spent her full time in the care of her daughters so well that they need not be given medicine yet in their life, but for that she has to give up her study. She said, "My husband is a lecturer and also a finance manager, so he has to remain outside home in the day as well as morning, so I am solely responsible for the daughters in the home."

Also another respondent, case 19 said, "My family is so supportive and they encourage me to go to the college. But sometimes, I can't go to the campus because of the responsibilities of my son and daughter, especially the small one i.e. son. In the time of illness, he seeks for me and nobody can console him."

That's why the children's responsibility is the main barriers for the women education. The main responsibility would be given to the mother in the Nepalese society. So, mother is the sole responsible for the care of the child in the house. That's why because of that responsibility, these mother-students can't give full effort and mind to the study. Also, it is natural that the child seeks mother. So, it can be concluded that mother-students are greatly affected by their duty of the child. As radical feminist Tong (1989) argued that pregnancy and childbirth are barbaric.

3.1.3 Family Responsibility

All the mother students have responsibility of home, which they can't avoid. Family responsibility includes care of the in-laws, help other family members, giving time to the husband etc. Although it seems easier to live in the nuclear family, some of the mother students wished to have joint family, because if they had joint family, they would go to the campus and get guidance from the elders of the family. Like the respondent numbers 1, 7, 8, 11 and 18 wished to have joint family.

Case 3 said that she had a triple pressure in her life namely; study, family and job. She is so busy in her life that sometime she feels that she doesn't have time for her personal wishes. She said that she had to go to the campus early in the morning but

she couldn't take her whole class and after the campus she had to rush home for her children to prepare for the school and her husband to go to work and she also had to rush for her job in the school. At night, she also didn't have chance to spend time in the study as well as personal entertainment. Also, she had no time at night because of the household responsibility. She also had to spend time with her husband, so it was too much pressure for her.

Case 31 said that because she had to spend time to her husband, she couldn't give time in the evening. Although it seems that mother students who have nuclear family can get more time to study at home, they can't get enough time to go to the campus because there is nobody to take care of children. In the nuclear family, she is the only responsible person for the children as well as for the whole household chores. Since most of the respondents are from nuclear family, some of them prefer to have joint family so that they get chance to go to the college.

Case 12 said that she was busy during the time of her second year, because she had to care the paralyzed father-in-law at that moment. According to her, her mother-in-law was too old to take care of her father-in-law by herself.

Because of the family responsibility, mother-students didn't get chance to go to the campus regularly as well as get time to study at home. The student-mothers should give time to the family as well as to the children. They also have to give time to their husbands. Because of that they couldn't study at night. It is women's first responsibility to take care of the children in the family whether they are busy or not. Even though other family members are free they have to give time to their children as Coiner (1994) concluded in her book, 'Silent Parenting' that, academic mothers do not have enough time to take care of the household to involve in the study. She should handle everything in the household to involve in the study; otherwise she has to give up the study. She has the sole responsibility to take care of the family and to maintain the household.

3.1.4 Husband's Inability to Spare Time

Another big challenge of the mother-students is related to their husbands. Most of the husbands of the respondents are supportive in their education but the main thing is that they can't give their time to the respondents. Some of their husbands take care of

the children like respondent numbers 9, 10, 11, 15, 18, 19, 23, 24 and 29. But due to the different problems like job and profession, the husband can't take the responsibility as well as can't give whole time to the children. Some of their husbands are in abroad like the respondent numbers 20, 21 and 25. Some of their husbands don't have time to care the children because of the lack of time like the respondent numbers 3, 5, 8, 18, and 22. The husband of Case 5 is outside of Pokhara Valley due to his profession. These husbands have no time due to their business and busy duty schedule, so that they can't give time to their children.

Some of the husbands are abroad, so these mother-students don't have physical support from the husband. Like case 20, 21 and 25.

Case 20 said that, "My husband went to the USA for a program but I insisted him to stay there for some years. Yeah, there are challenges in the life of a student-mother without husband but I ignore that challenge for the sake of our future. He is in the USA for around two and a half years. He wished to come to Nepal one year ago, but I requested him to come after he got the green card."

Case 21 said, "My husband is abroad for some years, so I don't have to use the contraceptive. But my challenge is to bring up my child and family alone which I feel very hard sometime. Sometimes I feel lonely in the home. So, I really feel the absence of my husband physically."

Case 25 said, "My husband is in the abroad for work and I feel very hard to get education without his support and presence. So I came to my maternal home with my daughter and started to study. I have joined a job here and I support my educational expenses and my husband is also supporting me from abroad."

It seems impossible for mother-students to have education without the support from the husbands. So, it is necessary to be provided a favorable condition for them in their studies by their husbands. So it seems patriarchy as argued by Walby (1990), is true in this sense of support from the husband. Husband is seen as owner of the house and wife as a laborer.

3.1.5 Absence of elders to take care of the child in the nuclear family

In this modern day, we have seen that the trend of nuclear family is increasing but it also has some adverse effects in some of the areas of human life. In joint family, there would be other family members to take care of the young ones. In the case of mother-students, it seems that they are in the need of family members who can take care of the child for her education. In this study, most of the respondents who live in the nuclear family, wished to have joint family in order to take advantage to go to the college.

Case 7 responded that she missed her family life because she used to live in the joint family in the maternal home and she used to see that everybody in the family would share and support each other. But nowadays, she is living with her husband and a son. So, it is very hard for her to balance between academic career and family.

Case 8 said that she was missing her mother during the child birth because there was nobody to take care of herself then. Also, she couldn't attend the class because there was nobody to take care of the child at home. So, she usually went to the maternal home for the preparation of the examination.

Although it is comfortable and convenient to live in the nuclear family, mother-students are facing hard time to study with small child at home. It is easier for the mother-students who live in the joint family rather than the ones who live in the nuclear family. So, the women in the higher education level sought the help from the family which is really a need for the mother students to have education as concluded by Bhandari (2005) in her unpublished thesis, 'Married Women Pursuing Higher Education in Padma Kanya Campus ' that the mother students have been provided different supports and opportunities by their parents and husbands. So, without the support by the elders in the home, to care for the children by the mother-students are really tiresome and burden for them.

3.1.6 Conflict in the Family

In the course of getting education in the masters' degree, women have to struggle in the family. Sometimes it creates conflict in the family. This conflict is created mainly

because of economic issues. Women go to the campus to get education and it gives additional expenses to the family which creates conflict in the family.

Case 15 said that, although her husband is supportive, sometimes the educational expenses make conflict between them. That's why she started the job in the school just after finishing her final year examination at the Masters' level. She added that her husband sometimes expresses his dissatisfaction towards her study because she was busy to spare her time with her husband. Sometimes he asked her even to discontinue her study and focus in the household work saying that she had got enough education. This type of thought creates conflict in her family.

Another respondent, case 13 reiterated that her husband lays suspicion upon her while she went to the college. So she often has fear in her heart about the husband during the study. Her husband sometimes quarrels with her and with other friends of her as well in the matter of her study.

So, from these cases, it is concluded that some of these mother–students are in oppression and domination in the family as argued by the theorists of patriarchy, it is seen that women are made limited to the household boundaries. The main cause of the conflict is the mode of production as explained by Marx and Engels (1884). Women are tried to limit in the boundary of household to subordinate them from the view point of mode of production as well as capital (not only in the terms of economy but in the sense of socio-cultural capital).

3.2 Professional Challenges

There are some professional challenges to the student–mothers which cause trouble to the study of mother-students. They have to give time to their study as well as to the different fields like office and colleges. These challenges are related to the colleges, their office and career. It is also related to their objective in the lives. It is seen that some of the mother-students are not able to carry out their study along with their professional career. There are some professional challenges on the mother-students' study. They are listed and explained below:

3.2.1 Obligation to change the subject and give up the study

Some of the respondents changed their subject in the Masters' level because they thought that they couldn't give full effort to the study and they opted to take up comparatively more simple subject than in the Bachelors' level. Some of the respondents in this case study have given up the aim of their life for the sake of children and family. Some of the mother-students are forced to leave their study because of their family and children's responsibility.

Case 10 changed her subject from Nursing to Sociology even though she had a dream to go to India to complete the Masters' degree in Nursing. She said, "I had a dream to become a nurse in the big hospital in Nepal and for that I wanted to get Masters' degree in Nursing from India, but I couldn't fulfill my dream. Nevertheless, I don't mind it, because I abandoned the dream for the sake of my son." She is now focusing upon her son's care and she has been running her own eye clinic for satisfaction.

Case 17 also changed her subject from Pharmacy to sociology after being married and having had a child. In this case, she is little bit discouraged but she consoles herself thinking the fate of the women. She was about to quit the study but she enrolled herself in sociology after thinking that education of women is important for her as well as for the family.

Also some other respondents changed their subject in the Masters' level like the respondents of the cases 1, 2, 5, 12 and 20. Cases 1 and 2 changed their subjects from major English to Sociology, the case 5 changed her subject from Mathematics to Economics, case 12 changed her subject from major English to Sociology and case 20 changed her faculty from Education to Sociology thinking the completion of degree in Education requires more time and effort in the future. It seems that the mother-students don't want to study technical and comparatively hard subjects because of the lack of time and other factors like health conditions, different responsibilities etc.

Case 12 had to leave the exam preparation of the Civil Service Commission for the sake of her daughter. She has to give up the examination of Civil Service Commission this year because she has to take care of the child at home.

Also Case 13 couldn't pass her Bachelors' degree regularly, but it took more than five years to complete it. After the gap of many years, she joined the Masters' level at the age of 36. Now her children are grown up, so it is easier for her to leave them at home while she goes to attend the class in campus.

That's why it is found that, the mother-students have been obligated to change their subject as well as their future career for the sake of their children and family. They cannot take up their career and take advantage of their brilliancy. Their ultimate goal is diminished to the family and children. Student-mothers are obligated to abandon their study and career for the sake of family. Mason and Goulden (2002) argued that the mother-students are more affected in their study than unmarried as well as non-mother students. Also another scholar Coiner (1994) concluded in her study, 'Silent Parenting', it is very hard for the academic mothers to pursue and complete their study together with their responsibility towards household and children.

3.2.2 Career at Stake

Every student in the Master's level has their own dream and successful career ahead. As cited by William (2007) in her thesis Hewlett (2003) argues that women, especially mothers, have to choose any one of options between the two: either career or family, but not both of them. So, in this study, there are some cases where mother-students have sacrificed career for their family as well as for their children. Some of them are jobholders like respondents of the cases 1, 3, 4, 6, 10, 13, 15, 16, 17 and 25. Due to that factor, their study is affected. They need to give more time to the office than to their study. The job also supports for their study and household expenses. They can't give their full time to the home as well as to their children. Sometimes the mother-students feel that their career is in jeopardy.

Case 3 is also working as an administrator in the school, so she couldn't give enough time to the study as well as to the children. So, she also sometime becomes frustrated that she wanted to leave the job. She doesn't have time for herself. So, she sometimes feels that she has no time for herself. So it frustrates her.

Some of the respondents have left the job for the sake of their children like the cases 1, 2, 5, 8, 10, 11, and 20. .Because of the time complication and child responsibility,

they said that they left the job. That is the fate of the women to leave the job for the sake of the family and children.

Case 10 was working in one of the reputed hospitals as a nurse, but because of the children and family responsibility, she abandoned the job and started her own eye clinic.

It's good to have babies after the marriage but it is only the burden to the women to raise children. So it becomes tiresome for the women who can't balance the family, children and profession (Pandey, 2069).

Case 1 said that she left her job in the NGO and now she is working in another NGO as a part time employee to make herself available to her daughter. She is not able to give her full effort and skill in the career and study. Her daughter is now four years old and she doesn't want her to feel alone in the home because of her career and study. So, she has left her job and is giving less time to her study.

Because of the job, these mother-students can't give their full effort to the study as well as to the campus and also to their children. Like the respondent of the case 11 couldn't give enough time to the study as well as to her son. She was so frustrated at a time that her son didn't recognize and called her as mother because she couldn't give enough time and care to her son. So she left the job. But now, her son has grown up, so she is now working in one of NGOs in Pokhara. Also Case 25 is a working woman, so she can't give time to her daughter and she keeps her daughter in the maternal home during the daytime.

So, it seems the mother-students have to keep their career at stake for their study and for their children's future. So, it seems true that mothers have one choice either career or family, but if she wants to choose both of them, it would be very challenging and hard for them. The result is that either they have to give up the job or they have to struggle to manage time to the job and study along with the household responsibilities. But some of the mother-students left the study.

3.2.3 Timing of the College

Prithvi Narayan Campus provides different faculties with different timings for the higher education. It provides the different faculties from morning to evening. In this

study, the respondents are from three faculties; management, education and humanities. And their timing is different to each other.

Since some of the respondents of these case studies are from education faculty, they are complaining about the timing of the campus because their class starts in the evening. Since their class starts from the evening, they aren't able to take the whole class due to the different problems like; household responsibilities, children responsibilities, transportation problem etc.

Respondents of the cases 13, 21 and 26 come from out of the Pokhara valley, so they couldn't take their whole class. Because they are studying in the Education faculty, they have to come at 3:30 pm in the day and their class ends at 7:30 pm in the evening. So, either they have to request to their husband to pick up them from the campus at 7:30 pm or they have to give up last two periods in the campus to reach their home on time.

Although respondent of the case 32 is from Pokhara Valley, she also couldn't take the whole class because there is no direct transportation to her house. She said. "I have to go to the campus during the daytime, so I have to give one hour extra-time to the campus because of the transportation problem. Also my class ends at 7:30 pm in the evening, so I can't take the whole class. That's why I give up the last two periods to get home safely and on time."

So, it is also a problem for the mother-students to give full time to the study. The main problem is not of the timing only but also of the lack of transportation facility because of the timing. Some students are not able to give time to the whole class. It is because they are women and they have been limited to the time and culture. Because of their different responsibility in the household, they can't give full time to the campus as well as to the study. Also, it is because of the security reason they can't give full time to the campus in the evening. Since they are women, they can't feel secure and comfortable to spend enough time to the campus especially in the evening and early in the morning.

3.2.4 Pregnancy during Examination

Most of the students in the post graduation level are in their late twenties or early thirties. So, most of the women in the Master's level are either mothers or married in the context of Nepal. Those who are not married till their Master's level; there is more possibility of marriage during first or second year. It is possible that the mother-students can deliver the child while having the study in the campus. It affects the study of these mother-students. Not only during the study but also in the examination period, it can cause different problems to the mother – students. Some of the respondents in this case study have faced that sort of problem also. Because of that problem, either they have to attend only partial examination or they have to give up all the examinations and wait for another year to continue their study again.

Case 2 gave birth to her daughter during the examination time in the first year. So, she couldn't appear the examinations of all papers. She attempted only one paper of the examination and then she got admitted to the hospital for child birth. Although she was the regular and active student in the class, she couldn't pass the first year regularly. She also couldn't pass the single subject because of her condition at that time. So, she gave her remaining papers in the later years.

Case 7 said, "My son was borne just before my first year examination and he had to be admitted to the hospital because of Jaundice. So, I couldn't prepare my exam very well in the first year. I had to go to the exam directly from the hospital. So I couldn't pass the first year regularly and score good marks"

Case 5 was pregnant during her Bachelor third year and gave birth to the son after her third year examination was finished. But because of the pre-birth period, she faced different pain and problems. So she couldn't prepare well in the exam and failed to complete the Bachelors' third year regularly.

Thus, pregnancy during examination is also the main cause that leads the mother-students to leave the study. Two other mother-students to whom the researcher wanted to conduct the case studies left their study because of the pregnancy. So, this is also the main cause to affect their study. Every woman has to give birth to the child after the marriage (except in some cases), they can't avoid the birth of the child. So, either they have to give birth to the child or they can have family planning. But family

planning is not possible for the women alone. Mason and Goulden (2002) in their book, “Do babies matter: the effect of family formation on the lifelong careers of academic men and women” concluded that the birth of the child during the academic period affects the academic career of the women.

3.2.5 Degrading Position

The quality of study depends on the hard work of the students and the result is also dependent on the hard work. The more someone gets chance to study, the more he/she gets chance to get good position. But for these mother–students, it is very hard to get time in the home to study. Some of them told the researcher that they used to be the faculty toppers during their Bachelors’ level but because of the maternity and different responsibilities, they aren’t able to score even good marks nowadays. Because of their different responsibilities, they even couldn’t attend their class regularly and study at home daily and couldn’t focus on to their study. So, these factors affect their result.

The respondent of the case 10 used to be the smart student in the campus before marriage and before being mother, but nowadays, she is feeling very hard to pass the Master’s level.

Also the respondent of the case 12 said that she was the faculty topper from the humanities department in the major English but now she is also feeling hard to pass the exam because she has to struggle in the home to manage time for the study. So, because of the lack of time for the preparation for the examination, she felt hard enough to pass the examination. Also, she is preparing for the Civil Service Commission examination to enter the government sector, but because of her responsibility to her daughter, she is not able to prepare for the examination. Even she has to abandon the examination the previous year.

Respondent of the case 1 elaborated that she used to memorize many things in the mind before being mother, but nowadays she is limited to her daughter only. Most of the respondents responded that their objective is now limited to their children and family.

Case 4 said that she was good student in the school level and +2 levels, but after being married and being mother, she is unable to study hard in the campus as well as in the home to secure good marks. She is not even able to attend the class in the campus.

Respondent of the case 5 said, “I was pregnant during third year in the Bachelors’ degree and gave birth to my son after the third year examination but I felt very hard to prepare for the examination due to the different problems regarding pregnancy. So I failed in the third year.”

From the case studies above, it is clear that, mother – student can’t give full attention to their study and because of the different responsibilities, their mind is diverted from the study. This caused the degradation of the position in the study as well as in the result. The mother-students can’t give full attention to their study because they are the sole responsible persons for the management of the household affairs. So they have to perform their duty even in the time of examination. That’s why they can’t score good marks as well as the position in the exam i.e. it degrades their position in the study. As Mason and Goulden (2002) concluded in their book ‘Do Babies Matters’, the child affects the educational career of the women and they can’t give attention to the academic career fully. Liberal feminist Bernard (1982) in her book, ‘The future of Marriage’ concluded that the marriage and childbirth degrades the social status of the women in the family as well as in the society.

3.3 Cultural Challenges

Nepal is a religious and traditional country. Although it is changing day by day, the societal norms and values, cultural practices are stable somehow. Culture is one of the most influential factors in the lives of one. One has to face different challenges because of their culture. One can’t avoid their culture and society. Culture is the way of life of an entire society and this will include codes of manners, norms and values that guide one’s belief and behavior (Jary & Jary, 2000). In the case of these mother-students, culture is also means to affect in their study. Most of the mothers, who are in the joint family, have more cultural barriers than the mothers who live in the nuclear family. There are some cultural barriers which can be concluded from the case studies provided in the last section.

3.3.1 Early Marriage

The relationship of the marriage is considered as the holy and honored relationship. The marriage conducted between two persons is not only limited to two persons, it is related to the families, households in the eastern world. So for the honor and prestige, the family decides the marriage between two persons in traditional society like Nepal. In some cases the marriage is conducted so early that one can't think of it. Even in the educated families, the task of the marriage of the female is considered as the vital problem in the family. Also, the impact of the modern world is so heavy in this age that the teenagers are too much affected by the global world and they take decisions so hastily. So, some of the teens get married so early that they are not thinking about the future.

Some of the respondents in this study were married so earlier that they weren't conscious about the family and children. Some of the respondents were married during SLC which they felt too early that they didn't have the concept of family and children. The most of the respondents who got marriage earlier got married by their parents but two of the respondents were married as per their own decision. The following figure explains the level of education at the time of marriage of the respondents:

Fig 1: Level of Education at the time of Marriage

Source: Field survey 2015-16

Respondent of the case 11 said, “I was married just after my SLC examination at the age of 16. At that time, I had no concept about the family, children and husband. I was married so hastily. And I gave birth to our son just after the examination of +2. I had studied about the family planning but I had no idea how to apply it.”

Cases 3, 4 and 27 also thought that they were married so earlier. They were all married at the age of 18. They wished that they wouldn't have married so early, because they felt that they missed their valuable time as the students and the unmarried daughters in the school and family respectively. They felt that they could have achieved their life goals and objectives if they were not married so earlier.

Respondent of the case 18 said, “I fell in love with my boy friend and I thought my parents wouldn't allow me to marry him. So we eloped from home. At first I thought it would be easy for us to live but then I realized that it was my fault. But we supported each other in the course of life and now my husband is supporting me to continue my study. I was good at study but I couldn't pass my Bachelor's level study regularly because I had given birth to the son during my +2 level. So it took more than five years to complete my Bachelor's degree.”

Early marriage gets the women to abandon their study as well as career. Early marriage causes early childbirth which limits their capacity and brilliancy. They are bound by their family and household responsibility when they have to give time for the study. The main consequence of the early marriage on the lives of the women is that it prohibits them from entering into the outer world. The family and children become the ultimate goals of the women. Family pressure is the main cause for the early marriage in the traditional society like Nepal, which limits the children in their capability as well as the goal of their life.

3.3.2 Rumor Mongering in the Neighborhood

Some of the mother-students said that they were backbitten by their neighbors saying that these mother-students were not aware of the family. The neighbors accused them of being ignorant regarding to their household duties and family responsibilities.

Both the cases 2 and 3 said that their neighbors spread rumor that they were not caring the family giving importance to their study. But they also ignored their rumors because of the support from the family.

Respondent of the case 10 said, “Some of my neighbor backbit regarding my study in the Master’s level. They accused me of preferring my education more rather than my family and children. But I didn’t care about that remark at all.”

Since the society is traditional and patriarchal, it is a great issue for some of the neighbors and the family members that women go out and focus on study instead of giving time to the family and children. The mother-students are the ones who faced the society day by day, so they also have to face different challenges regarding the neighbor’s issue. But most of the respondents are not affected by the neighbor’s rumors and backbiting because the society is being advanced and nuclear as well as individualistic.

3.3.3 Value in the Family

Most of the respondents still felt that they had no right over their fertility right. Most of them didn’t use contraceptive because their family didn’t want it and the family wanted to have a child. Some of the respondents didn’t know about her marriage and they were married earlier than they knew about the marriage and family.

Like the respondents of the cases 3 and 11 married earlier but they were not asked about their will. They were married just after the completion of SLC examinations. The parents pressurize their daughters to be married if they receive the proposal from the well established and well positioned family. If a man with government, job proposes for the marriage, the family try to fix up the date for the wedding as soon as possible.

Also the respondent of the case 12 knew about her marriage just a day before her wedding ceremony. Her family had already fixed up her marriage without having her consent. It made her be devaluated in the family. At that time she felt that being a daughter in the Nepalese society is to give up her free will and obey the parents’ decision.

Also most of the respondents didn't consult with their husband as well as to the family regarding the gap between the two children thinking that it was the fate of the women in the society or family to bear child after the marriage. They thought that it was compulsory to bear child after the marriage.

Case 2 said, "I had borne a daughter after one year of my marriage. My family members were very happy and now they want me to give birth to another child possibly a son after some years."

Some of the respondents found it uncomfortable regarding choice of family planning especially those who got arranged marriage. Case 21 said, "I felt very hard at first to talk about family planning and contraceptive. I thought my student life had finished after the marriage. But I am so lucky that I got opportunity to join the Master's degree."

Most of the respondents feel that, after the marriage, the women have to bear the child. 20 out of 32 i.e. 62.5 percentages respondents felt that it was the fate of the women to have the child. According to them, because of their family, culture and society they had their baby before the post graduation. Some of them thought that they had their first child at the right age according their family. As Acharya (1979) concluded that the tendency of giving more priority to marriage and motherhood prevails in respondent's family.

Although they are educated women, they are not out of the cultural and social boundary. Most of the mother-students felt that it was very difficult to talk to the husband and family about the family planning during the early period of marriage in the arranged marriage. Some of the mother-students who got married in the early age also reiterated that they had no concept of the children and family at the time of marriage. It is seen that, the theory of patriarchy is relevant in this case that women are used to make only home. They are prohibited to be free from the bondage of society and culture to make their own decision.

3.3.4 Compulsion to bear the Child after Marriage

In traditional society like Nepal, women are obligated to bear the child after marriage. If she is not able to have the child after marriage, she is treated as a barren lady and

discrimination starts in the family as well as in the society. It is not only limited to the rural areas but it is also the same in the urban areas. The educated women are also not out of touch. The women who study in the Master's level, are either married or are about to marry because they are in their matured age. Mid twenties is considered as the right age for the marriage for the women in Nepal. In this study, most of the women express that they are not free to choose to bear babies on their own. They also think that they have to bear the child just after the marriage. Not according to the cultural aspect only but also according to the health issues, some of them thought that it was the right age to have the child.

Case 1 said that it is the fate and compulsion of the women to bear the child after marriage, so it is not odd for her to have a child just after the marriage.

Case 5 said, "Since we have done love marriage, so at first, I felt it would be easy for me to complete the study in the Bachelor's level as well as the Master's level. But unknowingly, I became pregnant during the Bachelor third year and I felt so tiresome and hard at that period to prepare for the exam. So, I couldn't pass the Bachelor's level regularly."

Case 8 said that she and her husband consulted to use contraceptive to avoid the child birth during their first year of marriage, but because of the pressure of the family and backbiting of the neighbors they had their child and now they are using contraceptive to stop another child for the time being.

Case 10 said that she wanted to bear the child after finishing her Master's degree, but it didn't work for her in the family and she had to have the child. After the child birth, she couldn't complete Master in Nursing (MN). But she has changed her subject in the Master's level; and she took up Sociology as the major subject and she is about to complete her degree next year.

Case 19 said that she was married while she was studying in +2. At first she tried to use contraceptive to avoid the child bearing, but it was not easy as she thought because of the family pressure. Same condition happened to the cases 8, 17, 22, 25 and 32.

So, in some cases women are considered as the source of the child and family and society expect the children from the couple after the marriage. First the women had to give importance to have child after the marriage rather than her career and future goals. So, in this sense, the women are bound in the culture and family and she can't pursue her own life goals and perspectives. As argued by Acharya (1979) marriage and motherhood are the ultimate goals for girls. Their main purpose is to marry and bear child for the family and society and it gives satisfaction to them.

3.3.5 Coordinator in the Cultural Practices

Since Nepal is culturally and socially rich country, it has different festivals and familial ceremonies. Every caste has their own type of festivals and ceremonies as well. And there are different life time ceremonies like birth, marriage, death etc. Nobody can go beyond their culture in some extent. One has to give his time to these activities somehow.

The mother-students are busy in their home, not only in the household and family responsibility but also to the cultural practices. Some of the respondents like the cases 26, 27 and 29 said that they had to involve in the different ceremonies, festivals in the role of coordinator and mediator being the daughter-in-law. Since, they are the daughters-in-law; they are the main part of these activities. They have to actively involve and participate in the festivals and ceremonies. So, they have to be ready and prepared for the different programs like that. These mothers also thought that they should give time to the family and cultural practices. Because of these many issues, they have to give up their classes sometime and couldn't study well in the home as well.

It can be concluded that women are considered as the homemaker in the society of Nepal as argued by theorists of Patriarchy. It seems women are bound to the family and culture and they can't make their own decision regarding their lives and profit.

3.4 Economic Challenges

Economic factors are also the main factors that influence on the study of mother-students. Only 12 out of 32 i.e. 37.5 percentages have their own profession to support the educational expenses. 62.5 percentages of the respondents have to depend on the

other members of the family especially to the husband for the educational expenses. As Marxists say the economic factor is the main factor that affects the other structure of the society (Ritzer, 2000). These mother-students are also affected by the economic factors.

3.4.1 Conflict in the Family

Since some of the respondents depend on their husbands in the context of economical expenses of the study along with household expenses. Sometimes, it gives conflict to the couple; like the respondent of the case 15. She used to have verbal conflict to the husband while she was studying and wasn't working. That's why she joined the job just after the examination of her Master's degree had finished.

Case 15 also said, "I was fully supported by my husband during the Master's level in the first year. But it became the issue of conflict in the family, so I joined the school as a teacher as soon as the second year examination was over. I am now feeling better and we don't have conflict because of the issues of the educational as well as other expenses."

Case 26 was hesitated to tell about the economic dependence on the husband, because she also felt hard to tell about that. In more than one meeting, she rarely talked about the relationship with husband about the economic dependence and conflict in the family.

It is the economic dependency of the women which creates conflict in the family. So, it can be considered as the source of power as argued by Marxists. Economy makes great impact in the other structures of the society. Those mother-students, who have job, don't have this type of problem in the family. They have different type of problem. As Ollenburger and Moore (1992) wrote that the Marxists believe that the economic dependence is part of the system that maintains marriage, the family and mothering. Also Walby (1990) argued that the women are freely employed in the home and even in the employed sector, she is paid less to make women dependent to the male and patriarchs.

3.4.2 Job

The jobholder mother-students have to work hard to get enough time to the study for their Master's degree. Since the mother has to give full effort to the household responsibility, she couldn't work outside of the house to earn money and they can't get money from the household responsibility, they should rely on someone to be paid for her expenses. Some of the women to whom the researcher wanted to conduct this study, has already left their study because of the pressure of the job and household responsibility. So, the job could be the challenge for the mother-student even it provides her the expenses.

Case 3 is also working as an administrator in one of the schools in Pokhara. So, she has to give time and effort to the school as well as to the study along with the family. She desperately said that sometimes she didn't have time for the personal life because of the different responsibilities like household, family and job. She used to study at night only one or two hours after all the family members had gone to bed during the examination. So, she couldn't pass the first year regularly.

Case 25 said that she was so busy in the job that she couldn't give time to the study at home as well as in the campus. She had to give up one or two periods in the campus to go to the office. She even had to leave her daughter in the maternal home for the sake of her job.

Although it is helpful for the person to do job for their future as well as for the expense management, they have to sacrifice something for that. That's why these mother-students, who have been working for the educational as well as for other expenses, feel very tiresome and hard lives. That's why they can't give their full effort in the study as well as to the family. This is also represented in the diagram as follows:

Fig 2: Relation between Job Possession and Study Hour

In the figure as those students who can study two and less than two hours are considered in the low category whereas the students who can study more than two hours are categorized in the high category.

The mother-students, who have occupation, feel very tired and busy in their lives that some of them are frustrated and exhausted in their personal study and household lives. Because of the exhaustion, some of them are planning to leave the job whereas some of them have already left the jobs too.

Case 4 said, "I am an employee in an office near my home but it is very tiresome for me to attend the class. So, I don't go to the campus and I have never attended the class yet. I am planning to take one month leave from the office for the preparation of the examination. I can't study at home these days because of mental pressure and exhaustion. If I study at home these days, I can't concentrate well in my study."

Case 15 has the same problem as above. She tries to study in the break time in the office for the preparation of the examination. Some of the respondents who work and study are feeling to give up the study because of the frustration but they have still managed to study as well as to work like the cases 3 and 11.

So, from these case studies, it is clear that the mother-students are directly affected in their study because of exhaustion especially those who have job. Bhandari (2005) also concludes that the triple workload i.e. household responsibility, study and job make them stressful physically as well as mentally. That's why it affects their study as well as career. Also, the mother-students sometimes feel that they are not able to give time to the family as well as study.

CHAPTER FOUR

OPPORTUNITIES TO THE MOTHER-STUDENTS

The earlier chapter discussed about the challenges of the mother-students. This chapter converses on the different inspiration to the mother-students. There are some inspirational elements which guide these mother-students to join the master degree. Although there are too many challenges to the mother-students, they are given the opportunities to study in the Master's level and because of their education, they have got different opportunities. They are getting opportunities in the family and society. Due to the different factors like global women movement, global educational right, information technology, mass media etc, the condition of the women is changing day by day and they are getting different opportunities in different sectors like society, family, employment, politics etc. In the *Collins dictionary of Sociology*, equality of opportunity is defined as the idea that reflects the equal rights to compete and attain the position in the society as well as in their area regardless of their conditions like gender, class, age or race. These mother-students are given different opportunities (Jary & Jary, 2000, p.188)

Some opportunities grasped by mother-students are categorized into the following categories:

4.1 Social Opportunity

Human beings are the social being. One cannot be apart from the society. These mother-students are not apart from the society. We have already discussed in the previous chapter that these mother-students are facing different challenges in the society. Although the mother-students are feeling many challenges in their journey of study, they also feel that they are given opportunities in and by the society. It includes the family, relatives, friends, campus etc in the context of this study. The mother-students are given opportunities in their education by different persons in the family, campus and society. In this section, the researcher categorizes different social opportunities into the following categories:

4.1.1 Honor in the Family and Society

According to Engels (1884), the women are prohibited in the equality process in the patriarchal society. Engels in his book '*The origin of family, private property and the state(1884)*', describes that women are subordinated to the men in their family as well as in their society by captivating their ability, knowledge, skills, desires by promoting them only to the household boundary. But in this study, it is deduced that, mother-students are being provided opportunities in the society and the family.

These mother-students, who study in the Master's level are feeling honored in the family as well as in the society because of their education. They are well-treated by their in-laws and husband in the family and respected in the neighborhood, although there are some exceptions that some of the respondents are not well-treated by their neighbors like the cases 2 and 3. Those people, who don't know their educational status and ignore them, also pay attention and be respectful towards them after they get to know about their educational qualification. They are given support in their further educational journey and steps in the family.

Most of the respondents said that they were respected and loved in the family as well as in the neighborhood. Case 3 said, "My father-in-law is proud of my academic qualifications. He also insists me to complete my study as soon as possible. He has already talked to one of principal friends in the +2 level to appoint me as the teacher in the +2 level after the completion of my Master's degree."

Case 10 said. "I am the only person in my home to study up to Master's level, so my family gives me honor and support to my study. My brother-in-law suggests me to complete the Master's degree at any cost."

Case 25 said that she is more educated than her husband, so her husband also gives her due respect and is supporting her to complete her degree.

Society comprises of different category of people. Uneducated, educated, rich, poor, different ethnic groups, etc are in the society. But above all, educated people are well treated in the society. Some of the respondents have felt that they were well treated in the society as well because of their education. The society members give respect and honor to them after knowing that they are educated. It is the present scenario in Nepal

that the women are increasing in the higher education with the full support from the family and society. The number of women in the higher education is increasing in Southern Asian countries because of the special role of different organizations like UN, different NGO's and social activists (Bullock, 1994).

Also, as Subramanayam (1999) concluded the role of women in the family as well as society is altering. The women in the higher education are the progressive group who seek the changes in their societal and familial role. The educated men and women in the society like Nepal emphasize that the man and woman are inherently equal.

4.1.2 Inspiration in the Home

Another opportunity that the mother-students are getting is the inspiration in the home. They were inspired in the home by their in-laws and maternal family as well. Because these women are well educated, they are well treated in the home. Those who live in the joint family, they are supported and inspired to have education. Not only by taking care of the children, the family help them by carrying out their household responsibility and taking care of the educational expenses too.

These mother-students are feeling supported and inspired from their family. Most of the respondents are supported by their husbands and in-laws to their study by taking care of the child in the home. Husbands not only help the mothers to care the child but also help to take care of the household responsibility. Respondent number 11 mentioned that her husband would take care of the child and accomplish household duties while she went to the college.

Case 11 said, "If my husband wasn't there for me, I would surely quit the study because of the pressure of job and household and children responsibilities. He always supported me by taking care of our son and he also helped me to prepare food and get our son to go to the school while I was in the campus during the morning time. And he used to take care of the son in the daytime while I was in the duty. So, without his support, I couldn't make it happen."

So, from this study, it is seen that support from the husband is vital for the post-marriage education for the women. Because of their education, their husband

supported them and encouraged them to study more. The same condition applies for the family members as well.

Case 3 said, “I was too frustrated once and wanted to quit the study, but my father-in-law insisted me to study the Master’s level and forced my husband to support me in the every possible way as he could. So I didn’t quit. All the family members are well educated, so they all inspired me to finish my degree.”

Case 3 also said, “I can convince my husband to quit my study, but I couldn’t convince my family members especially father-in-law. He has a dream to make me a teacher at the higher secondary level. So he continuously encourages me to finish the degree and insists my husband to support me to complete it.”

Some of the respondents are supported not only by the family members but also by the maternal family as well. Almost all the mother-students are supported by their maternal family members directly or indirectly. Due to the impact of globalization, the family members are aware of the importance of their daughter’s and women’s education. (So, because of the awareness that they get from the education, culture, media and communication results their reaction towards the daughter as well as women in the society which is the result of globalization). In the past, the society and family members were not able to give education to the females in the family, but in the course of time and changing scenario of global status, the family members are also conscious and aware of female education. Because of the different reasons like means of media, investment of the government in the women education, foreign relation of the nation etc, the scenario is well established for the women in the educational sector (Thapa, 1985)

4.1.3 Grouping of the Peers with the Same Conditions

The class mates are important persons someone’s life. They also give motivation in the life of a student. These mother-students are well supported by their class mates in different sectors: study as well as in managing time for the study. Most of the respondents are encouraged and inspired by their class mates and friends’ circle in the campus as well as in the social life. They have very well established bonding among friends.

Cases 1, 2, 3, 7, 10, 11, and 22 are friends in the campus and they also share their emotions, experience, as well as study problems among the friends and try to help each other as possible as they can. They share class notes, books, and try to communicate each other in vacations also. Among them, respondent of the case 10 said, “My friends come to my clinic daily and encourage me to study. I couldn’t go to the campus during my pregnancy but my friends came to see me in my home and encouraged me to continue my study. They helped me to have class notes and other materials which are shared in the class during interaction in the class. So, my friends are really helpful to me.”

Cases 15, 17 and 21 are colleagues in the same school and they are good friends too. They also share their household and family problems among the group. They share their experiences and try to find solution through those experiences of their daily problems.

Cases 13, 24, 26, 27 and 29 are also class mates. They usually sit together in the campus and share class notes and subject material together in the class as well. They sometimes go to the canteen for the snacks and share their feelings and experiences of the daily household problems and find out solution among themselves. They encourage each other to continue study even in the difficult situation.

So, peer motivation is also the opportunity to have in the life of these mother-students. These groups of students are really important for one another. They are useful for the information of the notice from campus as well as for the help in the exam preparation.

4.1.4 Use of Family Planning

Although the student-mothers are not able to use contraceptive in the beginning of the marriage, they are able to use family planning after the gap of some time. Because of the awareness of the family planning measures through their education, they use this. After the birth of the first child, they are aware and able to use contraceptives. Because of the child, they came to know about the value of time and education, so they are aware of gap between the two issues. Their study also has given them confidence and courage that they can freely express their choice and desire to their husbands and family.

Case 2 said, “I have got a daughter and we are now planning not to have another child for some years. My husband and family also support me on that topic. First of all, I want to finish my Master’s degree and then I am planning to join the job and after that we may have our next child.”

Case 8 said, “I requested my husband to use contraceptive for two years in the beginning of my marriage. And after the gap of one year, we decided to have a child because of the social and cultural obligation. But after the birth of first child, we have been using the contraceptive to stop the next child. My husband is supporting me to have the family planning as well as to continue my study along with my career.”

Most of the respondents have just a child and they are planning to stop the child for some time. They are consulting with their husbands and family about the family planning. Most of the respondents feel that because of their education and family support they are able to have family planning.

So, these mother-students are becoming aware of their family planning and their future. Because of their education, they get courage, knowledge and inspiration to plan for the family. Because of the global concept and flow of knowledge and culture throughout the world, it becomes easier for one to adopt and conceive the idea from the world. Global campaign of family planning, family education and educational awareness, these women are able to get the knowledge and improve their lifestyles. Changes in the global political economy have a great effect in the lives of women (Afshar & Barrientos, 1999).

4.2 Economic Opportunity

According to Ritzer (2000), economic field is considered as the base for other structure in the Marxism. It affects other aspects of the life and it is also affected by them. In this section, the mother-students are involved in the economic field in which they were affected by their education. There are two opportunities related to the mother-students, they are discussed below:

4.2.1 Opportunity to Job

Because of their educational capability, these mother-students are getting chance to take up job. Although there are too many struggles in their lives, they do job. Some of the respondents have been doing job before bachelor and some are doing after the completion of the master second year examination. Some of the respondents are planning to do job after the completion of the examination while some others are preparing for the job in the government sectors.

Respondents of the cases 5, 6, 7, 8, 12, 13, 15, 17, 18, 19 and 29 are planning to prepare for the Civil Service Commission next year. Case 7 is also studying in One year B.Ed. which helps her to prepare examination to become a teacher in the government school.

Case 1 is doing job in an NGO in Pokhara because she is studying in the Master's level in Sociology and it helps her to work there. She is working there as a part time employee because of the daughter's responsibility.

Case 4 is working in an office. Her position in the office is related to the mothers. So, her conditions and study help her perform well in the office. So she really feels great because of her conditions.

Sometimes, it can give conflict in the family regarding the educational expenses. Like the respondent of the case 15. She used to have verbal conflict with the husband while she was studying and was not working. That's why she joined the work just after second year examination. She also got the job according to her education qualifications.

Case 22 is planning to compete in Teacher Service Commission after the completion of Master's degree.

12 out of 32 respondents are working and they say that, although there are too many challenges to do the job along with the child, they are capable to do job because of their study. They feel that their education gave them confidence and courage in their career and daily lives.

Their education gives them economic independence from the other members of the family. They are getting jobs because of their education which makes them capable to

cope in the job. Also, it gives them internal satisfaction and solution to the conflict in the family. It all happened because of the global campaign of the women movement and awareness. Because of the awareness of the people through different media like television, radio, newspaper etc., the conditions of the women in Nepalese society is changing day by day and it is going in the favor of women to build their life and status in the family as well as in the society. So, through the education the Nepalese women gradually become more conscious about ameliorating their condition (Thapa, 1985).

4.2.2 No pressure of Job

Since mothers are too busy in their home taking care of everything, they have no time to do job outside the home. No one can force them to work for their own expense. Some of the respondents in this case study also don't feel the pressure of job.

Case 5 said, "I was working as a teacher in the secondary school in Baglung district. But after I had borne the baby, I left the job and came back to Pokhara and started to study the Master's level at Prithvi Narayan Campus. Now I don't have job right now and my husband usually sends money from Baglung and he sometimes comes home as well."

Case 7 said, "I don't do job right now and I am totally a housewife. So, I have now plenty of time to study and prepare for the Civil Service Commission. I am also planning to work after the completion of the Master's degree. My examination in the first year was good and I am waiting for the campus to be opened for the second year."

Case 9 said, "My husband is an officer in the Prithvi Narayan Campus and he insisted me to finish the degree first and then to have the job. So, because of this, I got enough time to study at home and that creates no burden on me regarding the household and family responsibilities. I have passed my first year with good marks and am preparing for second year examination and hope to do well in the second year as well."

There are other mother-students also who don't have the job because of their children and household responsibilities like respondent numbers 18, 20, 22, 30, 31 and 32. They don't want to do job as well in these conditions because that may create pressure in the family as well as to their lives also.

So, because of relief from the job, and just having only household and family responsibilities, the mother-students are able to do well in their study as well. They are not forced to do the job to support the family, so they can use their spare time to study for the examination as well as for the preparation for the competition in the other governmental services and good job as well in the future.

4.3 Professional Opportunity

Professional opportunity includes the opportunities that relates to the campus and their career. Because of their education, they are getting not only the social and economical benefits but they are also getting professional opportunities which affect their career and study. Because of their study, they are getting opportunities which give them capability, courage and time in the campus for the job and study.

4.3.1 Capability and Courage

Through the education, one can get insights and knowledge about the life and skills. Through that knowledge and skills, one can take the challenges of life. From this case study, it is found that some of the respondents believe that they have the capabilities which are necessary for the life. Because of these capabilities, some of them think that they are able to get good job as well as eligible for the competition in the future job.

Respondent of the case 1 said that she was doing job in an NGO and her study also helped her to cope in the job and she also believed that she was able to get good position in the near future in the NGO. Now she is feeling courageous.

Case 9 says that because of her qualifications, she thinks that she is getting capabilities to face many challenges in the life like management of the household expenses, children discipline, job etc.

Case 32 is also expressing her thought about the capabilities that her study gave to her. She thought that her study gave her qualification as well as capabilities that were required for the career as a teacher in the near future. According to her, she is now ready to face any challenges in the career.

Thus, we can say that education gives these mother-students capability to face different challenges in life. This capability gives them courage to withstand different

challenges. They are now becoming courageous in the society to talk about the condition and challenges to them. That's why it can be considered as the result of their education to make them courageous and capable in their personal as well as social life. Education has given them awareness and idea of the worldview which help them to transform their lives to the global concept. The women now are comfortable and courageous to compete in the society for the survival. Because of the globalization, the thought and movement of different feminist regime and awareness programs have their effect in the personal lives of the mother-student along with the society and government. Changes in the global political economy since the 1980's, had a dramatic effect on the lives of women, who have become increasingly integrated as players in the world's production and consumption processes. Women have been affected by globalization in the midst of diverse aspects of their lives and in the furthest reaches of the world. The effects have been multiple and contradictory, inclusionary and exclusionary. (Afshar & Barrientos, 1999)

Majupuria (1982) said that the expansion of the women education and employment uplifted the women status in the society.

4.3.2 Time for Study

The students in the Master's level are mostly employed in the context of Nepal. So, some students in this level are unable to manage more study hours. But in the case of mother-students, they are capable of using time on their own. They are somehow free to use their time by themselves. Especially those who don't have job have more time to study at home. It depends upon them whether they want to study or not using their time especially during the day.

Respondent of the case 7 said, "I have got no job at this moment and I would be free during the daytime. But I don't study too much because of laziness. I can study freely on my own in the daytime." Same condition applies to the respondents of the cases 8, 9, 19, 20, 22, 30 and 31.

Case 31 said that she would be free in the daytime but she rarely studied in the daytime. She would spend her time by watching TV and using mobile. According to her, she becomes lazy during the daytime; otherwise she has enough time to study at home during the day time.

So, in the case of mother-students, there are possibilities of getting time to study after the completion of the different responsibilities. It depends on them, how they want to use time in the leisure time. The economic and social statuses of the women have been improving because of the education and different training (Bullock, 1994).

Also, because of the involvement in the different global organizations like UN, CEDAW the Nepalese government prohibits the different inequalities and provides the basic rights to education and other services to women which give positive start to the women movement (Sangroula, 2001).

So, from this study, there are not only challenges for the mother-students in the family and society but they are also provided different opportunities and facilities in the pursuit of the higher education. Although Nepal is a traditional society, the concept towards women is changing day by day. It is because of the changing scenario of the world and society in course of time with respect to the global world. Because of the changing nature of society, it is altering and as a result the condition of the women is also changing. Yes, we can see the different challenges they are facing in the family as well as in the society, but we can't ignore the fact that they are getting and given opportunities.

CHAPTER FIVE

SUMMARY, FINDINGS AND CONCLUSION

5.1 Summary

As the education is considered the most important aspect for the human being, the mother-students are also struggling to study in the post graduate level. These mother-students are not only challenged by the family and society but they are also given opportunities to join in the Master's level. Although these women are well educated and aware in their lives, they are also affected and challenged by family and society in different aspects of the study. This study is trying to search the different realities and facts related to the mother-students who are studying in the Master's level.

To sum up, this study was an attempt to explore the problems and challenges of the students- mothers studying in Prithvi Narayan Campus. Specifically the objectives of the study were:

- i. To identify the challenges the mother-students are facing during the study
- ii. To analyze the opportunities they are getting from their study

Although this is an academic thesis for the fulfillment of the master degree, it can provide some genuine information related to the women education especially to those who are mothers to implement and make the plans for their future. The study was conducted among the mother-students of the different faculties of Prithvi Narayan Campus of Bagar-1, Pokhara. Within these faculties, only the science faculty was not touched because of the absence of the respondents. From each of other three faculties, viz. Humanities, Education and Management, the case studies were conducted among the 32 respondents. Although the number of female students in the campus is finite i.e. 898, the number of mother-students couldn't be found.

Following the techniques of purposive and snow-ball sampling, case studies were taken to 32 respondents. Descriptive as well as exploratory research designs were followed. I applied the theory of Patriarchy, Marxism, Feminism and Globalization to theoretical framework. Both the dependent and independent variables were measured using the case studies. Data were collected from mid December, 2015 to mid May,

2016. Primary data is collected by the case studies and secondary data is collected through the campus administration. And the collected data were analyzed on the basis of the content of the case studies. It is a sociological study; however, the study has been made a qualitative study as the subject is sought. Qualitatively data were manually arranged and use descriptive method to analyze it.

Owing to limited budget, time, manpower, source, records etc the whole mother-students couldn't be covered. Since there are not any records regarding the mother-students in the campus records, the researcher himself had to go to the classes and consult with the friends in the class for the search of the respondents. Some of the mother-students were not willing to cooperate, so they were not forced to give the time and information for the study. As we all know that, for the reliable and effective data, large number of samples to be selected for the study. But because of the indefinite and unknown nature of the data, purposive and small sample size is covered. Also, because of the gender gap of the respondents and the researcher, the respondents could feel hesitated to share many things which could be uneasy for them, to which the researcher is not allowed to force.

For the purpose of the study, case studies are taken using the snowball sampling technique. Also the lifestyles of some of the respondents were observed in the home, campus as well as in their workplace. Most of the respondents were visited more than once. Some of the respondents were observed directly as well as indirectly in their field. Thus, this study tries to extract the innermost and deeper facts and reality of the data. Since all the respondents are well educated and well mannered it is not felt hard to share about the concept of the thesis. But it is very hard for the researcher to get the appointment for fieldwork from the respondents because of their time schedule and the nature of the study itself. That's why it is sometime tiresome for the researcher as well to meet the respondents and collect information.

5.2 Findings of the Study

From the study, it was found that most of the respondents are from well educated Brahmin-Chhetri family. Out of 32 respondents, 29 i.e. 90.6 percentages of the respondents were from Brahmin-Chhetri family followed by 6.2 percentages Janajati

and 3.1 percentages disadvantaged. Most of the respondents were from Hindu which is 89.7 percentages and followed by Christians which was 9.3 percentages.

By age, mean age of the respondents was 27.9 years whereas the modal age was 25 years old (15.5percentages) with standard deviation of 3.325. The range of the age was 15 i.e. age interval of the lowest and highest age was 22-37 years old.

The respondents, i.e. 65.62%, 25% and 9.38% of them, were married during Bachelor, +2 and SLC levels respectively. Faculty wise, 59.38 percentages of the respondents were from humanities whereas 34.38% and 6.23% were from the faculty of Education and Management respectively. And 28.13 percentages were from first year whereas remaining 71.87 were from second year.

On the other hand, these mother-students are being challenged and given opportunities in their study. The main findings of the study related to the topic can be listed as below:

-) The women are not out of the boundary of their responsibility even in the educated family. They also have challenges and barriers in their life. The main challenges are domestic (household responsibility, children responsibility, family responsibility, husband's inability to spare time, absence of elders to take care of the children in the nuclear family and conflict in the family) cultural (early marriage, rumor mongering in the neighborhood, compulsion to have child after the marriage, value in the family, coordinator in the cultural practices), professional (obligation to change the subject and objectives, career at stake, lack of time to job and study, timing of the campus, pregnancy during examination) economic (conflict in the family, job) .
-) They are not only challenges in the journey of their study, but they are given opportunities as well. The main opportunities found in this study are social (honor in the family and society, inspiration in the home, peer motivation, family planning) economic (opportunity to job, no pressure of job) and professional (capability, courage, time to the study) opportunities.

-) Self encouragement and support from the family especially from husband is the main source of encouragement to the mother - students.

5.3 Conclusion

In the past over years of Nepal, women were prohibited from getting education, but nowadays the circumstances have been changed. Although there are too many challenges for the women to get education after the marriage and being mother, they are getting this opportunity. Many women are coming to the campus to complete their study even after being a mother. With the help of their husband, in-laws, maternal family, and peer motivations they are getting the opportunity to go to campus. Many women come to the campus even during pregnancy showing their bulging figure in the campus. Although there are too many conflicts in the family in the sense of getting power of resources and capital in the family, they were allowed to get education. This change is occurred due to the rapid growth in the awareness through the globalization process. The main conflict is related to the expenses of the study. That's why mothers are willing to get the job just after the finishing the study.

From the view point of Marxism, the women are limited to their household and family but it is half true that they are bound by the male part in the family and society as the most of the cases described that they are inspired by their family members especially father, father-in-law and husband. Although the women are bound to the family and household in economic point of view, they are treated as equal in the family nowadays. Women were treated as the subordinated being in the family and society but if the women get the higher status in the society especially through education, it could be diminished slightly. As Walby (1990) argued in her theory, 'Theory of Patriarchy', women are dominated by the patriarchs i.e. male in the society not to let the women have the opportunity to participate in the family and the society, but the theory of patriarchy as explained by her is not hundred percent true. Of course, the family and society affect the mother-students in their decision making role, but the men, especially educated, are changing and they are behaving as if there is equality to the women.

In some cases, the mother-students felt that they are exploited and subordinated by their husbands in the family as explained by some feminist theories. Marxist feminism

is also seemed to be irrelevant in the Nepalese educated society these days, where these mother-students are getting opportunities to the education and employment of their choices. Socialist feminism is somehow relevant in the Nepalese society, where women are dominated in the family and the society. But it is not domination to be a mother and caring and rearing a child. It is like a blessing for the women as some cases had reflected during the study. Another feminist theory, radical feminism is also not relevant in the Nepalese society, because of its radicands. It argued that women are subordinated by men in sexuality. According the radical feminism, the status of women is degraded in the society by the biological reproduction and capitalistic mode of production. In some cases, it seems true that the birth of the child degrades the women's career. But here in this study, it is deducted that the respondents are given priority and honor because of her maternal ship and they are well respected and given opportunity to their study and career.

The position and role of the women are altering due to the changing scenario of the world nowadays. So, globalization is also the main reason behind it to bring changes in the society. The conditions of women are changing in the present day and in near future it is going to be a new era for them to be educated and employed. The study showed that as Marxism, theory of patriarchy and in some context feminism too, argued the condition of the women in the society in the context of Nepal is not totally true, but the condition of the women is changing due to the process of different aspects like mass-communication, global education, cultural, political and social exchanges, and media etc which are the elements of globalization. The condition of the women especially in the well educated family and for the mothers who are highly educated is becoming more honorable and improving despite of different challenges.

5.4 Suggestions to the Future Researchers

This study tried to extract the best result as possible as it could be. However, this study suffers some limitations. Theoretically, the study can focused in single theory to test the related theory. Sample size could be taken more than that of this study, from where the conclusion and generalization could be more relevant and strong. Also, the study area can be made wide including under graduation and +2.

This study deduced and explained about the challenges and opportunities of the mother-students in the pursuit of academic qualification. But there are still many fields that required to be studied like causes to bring the changes in scenario of women's condition. Similarly, the study can be compared within caste, religion, statuses etc. Moreover, the study can be conducted outside of Prithvi Narayan Multiple College and different parts of Nepal. Methodologically, the study can be conducted using different tools and techniques rather than case study. And one can apply different quantitative statistics to test the hypothesis like 't' test, ' χ^2 ' test, correlation coefficient etc.

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Appendix A

Cases of the study

Case 1

Case 1 is a 28 year old Brahmin lady studying Sociology part 2 at the Master's level. She has just passed her second year with second division and is preparing for thesis to complete her degree. Her husband is a government officer. She has got one daughter of 4 and half years old. She had got arranged marriage at the age of 21 while she was studying Bachelor's degree. She is living with her husband and her daughter in the government quarter near Rastra Bank Chowk, Pokhara. She is also working in one of the NGOs in Pokhara valley as a facilitator. She is working as a part time employee in the office because of her responsibility to her daughter. She can only devote 10 am to 3 pm in the office. According to her, she tried to avoid the marriage to complete the study but because of the pressure of the parents and conviction of the family of would-be husband, she was convinced to marry. She also thought that it was the right age to marry and start a family. So, she also didn't use the contraceptive. But now she has planned to stop another child for the time being. Since her family is from Brahmin caste, they were education conscious and supported her in education. She has passed her SLC and +2 with good marks. Then she joined the Bachelor's level in Prithvi Narayan Campus in the faculty of Humanities with English as a major subject. Then after her marriage, her father-in-law inspired her to join the campus. He wanted her to finish the Master's degree. He also insists his son (her husband) to give time to the daughter so that she can give time to study. She is self supported from economic point of view but her husband also supported her economic expenses. Her husband also gives support to her study, but cannot give enough support because of his service. Also, she is self inspired to have Master's degree.

She became mother while she was studying first year with major English. But because of the complications of time management and responsibilities, she quit the study at that time as well as her job in the office. After the gap of two years, she left her daughter in her mother's house and began her Master's level study in Sociology discipline. According to her; during her first year her daughter was in her maternal home and she brought her home in the second year. She had hard time for study during the second year examination because of her daughter. She had to feed her, take her to the bed and take care during that time. She gave full time to her first year class but in the second year, she was not regular in her class because of her daughter's responsibility. She couldn't prepare her examination very well, but she passed her exam. But she wasn't satisfied with the result. Since she had changed her subject from English to Sociology in the Master's level, she felt very hard in the beginning. But because of her innermost desire to complete the degree, she is able to pass the theoretical paper of Master's level. During her study in the campus, she had no time to participate in departmental activities rather than study. She had to hurry for the job at that time. So she had to give her full time to her daughter. In her first year classes, she managed to attend the class but in the second year, she couldn't attend the class regularly. Also she even couldn't participate in the departmental work because of lack of time. She was also unable to get information of extra-curricular activities, so she didn't get chance to participate in the department. But she used to take part in the class interaction actively. She was friendly to the teachers as well as to the students. She felt entertained in the class and had good relationship with others during her study. Even then, they are trying these days to have get-together. She had other friends who were mothers

during her study. They used to share their feelings to each other and class notes as well. She tried to share note copies from her friends. They had taken tuition of Master second year by making group also. Since she is working in the NGO, her objective to study the Sociology is to improve her skills in her job and future in NGO. She had intention to have good job in the NGO, so she took up Sociology. She also feels that everybody has to study Sociology because she thinks it's important to study about society. She also wants to study Master's degree to gain upper level knowledge.

She thinks it's good to have children and feels complete while having children. But she also feels frustrated because she had to abandon her study and career. She thinks it's got no beneficence to have children during the study because it's hard to manage the study as well as household work. She also gives her suggestion that women have to marry after finishing Master's level. She is now working for three days a week and planning to employ care taker for her daughter to finish her study (thesis). She sees no beneficence of being a mother during the study. She also wishes to live in the joint family, so that she could get good guidance and support to pursue an academic as well as professional career.

Case 2

Case 2 is a student of Sociology at Master's level part two who has just finished her examinations. However, she has got some back paper from the second year. She is living in Hemja bazaar in a joint family. She has got one daughter of two years of age. Her husband is working in the bank. There are father-in law, mother-in-law and their daughter in the family along with her husband and a daughter. She is related to the highly academic family. She had got love-arranged marriage. She gave birth to the daughter during her master first year examination. She has passed her second year paper but there are two back papers from the first year.

Her maternal family is well educated and supports their all children to get good education. Since she used to be good in her education as well in her other activities, they inspired her to attend the campus. She was very active during her school age as well as in her campus level in extracurricular activities. She passed her SLC and +2 from the local school in Hemja. She was married while she was studying at Bachelor's level. At first, she was thinking that it wouldn't affect the study and she had an objective to pass the Master's degree easily. But after the marriage and having the baby, she felt that it was very hard for her. After the marriage, she was little bit busy in her family as well in her household work. Since her family is so supportive of the education, she is still studying at the Master's level. She explains that there are no barriers from her family side. But she said that her neighbors make rumors of it. According to her; since her family supports her education, it doesn't matter what others would say.

She is living in Hemja Bazaar, so she has to get up at before 5 am in the morning to go to the campus. There she had to catch the bus early in the morning, because during the morning class only two buses are available for the students. She said that she never got the seat in the bus during her class. But she rarely missed her classes in the campus. She told the researcher that she was working in the consultancy during her first year. But after her daughter was born, she left the job because of daughter's responsibility. She had got her daughter during the first year examination, so she couldn't attend all the papers of the first year examination. She said

that because she thought she could be eliminated from the Master's level, she appeared in the examination of only one paper from first year during her pregnancy. But the result was not so good, so she had to give all the papers as back paper. Also, she had to abandon English as a major subject and opted Sociology so that she could spare enough time to take care of her daughter.

Her husband is working in the bank, so he cannot give much time for her to care during her campus days, so the mother-in-law would take care of her daughter. But he supports her economically. So she was able to take the whole class during her second year. She had also passed the whole second year papers in the first attempt. Her maternal as well as her husband's family inspired her to join the campus and they want her to hold the certificate of Master's degree and especially her father-in-law insisted her to complete the degree anyhow. Even though she is out of her maternal family, they force and even argue with her to finish at least Master's degree. Her mother-in-law helped her to go to campus during her second year by caring the daughter. After the completion of the Master's degree, she has a dream to get a good job in the government sector. Anyway she wants to make a good career, so she joined the Master's level. Now her husband and she are planning to stop another child for the time being and focus on her career ahead.

Now, she is preparing for the thesis, so she is working hard to get to the topic and preparation for the proposal. At last, she said that although it was hard for mother to study during their motherhood, mothers shouldn't give up their hope and seek support from the family.

Case 3

Case 3 is a 33 years old lady studying in the Master's level with Sociology as a major subject. She lives in a joint family with her husband, father-in-law, mother-in-law, daughter and sister in Ram Bazaar, Pokhara. She has two children; one son of 13 years of age studying in class 3 and a daughter of 5 years of age studying in class LKG. She is working in the local school in Pokhara as an administrator. She has got a share in that school too. Her husband is a businessman. She is from Brahmin family and all the family members are also well educated. Her maternal family is also well educated and supports her educational career. She had got arranged marriage just after her SLC at the age of 17. After that, she had to complete her educational journey up to this time. She had her first baby while she was studying in Bachelor first year. She was unknown about the marriage and family at the time of her marriage. During that time, she wasn't able to avoid the marriage because of the family pressure. Her would-be in-laws convinced her that they would allow her to study and provide other freedom after the marriage. During that period, she and her husband planned to have a baby after some years. And they had their first baby after three years of their marriage.

She was regular during her first year in Master's level. But in the second year, she was not regular in her class. Although, her family is so supportive of her education, she can't give sufficient time to her study. Since she was working in the school as an administration, she would be too busy during the daytime. Also, sometimes, she has to teach in the classroom while other teachers are absent. So, she couldn't give her full concentration in the second year class. Her examination of first year was not good and she had got one back paper to pass in the first year and also one in the second year. Her maternal as well as the family from her husband support fully for her education. Sometimes, she wants to quit but they encourage as

well force her to complete her Master's degree. She has got good supports from her husband as well. She said jokingly that she could convince her husband about quitting her education but it is not possible for her family. Her mother-in-law took care of her children during her study in the campus. She used to come to the campus on her scooter.

She added that she couldn't give her time to the extra-curricular activities of the campus during her study because of her duty in the school. She should go to school at 9:30 am. She felt very hard for her study during those days. Although her family supported her in the education, she had to struggle with time and strength. In the morning, she had to prepare her children for school, in the daytime she had to work in the school and at night she had to perform her household job. She couldn't give full time to her study. So in the first year she gave time to the campus, but in the second year, she couldn't be regular. She even couldn't give time to her private study at home because of her duties and responsibilities. She had to give time to the family, children, school, and her husband but she couldn't spare time for herself.

She is studying in the Master's level because she wants to increase her knowledge and she wants to build her career through her study. For her study, she is self supportive in her educational expenses. Sometime, she feels that she wants to quit her study, but her family and husband force and insist her to finish the degree. The father-in-law told her that he wanted to see her teaching in the college. And he encourages her to complete the Master's degree and has given the word that he will talk to the nearer +2 school for her to teach. She said that although the family was so supportive, she had to compromise with many things like time, strength. She said that there were no barriers in the family. Despite of the neighbors' remark, she doesn't care because of the family support. So, she is satisfied with her academic life. She said that it was complete for a woman to be a mother, but she had to struggle with many things in her life to have fulfilled her dreams.

Case 4

Case 4 is a 33 years old Christian lady studying in the Master first year who has two children; a son of 13 years old and a daughter of 7 years old. She is a student of Sociology Master first year. She got love marriage at the age of 18 years just after the SLC. She had her first baby at the age 19 while she was studying in +2. She passed her Bachelor in English and Population. She was married in her teens and now she is in her early thirties. She lives in Nayagaon, the southern part of Pokhara municipality. She is working in one of the offices around Nayagaun as a coordinator for nearly thirteen years. Her office starts from 10 am and ends at 5 pm.

According to her, she was good at study in the school level. But after the marriage, she felt a little bit harder than in the maternal home. She passed her +2 from the nearest community college. Since she had her first baby during that period, she felt too hard at that time. And she also passed her Bachelor in the same college. According to her, she couldn't attend the class regularly. So, she took the home tuition at that time and she spent around Rs. 100,000/- for her Bachelor's level in the tuition to pass the exam. In her Bachelor's level, she had English and Population as the major subjects. But now she has changed the subject thinking that it could take her time in the study. So, she took Sociology as her major subject thinking that it is more practical and easier subject than English.

According to her, she is not a regular class attendant in the Master's level. She has busy life and rarely gets chance to go to college, but she believes in self management for the study and child caring. She spends her time in household work in the morning and she has to go to office at 10 am, so she hasn't attended her campus class yet. She now thinks that she married in hurry by ignoring her future and career. At first her parents were angry with her, but now everything is settled. She was also not thinking about the family planning in the passion of the teens, so she had her first baby so early while she was studying in +2.

She is inspired by her husband in the study who is working in one NGO of Pokhara. Since she is good student from her childhood, she wants to continue her study. She is also ambitious in her study. Since she is the only daughter in her family to have graduation, her family as well as her in laws inspired her to complete Master. She had a dream to complete the Master level. Also she is satisfied with her condition because she is getting support from her family as well as from her husband. She has no obstacles in the study from her family side as well as society. She is getting support from her husband, family as well as society. So she is satisfied in her day to day life. Her life seems busy but she manages all the duties and responsibilities. Also she is learning many things in her day to day life.

She has an objective to clear her master degree in two year. It's like her dream to finish the master level. She also wants to give encouragement to herself by finishing master level anyhow. It's her ambition to pass the master level. Also she is interested in research project so that it can give her work some refreshment and help. Since both of the husband and wife are jobholders, they share their household duties in the home and also they are living in nuclear family, so there is no pressure from other member of the family. Since she is also a jobholder, she also can afford little bit in her study. She has no contact with her classmate because she never went to the class. But she knows some of her friends who are mothers and goes to the college. She also feels lucky for some of her old friends quit the study after being mother. She told me that, she is able to study two or three hours a day in the home after finishing all the duties and responsibilities of household and children. But in the night time, she rarely studies because of the tiredness. Also she has to share time with her family and husband. But she is planning to study daily after the examination form opens. Sometime she became frustrated with her job and household stress but her husband continuously supporting her. She also believes in the self encouragement. In this way, she is enjoying her journey to the study.

Case 5

Case 5 is a 27 years old lady studying Economics in master level. She is studying her second year in Economics. She has just appeared her first year examination and now she is waiting for second year class to be started. She is living in Fulbari, Pokhara with her 5 years son and her husband is working outside the Pokhara. They are living in the nuclear family, but their families frequently meet with each other. Her husband is a secondary level teacher in Baglung, the north part of Pokhara. He comes home in the vacations. She has got love marriage when she was studying in Bachelor second year at the age of 21. She gave birth to the son after her Bachelor third year examination. Because of her pregnancy, she couldn't concentrate on her exam at that time. So she failed to pass in the exam. After one year she has passed her exam with second division. Her son is now studying in UKG in nearer school from her rented house. She is from Magar family of Pame, Chapakot. She has passed her SLC from governmental school and came to Pokhara for her further study. She has passed her Intermediate and Bachelor level from Prithvi Narayan Campus.

She didn't think anything except marriage at the time of marriage because her parents were also talking about her marriage. She was thinking it would be easy to pass the master after the marriage to the educated person like her husband. She already knew about the family planning, but in the passion of the youth, she didn't care about that. But now the couple has planned to make child gap for some years.

After her Bachelor, she also went to Baglung with her husband for the job as a teacher, but after 2 years, she came back here to Pokhara for the Master level study. Although mathematics was her major subject in Bachelor level, she joined here master level with Economics as a major subject. According to her, mathematics would be too hard for her to study, so she changed the subject. Here in Pokhara she taught in the local school for some years, but because of time complication and for the sake of her son, she left the job. She is now preparing to complete her master degree. She couldn't attend the first year class because she came to the campus after the class started. So she barely attended the classes for two or three months. During her study, she had to walk for half an hour to reach the campus because there is no facility of bus from Fulbari area to her college. And she had to prepare food in the early morning around 4 am for her son. She used to leave her son to her auntie's house which was near form her room. But she couldn't take the whole class because she had to make ready her son for the school. So, she used to leave last period and come back hurriedly.

She told me that, she is also preparing for examination of One Year B.Ed with supervision as a major subject. She said that she had given examination in Lok Sewa Aayog (Civil Service Commission) for the purpose of governmental service. But because of the lack of time, she couldn't do better. During this interview, she was also preparing for the license exam. Since she has left the job and her campus is closed for the next season, she has got enough time to study. She is inspired by her husband to study in master level. Also her family, especially her mother in law, insists her to complete the master degree. Her mother in law frequently asked about her study in the phone. She said that her husband supports her educational expenses by sending some amount of money for the monthly expenses as well as her educational expenses. Also her father in law is retired army and supports the family by some monetary fund. She also has a dream to complete the master degree and wants to make a good career in the future. She wants to increase her qualification as well as her ability in the administrative work. She

wants to take part in the extra-curricular activities organized by the department but because of her son's responsibility, she has to hurry for the home. Also she doesn't notice any news from the department. She takes part in the interaction process in the class with teachers and students. She feels very interesting during the interaction process in the class. Everybody in the class room knows that she is mother and she has other friends in the class who has children.

She told me that, she has no complain about her maternal ship during the study. She has lost her some years of study because of the maternity, but she is satisfied and happy for she again could join the master degree.

Case 6

Case 6 is a 27 years old lady who is preparing for the thesis in the faculty of Humanities with Sociology as a major subject. She has passed her Master level theoretical papers. She is living in Masbar, Pokhara with her husband and son. She was living with joint family with father in law, mother in law and their sons but they are separated recently but living in the same house. Her maternal family is living in Prashyang area north part of Masbar. She has got arrange marriage after the Bachelor third year's examination. She was 21 at the time of marriage and she became mother at the age of 23 just after the examination of Master first year. Her son is now three and half years old and goes to the school in nursery class. She has passed her SLC from nearest government school from her maternal home Prashyang and completed her Intermediate, Bachelor and Master level from Prithvi Narayan Campus. She has passed her Intermediate level in education stream but because she doesn't want to be in the teaching field, she changed her faculty during her Bachelor degree. She has completed her Bachelor degree with Economics and Sociology as major subjects.

At first she wanted to reject the marriage but after the conviction by the going to be husband's family to let her to study in the future, she agreed. Her husband is also from Sociology stream and he has finished his master degree and nowadays he is working in one of the office in Pokhara. He was one batch senior than her during the class. He inspired her to finish the master level. But mainly she was inspired and encouraged by her father in law to join and finish the master level. According to her, she wants to study for the sake of knowledge gain and to increase the qualification for the better career. She is hoping to get the good job after her master degree. She is also planning to prepare for the Lok Sewa Aayog (Civil Service Commission). She is now working in one co-operative organization near to her house which starts from 10 am and ends at 3 pm. Then after her job, she has to go to her home and finish her household work and care for her son.

She was a good student in the school and intermediate level also. But because she has to give time to her son and household duties, she couldn't give enough time to her study during her master level. According to her, she joined Economics in the Master level, but because she felt it's hard and should give enough time to the study, she left the study and joined Sociology thinking it could take relatively less time in the study than Economics. She somehow passed the master level, but she has stopped the thesis work nowadays because of the lack of time. She used to take four classes out of five in the master first year because of time. She has to come home at 9:30 am and should be prepared for her job. During her class, she rarely gets time to interact with her colleagues in the class and she never had time for the extra-curricular

activities. She even didn't care about the extra-curricular activities, because she used to be in rush. She used to share her feelings in her own group of three or four friends in the class but she had no time to make any new friends during her study. And after the first year examination, she has given birth to her son. So, she feels lucky for that. And after the birth of her son, she rarely gets time to study. She couldn't take the whole class in her second year. Because she had eagerness to join the class, she used to try to go to the campus regularly. But because of job and her son's responsibility she sometimes couldn't go to the college. Also she even couldn't think of departmental activities to attend and participate. She somehow tries to participate in the classroom activities such as interaction, debate on the topic. She sometimes tries to give presentation before the class about the certain topic. Her mother in law used to take care of her son while she was studying in college. Her mother in law also helped her to raise her son while she was on duty. Another barrier she felt, is the lack of service of transportation from her area to the college. Because she lives in the area of Masbar, there is no availability of bus service to the campus from her area. So she had to travel to Prithvi Chowk, which is at least 800 meters from her home. Sometimes, she needed to change two buses to go the college. Because of this, she had to get up very early in the morning (around 4 am).

She supported herself financially in her study. According to her, since she lives in the urban areas as well as she has got educated people at home, she has not felt any sort of cultural barriers. It's her imagination that because of the lack of time management, she couldn't study well. She also feels that it is very hard for the mother-student to balance between the career and family. She said that they (mother-students) have to choose one between family and career but they can't choose both of them. If they choose both of them, she has to struggle very hard to find the balance.

She knew about the family planning, but she didn't use it because of the family desire to see the grandchildren after the marriage. Now she and her husband are planning to stop the child birth for a couple of years. Now she is planning to prepare for the thesis giving one hour of study at home. Since her son now can go to the school, she is trying to visit the campus for the departmental activities such as viva, presentation, conferences etc. She is planning to complete her thesis next year with the help of her husband.

Case 7

Case 7 is a 25 years old lady studying in the humanities faculty with Sociology as a major subject. She has just finished her Master's level second year exam but she has one paper left to get through in the first year. She is living at Masbar, Pokhara with her husband. She was married three years ago and they have two years old son. She had got love marriage when she was 22 just after her Bachelor third year examination. Then, just before her master first year examination, she had given birth to her first son. Her husband is working as a publisher in the local news paper and she is a complete housewife nowadays. She has to do all the caring to the son and complete all the household works. Her maternal house is at Kaskikot, Kaski. She had passed her SLC as well as her +2 from the local governmental school at Kaskikot and completed her Bachelor's degree from Prithvi Narayan Campus with Sociology and Rural Development as the major subjects. Her husband is originally from Bahumara of Kaski district. They are now living in the nuclear family in the rented house near Masbar area. After the Bachelor, she was proposed of marriage by her parents but she refused. They forced her to

marry thinking it was the right age for the marriage, but she had love marriage. At first her parents were angry with her but now everything is alright.

She has also got admission in One Year B.Ed. and she has to give exam in the next month. She had a dream to complete her master in Rural Development but because there is no availability of that subject in Prithvi Narayan Campus in Pokhara, she is compelled to join Sociology as the major subject in the Master's level. In the first year, she was regular student. But because she was pregnant just before the examination, she was unable to pass the entire papers in the first year. After the three days of age, her son was admitted to the hospital because of jaundice, so she couldn't prepare her exam very well. She had to go to the campus directly from the hospital. So, her result of the first year was not so good. Although she was regular in the first year, she couldn't give time to the second year in the class. She even couldn't give one day to the second year. She said that she participated in the extra-curricular activities during the first year but because of the son's responsibility, she couldn't give time to the campus as well as to the extra-activities in the second year. Because they are in a nuclear family, there is nobody to take care of the son, so she couldn't attend the class in the second year. Another main problem was that of transportation. From her home, there was no transportation facility to go to the campus directly. To go to the college, either she had to change two buses or she has to walk up to one Kilometer distance from her house and take the bus.

She explained that she was studying the Master's level because she wanted to make her career better in the future if possible she would like to compete in Civil Service Commission. Although she has no job at this moment, she has a plan to find a job after her son will be able to go to school. She is studying in the hope of finding a good job and to increase her qualification. She is now planning to complete her thesis but because of her son's health and for his care, she is not getting time to study as well as to go to the campus library for the preparation of the thesis proposal. Her husband is supporting her educational expenses as well as household expenses and he also inspired her to go to campus to finish the degree. Time to time, her maternal family as well as in-laws inspire her to finish the Master's degree. She added that, she didn't have any cultural barriers to go to the college. She didn't use the family planning thinking it was the right age for her to have a child. Also she thinks that it is necessary for the women to have a child after marriage because the neighbor will backbite if she doesn't have any issue. Now the couple is planning to use contraceptive to control further child birth.

According to her, after being mother she is fully concerned about the value of time. Since she couldn't prepare all the papers of first year, she is aware of time. According to her, a mother has to struggle for the study as well as for the family. Before being mother, she used to focus on the self study but nowadays, she has to focus on son's care, household responsibility and should give time to the husband. In the morning and at night, she doesn't have time to study because of the household responsibility and family time. During the day, she can give time to the study after her son sleeps. But there are different barriers for her. Another main barrier is her health. She is feeling little bit weak and lazy after giving birth to her son. So she barely studies two to three hours a day.

Case 8

Case 8 is a 31 years old lady who has finished her Master's degree with Nepali as a major subject in Education stream. She is now studying B.L. in Prithvi Narayan Campus. She has passed all her theoretical papers and she has not given thesis but gave theoretical paper instead of thesis. She is now living with her husband and one son of seven years of age. Her maternal family belongs to the northern part of Mahendra Cave from where she passed her SLC, intermediate and Bachelor. She has got arranged marriage at the age of 23 after her Bachelor third year examination. She couldn't reject the offer because she thought that it was the right age for the marriage and she saw her parents were happy. They are living at Masbar of Pokhara. Her son is 7 years old and studies in UKG in the boarding school near her house. Her husband is a school observer of district education office, who frequently needs to go outside of the Pokhara valley for the official work.

Her father is a retired officer in Indian Police force and mother is a housewife. Since her mother couldn't read and write properly, she encouraged her to study well and her father also inspired her to join college. They even didn't let them do household work during their study time. Her husband also wants her to study and finish the Master's level and he even encouraged her to join B.L. According to her, her husband so encouraged her that she thinks that without his effort, she couldn't finish her degree. He supported her economically as well as emotionally. She also passed the Teacher Service Commission exam to be a permanent teacher in the Western Region as a lower secondary Nepali teacher. She admitted that without her husband's support, she couldn't do that progress. He again encouraged and insisted her to join Bachelor in Law saying it is necessary to understand the law of the nation and the world. She had given the examination of Lok Sewa Aayog (Civil Service Commission) with full preparation but she couldn't pass the exam.

According to her, she had given birth to her son after the first year examination. Due to that factor, she couldn't attend even one day of her second year class. During her first year, she was regular to the class and she further added that, at that time she had made friendship with many friends and had good impact in the class but in the second year, she was completely absent. She also couldn't attend to the extra activities organized by the department. Another thing is that from her residence, it is hard to go to the campus by bus. Either she has to change two buses or she has to walk over to Prithvi Chowk (which is one Kilometer far from her residence) and then take the bus. So, she went to the campus only at the time of examination. Since she is living in the nuclear family, she felt the need of joint family during the period of her pregnancy so that she could get good support and direction to bring up her son. During the period of her examination, she would go to her mother for one month to prepare for the exam. She used to go to campus directly from there at the time of examination. So in both the first year and second year, she went to her mother for the preparation of her exam. Then, her husband also needed to go to outside the Pokhara valley for his official work. So her mother took care of her son while she was preparing for the examinations during that period. She used to study just for one month for the preparation of examination in her mother's house. So, she would study at the time of examination only. Her father-in-law and mother-in-law are too old and weak to take care of their grandson. And they are living in the village. Her father-in-law is a Hindu priest (Pandit) and he feels honor to get the educated daughter-in-law. She studied the Master's level to make her good career and find a good job. It is also honor and prestige for herself to study and complete Master's degree. For her, being a mother during the study is not tiresome, although it is hard for a mother to balance everything. She feels it is beneficial being a mother during the study. One of the major benefits she said that nobody

could backbite of being barren to the women. The couple had made the decision to use contraceptive for the family planning. But she said that people started to make a remark saying they couldn't bear the child. So they decided to give birth to their son.

According to her, because the society became so advance and modern, there are no cultural barriers for her to study Master's level. She said that the main thing is mothers have to get support from their husband and family to get the good education. She also said that, her husband also encouraged her to pass the exam of Civil Service Commission to get the governmental job.

Case 9

Case 9 is a 28 years old lady who is living in the official quarter of Prithvi Narayan Campus for her husband is working there in the administration. She is doing two degrees in the College; one in Master of education with Economics and other is Master of Arts with Economics. She is a complete housewife. She is living in a nuclear family where there are husband and a son of five years age. Her son is now studying in the class LKG in the Montessori. Her maternal house address is Chilaunebas of district Syangja and her house address is Karkineta of Parvat district. But now they are living in Pokhara. She is now studying in the second year of Master in humanities as well as in education department. She had passed her bachelor from Prithvi Narayan Campus with Economics as the major subject in the faculty of education. She had got arranged marriage after she had finished her bachelor at the age of 23. She considered that it was the right age for marriage, so she didn't reject the marriage.

She had given birth to the son during her first year in the humanities, so she had to stop her education for the sake of her son's care. Even though she knew about the family planning, she didn't use it because she thought it was the right age to bear the child. At that point, she was thinking that if she didn't borne the baby after the marriage, her family and relatives would be disappointed with her and made fun of her. So, she stopped her study for two years for the son and now she is also doing her master in Economics from humanities as well as from the education. Although she was a housewife, she couldn't attend her class in the morning session of humanities, but she was regular in the evening classes of education faculty for her husband usually comes in the evening that helps her to take care of her child. She usually becomes busy in the morning in the household duties as well as her son's responsibility to take him to the school. So she was unable to attend the class in the morning. She had given her examination with the help of self study and by the help of tuition classes. According to her, she took some tuition classes for the master first year in the humanities for the subjects like Quantitative Techniques. She had passed her first year examination with good marks. She also told the researcher that because her husband is outside the Pokhara valley for 18 months for his study of M.Phil, she struggled very hard at that time. She used to request her neighbor and near friends to take care of her son during the tuition for an hour. She can study in the daytime because she becomes free at that time. So she passed her exam regularly. Now she is going to finish her Master's level exam of education this year and she has one paper remaining of the humanities department. Since, they are living in the nuclear family; both the husband and wife couldn't study together. Her husband used to come at 5 pm in the evening and take care of her child and help her to go to study in the class. She used to participate in the class actively because there were few students in her class. She also used to participate

actively in the presentation in the class. She told the researcher that she is the first batch of Economics department; it's very fun and new experience for her to study in the education department. In the class of M.A. first year, she used to have friends of same condition who used to give her suggestion and share the emotions to each other, but in the class of Economics in the education department, there were no such friends who have children. In the question of why she didn't use contraceptive while studying in the master, she answered the researcher that, she didn't use the contraceptive because she thought that it was her perfect age for her to have child. If she was able to give birth to the child at the age of 24, her child would be raised in the mature age.

She is inspired by her well educated husband for the further study and he supports economically as well as emotionally to her in her study. She has objective to finish the Master's level to be capable of her own (*aafno khuttama aafai ubhina*) and she believes if she becomes well educated, that will benefit her son as well. According to her, she does not study only to pass the exam but also for knowledge. She also told the researcher that she wants to study to give insights to other people as well. She is now completely housewife because first of all she wants to finish her master. She also passed the license exam of the Teacher Service Commission for secondary level Economics teacher. She told the researcher that, she is also planning to compete in the Civil Service Commission (Lok Sewa Aayog) as well as Teacher Service Commission for the governmental job for the future.

Case 10

Case 10 is a 28-year-old lady who has a five months old son. She has just passed her second year with good marks and she has the thesis to be completed. She is living with her husband and the other family members in joint family. She had got arranged marriage at the age of 25 after the completion of Bachelor of Nursing. She was from Butwal, the southern part of Nepal and she is now living with her husband at Bagar-1, Pokhara. Her husband is working in one of the reputed NGOs as an accountant. She also has an eye clinic, which is run by her alone. According to her; her father died when she was five, so she doesn't remember her father. So her mother cared all the children; two sons and two daughters. Although the mother was illiterate, she encouraged the children to have a good education. So, one son is CA and another son is completing MBBS as well as one daughter is in the USA. She has also completed her Bachelor in Nursing. Although her mother was a single woman to take care of the family, she had good economic support because her father left two pensions for the family. In her maternal family, girls were encouraged to study saying that, "man can survive anyhow but women have to study well to fit in the society."

She passed her SLC and +2 in the maternal home in Butwal with good marks and according to her; she was brilliant in study. She had also passed her Bachelor in Nursing from Butwal along with Bachelor in Sociology in another college. She used to attend the Nursing class regularly but didn't take the Sociology class regularly. She gave the Sociology exam by self study. She tried to avoid the marriage many times because she wanted to be a professional nurse in her life first of all by completing the Master in Nursing. But because of her family pressure to her at 25 years of age, they thought that it was late for the marriage. Also they didn't want to miss the chance to get the son-in-law like her husband who was working in one of the NGOs in Pokhara as an officer. After the marriage, she had to abandon the objective to study Master in Nursing because it was not possible to study by avoiding the family

responsibility. She joined the Master of Sociology at the end of the academic year because she came to Pokhara after her marriage in the month of Falgun (Feb/Mar). So, she had only two or three months of campus days for the study. But because she was a new bride and she had to manage everything in the home, she went to campus only for 10 or 15 days. She also joined one hospital of Pokhara as a Nurse. During her class, she was so active and interactive that she made good impact in the class and made good friends there. She also passed all the papers of the master in good division. She had given birth to the son in the second year. She also left the job in the period of pregnancy. According to her; she studied only one month for the preparation for the exam and during that time she studied so hard that she had no contact with other persons as well. But she is also feeling that after the birth of her son, she is feeling little bit of weakness in the study because of tiredness and laziness. She also can't concentrate in the study because her mind is filled with the caring of her son. So she is thinking to stop to write thesis for the time being.

According to her, she is fully inspired by her maternal family. She is economically also strong by the side of her own to support to herself. In her family, nobody bothered her to study the master. But at some point, she feels that she is challenged by her husband too in the journey of her study because he can't give enough time to the family as well as to the son. She has to care the son whole day as well as the eye clinic. She has got a helper in the clinic but that is not enough for her. She also has to travel to the home to have lunch with her son. Her mother-in-law helped for few hours a day that gives her relief. But because her son is too small to care of she takes the son with her in the shop. She also has a housemaid who helps her to maintain the household responsibilities in household chores, cleaning and washing. She also explained that because of the son's responsibility, she forgets many things like meetings, appointment of the patient in the clinic etc.

In the college, she has many friends who are mother-students and they frequently meet with each other and encourage each other with each other's experience. She is also planning to attend the different programs like Viva, presentation in the future. Nowadays she is not getting time to the thesis preparation. She added that, she heard about the family planning during the marriage, but she thought that it was her right age to have the baby, so she didn't use contraceptive to have family planning. She also said that the attachment among the family members also keeps the women busy, so they can't focus on other things. In her thought, it is good to have children and it gives satisfaction to the women but it is not beneficial for the women to their career.

Case 11

Case 11 is a 27 years old lady working in an NGO in Pokhara. She is living at Hospital Chok-11, Pokhara with her husband and 10 years old son in the rented house. Her husband works in one of the NGOs in Pokhara. Their original home is in Dang district, and they are living here because of her husband's transfer in the job. She had got arranged marriage when she was just 16 years old in the time of her SLC. She was married in the month of Falgun (Feb/Mar) and she had got her exam in the month of Chaitra (Mar/Apr). She gave birth to her son while she was studying her +2. She gave her birth to the son just after the examination. At that time she gave birth to the son and admitted to the hospital for delivery in their home district of Dang. There they have their whole family. At the time of marriage, she had no concept of the marriage and she was married so hastily. According to her, she had no concept of

contraceptive as well. She read about it in the school but she didn't have the idea to use and apply in the life. She had no chance to avoid the marriage at that time because her parents fixed the marriage with her husband thinking that they didn't want to miss the offer of an officer of the governmental sector. In the beginning of the marriage, she was thinking that her study would be interrupted but she feels lucky that her husband and family support her in the study.

After the marriage, she and her husband had to come to Pokhara for he was transferred to Pokhara from his office. In Pokhara, she worked in one of the five star hotels because she wanted to do something and didn't want just a housewife. Sometimes she had to do night duty. In Pokhara she had joined Bachelor in Prithvi Narayan Campus. She had finished her Bachelor with Nepali and Sociology as the major subjects in Prithvi Narayan Campus. Because she had to do job and her responsibility of her son and study, it's very hard for her to manage the time. At that time, her son was cared by one of her aunts near her house and sometimes her house owner used to take care of her son. At that time, she was feeling that it was not good for mother to work and study. She emotionally said that then her son used to call sister to her, because she couldn't give him time as well as care. He was not awake when she went to the job and he already went to sleep when she came from job. So, during her job in the hotel, it was very hard for her to manage her time schedule for the son, family, study as well as her job. In spite of all these challenges, she passed her Bachelor. And she joined the Master's level with Sociology as a major subject. In the Master's level also, she had to manage the entire time schedule according to the job. At this period, her husband supported very well. He used to cook food, make ready his son for the school and be ready for his job as well. He even used to take the son to the hospital while she had to do the night duty in the hotel. And in the daytime, he also took care of the son. At that time, she used to be frustrated that she wanted to quit her study seeing her husband working hard and she couldn't give enough time to her son. She further said that she was emotionally moved at that time. So she feels very lucky that she has found this type of husband. So, for her it is better to have joint family rather than nuclear in case of her.

In the question why she had child in the early age, she answered that because she was a woman and society and family wanted a child from her. Her husband did family planning because she had got jaundice, so the doctor advised her to take no risk. Her husband is now working in one NGO in Pokhara. Her husband inspired her to study the Master's level. And also all her maternal as well as her own family supported her to study the Master's level. According to her, she had really a hard time at that time. She is now feeling little bit of free and relaxed in comparison to the first year. At that time, she had to do night duty, take the class, and come home and do her household work. So, she used to feel sleepy in the class and couldn't attend the whole class. She couldn't take the whole class in the first year, so she couldn't take part in the interaction in the class with teachers and students. She had only a group of four or five friends who are also mothers. She used to share her conditions as well as listen to others' problems as a mother. She sometimes thought to give up the study but her family members as well as her husband encouraged her at that time. She explained that she had no time for the study for the examination. She somehow used to manage two hours for the study in the home. For that, she had to sleep late at night. That's why her first year examination was not good. She couldn't pass all the subjects. During the time of her examination, she was outside the Pokhara valley, so she requested her brother-in-law to fill up

the examination form for herself. But he filled wrong information, so she had to give one paper again this year to pass the first year.

In the second year, she went to Kathmandu with her husband because of his transfer from the office. There she attended the second year class in the central campus of Tribhuvan University. There she felt relaxed and comfortable because she had no job to do there and she had got plenty of time to study. According to her, since she had no job and her son used to go to school in the daytime, she could take her class regularly at that time. She used to participate in interaction process with the classmates as well as with teachers. That's why she passed her second year with good marks. During the time of her second year, she and her family came back to Pokhara valley because her husband resigned from the job and started a new job in an NGO. Here, she took Six months training in the Kopila Nepal (an NGO related to the children welfare) and joined that office. Now, she is working in that office. Her office time is 10 am to 4 pm. She is now feeling little bit of freedom. Her son is also 10 years old, so she can manage her schedule for the study as well as for the job. Now she is planning to participate in the extra-curricular activities organized by the department of Sociology/Anthropology. She is also trying to take the time to go to the library to study for the preparation for the thesis work.

Although she is working in NGO nowadays, she has aim to get good job in the government sector because most of her family members are in the government job and they also encourage and insist her to compete for the government job. For that, she is planning to prepare and compete in Civil Service Commission. For that she wants to complete her Master's level first of all.

Case 12

Case 12 is a 25 years old lady who is preparing for her thesis to complete master in Sociology stream. She lives at Talchok of Lekhnath municipality with her husband and 5 years old daughter in the rented house. They are living in nuclear family, but sometimes her in-laws come to the house from the village of Tharpu of Tanahun district. Her maternal home is in Lekhnath municipality. She had got arranged marriage at the age of 19 while studying +2. She had got a daughter at the age of 22 while studying in the Bachelor Second year. Her husband is the section officer in one of the governmental offices related to the statistics. She has got mother-in-law and father-in-law in the village home who frequently visit them. Nowadays her father in law is paralyzed, so he needs medication and couldn't walk too much. According to her, she did not have the concept of the marriage when she got married. She was married unknowingly and without any proper information by her parents. After the meeting with her husband for three days, her parents arranged the marriage at that time by thinking that they would miss the good suitor as he had a government sector job. During the time of marriage, she didn't know the meaning of marriage and family. She even didn't think of the marriage. She was scary while she went to the husband's home thinking that her life went to ruin, but she was settled afterwards.

She added that she was inspired by her husband to study Bachelor as well as Master. While she was married she was convinced to be provided an opportunity to study as much she desires. She was fully supported by her husband economically as well as physically as possible as he can. Since he is the section officer in the governmental sector, he can't give enough time to her in the study. Although he is a busy man, he is trying to help her to finish

her thesis to complete the Master's degree. Since her husband is a governmental officer, he is often transferred to different parts of the country and also he has to go to the field visit frequently, so he can't give enough time to the family as well as for her study. So she couldn't go to the campus regularly from her Bachelor's level. But she used to study daily at home in her leisure time. She couldn't give her time to the extra-activities as well but she used to participate in the free student union (ANNFSU) of Prithvi Narayan Campus during her Bachelor. According to her, she was the brilliant student in the Bachelor and she was one of the top students in her batch. But after being the mother she feels that she is being weak in her study. It is also the health issue that affects the study of the mother in their education. Also her father-in-law was paralyzed when she was studying in the Master first year. She said that at first she had joined major English but because of that incident she couldn't give enough time to the study, so she had changed the subject to Sociology. Because of that incident, she also couldn't prepare her exam well in the first year. She couldn't pass the first year regularly.

She told the researcher that her daughter is studying in LKG of the local school but because she is weak in her health, she frequently becomes ill, so she couldn't prepare the examination whole heartedly during second year also. But she passed her second year examination with better result. She thinks that after becoming the mother, her condition is totally changed but she hasn't changed her objective of the life. She has an objective to be a governmental officer in the future. For that she is also preparing for the competition. She has just given the exam of district officer but because of the family responsibility, she couldn't pass the exam. But she has an aim to compete in Civil Service Commission to become an officer. For that, she is taking the tuition classes and she is planning to go to Kathmandu (capital city of Nepal) with her husband along with her daughter to prepare well.

According to her, she doesn't feel any barriers to the study from the society and culture. It depends upon us how we deal with the society and culture for our circumstances. Her main challenge is the lack of time and her daughter's responsibility. She is also challenged by her family's responsibilities various roles as a mother, daughter-in-law, wife and housewife. According to her, she feels that for the mother-students it is necessary to have a joint family to support emotionally as well as physically. Because she lives in the nuclear family, she feels the lack of support from the elders of the family. She thinks that if there were other members in the family, she could take the class regularly and fully, so that it could be easy for her to study the Bachelor as well as Master. She also feels that if the campus level is also in the daytime for the master students, it is beneficial for the mother like her. She feels family planning could be the boon for the women to have education, but it could affect their position in the family as well as in the society for being unable to have a child at the right time. Also it is not possible for the women alone to decide whether to use contraceptive or not. She also felt that after the marriage. She also told the researcher that it was not only her decision to use contraceptive but she had to face different challenges.

At last, she suggests other mothers to give time to family as well as to the children because it is important for the children to have the love of mother in their life. For the sake of the study, one doesn't have to forsake the family as well as the children. She says it is very hard for the women to study after being a mother but it depends on the mothers how they take this as an opportunity or not.

Case 13

Case 13 is a 37 years old lady who is living at Lahachok-3 of Kaski district. She is living in the joint family with her husband, in-laws and two sons of ages 16 and 14. Her husband is a teacher and she is also a teacher in the public school in the area of Lahachok. She is studying in M.Ed second year with Nepali as a major subject. Her elder son is studying in the +2 level and the younger one is studying in class 7. She is the primary level Nepali teacher in the local school. Her maternal family lives at Majhthana-6, Kaski. She had passed her SLC and +2 in the local school of the same area. She had passed her Bachelor from the Prithvi Narayan Campus. She used to come to the campus by bus from her maternal home. In the Bachelor first year, she had got arranged marriage at the age of 20. At that time, she tried to avoid the marriage, but her parents didn't allow rejecting the marriage thinking that was the fate of the girl to marry and said that it was the right age for her to marry. She was thinking that her academic life would be finished, but because she convinced her family and husband to let her join the college. But sometimes, it creates conflict in her family, but she managed to join the college. At this point, she felt that she was not getting good support from her husband. She had got her first baby just after one year of marriage; she had to face many challenges. She couldn't pass the Bachelor regularly and so she couldn't join the master in the right time. Now she is feeling little bit late to join the master. But she joined the master in the age of 36 after the gap of five years. Now she is studying in Master Second year. She can't go regularly to the campus because of her responsibility of the home and her job. So, she tried to give examination by self study.

According to her, she had to prepare the lunch and snacks to the children and make satisfaction to the children to go to college. She sometimes tells her neighbors for the responsibility. But she can't take the whole class because her school time starts at 10 am and the school is far from her college. During the class attendance, she fully interacts with friends and teachers and she is able to participate in the class activities but she rarely gets the chance to take part in the extra-curricular activities. But if the extra activities are held during the class time, she participates in the activities. According to her, she couldn't attend the class due to the household work and lack of time from household work and school job. But she never wanted to give up her study because she is inspired from within. According to her, although she is not able to attend the whole class, she wants to finish her master. She has objective to become a well educated one to educate her children and family. That's why although she becomes busy in her household duty and job responsibility; she somehow manages her time to study in her house. She tries to extract one hour daily in the morning and in the evening for her study. In the time of examination, she tries to take leave from her school to prepare for the examination. She tries to prepare her examination by sharing the study material with her friends and asking personally with her teacher. She sometimes takes time to have get together to talk about the study.

According to her, for student-mothers, it is very difficult to manage the household duty along with the study. According to her, there are too many challenges for the student-mothers to face during the study. Some of them are household duties, economical problems, social responsibilities and time management. According to her, although she is earning at this time it is sometimes difficult to manage economically. She also says that sometimes it is hard for her bear the social challenges like backbiting and mistrust upon her from the family as well as from the neighbors.

Case 14

Case 14 is a 27 years old lady studying in Master second year in the faculty of Education with Nepali as a major subject in Prithvi Narayan Campus. She is a Hindu Brahmin lady. She had got the arranged marriage at the age of 23 while she was studying at Bachelor first year. She bore her only daughter at the age of 24 during her study in the Bachelor second year. She is living at Kahun VDC of Kaski district in the joint family along with in-laws and husband. Her maternal address is at Madidevi of Kaski. Her daughter is now three years old and studying in class nursery in the local boarding school in the Kahun danda. She didn't try to reject the marriage proposal by the parents because she thought that it was the right age and fate of the women to be married. She also thought about the family's prestige to reject the marriage. She was also convinced by the in-laws that she would be given chance to the further study if she wanted.

According to her, she is inspired by her husband to study in the Master's level. Since she lives in the area where there is no service for the public bus to come to the campus, she has to walk around 45 minutes to reach there. She has an objective to become a school teacher and wants to teach in the government school. She said to the researcher that, she was also getting support from her family especially her mother-in-law to take care of her daughter while she came to the campus. But according to her, she couldn't manage time to study in the home because of the household duties. During the time of examination, she tries to manage the time to study by sharing the duties of the household with other members of the family. It is very hard for her to manage the time to the study in the morning and at night because she has to give time to the household duties, family and husband. She also feels exhausted to study at night. Also after being a mother, she is feeling little bit of weakness in the health. Although she tries to come to the campus daily, she can't manage the time to come as there are many reasons behind it like; transportation problem, household duties. So, she couldn't come regularly to the campus and take the whole class. She sometimes gets chance to spend time with her friends and be active in the class. She tries to be active in the class taking part in the interaction in the class. She has got many friends in the class who are mothers like herself with whom she shares her feelings and experience. She has not joined any job because she is too busy in the household duties and she has no time because her class starts from 3:30 pm in the evening. Her husband is a businessman, so he has to travel to different places. Although he has got a desire support her in her study, he doesn't have time. But he supports her economically. In the Bachelor, she said that her result was not satisfactory because she couldn't prepare well in the Bachelor for she had borne her daughter then. But she is satisfied with her first year examination in the Master. She also thinks that family planning is good for the ladies to control the birth to finish the study. But in the case of her, she couldn't use it because she thinks that her family wanted to have a child just after the marriage at that time. Since her marriage is the arranged one, firstly she felt hesitant to talk frankly with the husband about the family planning. She also thinks that our culture obligates the women to have at least one child after the marriage. It doesn't depend on the husband and wife to have a child, but it depends upon the parents' will to have grandchildren for satisfaction (*Saun ko Vanda Byaj ko maya badhi*).

Before becoming a mother, she had focused to score good marks and pass the exam with good position but after becoming the mother she only focused to the rearing and caring of the daughter. Although she was an average student in the class up to +2, she regularly passed. But from the Bachelor's level, she is feeling very hard even to pass the exam. She also thinks that nowadays, she is even feeling very hard to pass the exam. She is feeling very hard to the

campus timing and transportation. She is also complaining the insufficient time of the library to take out the book. But she thinks that if the mother struggles it is possible to get success.

Case 15

Case 15 is a 29 years old lady studying in Master Second year with English as a major subject in Prithvi Narayan Campus. She is from Hindu Brahmin family. She has just given her second year examination and planning to prepare for the thesis before the result is published. She is living at Baidam-6, Pokhara with her husband and 5 years old son in the nuclear family. Her maternal home is at Hemja-8, Kaski district. She had got arranged marriage at the age of 22 while she was studying in the Bachelor third year with Sociology and English as the major subjects.

According to her, she was inspired by her husband to study the Master's level. She wants to study the master to be a capable and worthy person in the society. And she told the researcher that she was also preparing to compete in the Civil Service Commission to enter into the administration field. But nowadays she is working in one of the schools in Pokhara as a lower secondary English teacher for one year because sometimes, she had argument on the issue of her educational expenses. So for the sake of her study, she is also helping herself from her salary. Her son is also studying in the same school in LKG. So this helps her to balance her time and child care because her school duty starts from 9:30 am in the morning and finishes at 4 pm in the evening. So nowadays, she can't manage and separate the time to study for the thesis to complete her master.

According to her, she used to go to the campus by bus from her home at Baidam-6 of Pokhara. Her husband used to take care of her son while she was going for the study. In this way, she was fully supported and encouraged by her husband in the study. But many times, she complains about her husband for not giving enough time to her. She had no job at the time of the study, so she was also supported economically by the husband as well. This also made conflict between them. She used to take the whole class in the campus and regular in the class as well. She was a good student in the campus and would interact with other students as well as with the teachers. She used to take part in the extra-curricular activities if she could manage time. She took part in the different types of program like HIV awareness program, mass media communication, different seminars and viva which was organized by the department of English in the campus. She added that since she was interested in the literature, she used to give importance to the seminar, viva etc related to the literature. According to her, it is important to take part in the activities for it can help in the study. She thought family planning could be good and beneficial for the women to complete their study after the marriage but she couldn't apply it because she also thought that it was her right age to have a child. But now she feels it is good to have family planning for the students to score good marks and rank. Because of her son and the duty in the school as well as the household responsibilities, she can't manage her time to write the thesis to complete the Master's degree. She even couldn't give her time to the personal study. Also during the exam time, she wouldn't be able to finish the checking of the copy of the school where the researcher also used to work because of her duties and responsibilities in the home. She had to study many things in a very short time, so she is not able to complete her thesis. During her examination, she used to study at home after sending her son to the school and after finishing the household duties. She can separate her two or three hours a day to study for the examination. She also

used to study in the night time after finishing all her duties. Since she had joined the school job after finishing her campus course, it didn't affect the campus regularity. So, after she had got the school job, she gave her examination by taking leave during the examination period.

According to her, she didn't feel any barriers from the society and culture but she had got problems of transportation and lack of time. She sometimes used to go to the campus late because of the transportation problem and her household duties. Nowadays because of her duties and responsibilities, she is not able to give time to prepare thesis. Sometimes, she expresses her frustration towards her husband because he can't give enough time for the help of her study because of his job as an accountant in one of the construction companies in Pokhara. So she is doing nothing nowadays for her thesis. Once she was so frustrated that she expresses her feelings with one of her colleagues in her school who is also a student-mother where the researcher is also a teacher. Fortunately, both of them are my respondents. She said that, there were many challenges and obstacles for the student-mothers to get educated, but they (mother-student) can manage time and do better in the field of their education if they struggle with time and themselves. According to her, although our society is conservative, it is changing day by day to be better for the women.

Case 16

Case 16 is a 27 years old lady studying in the master second year with Sociology as her major subject in the faculty of Humanities. She is from Hindu Brahmin family who is living in the nuclear family with her husband, a daughter and a son of seven and three years of age respectively. She has just given her second year examination and is planning to prepare the thesis paper for the completion of master. Her daughter is studying in class seven and son is studying in Nursery. Her husband is an officer in the district court in Pokhara Municipality. They are living at Rambazar-10, Pokhara. Her maternal home as well as her home is in Syangja district. She is a lower secondary level teacher in one of the boarding schools in Pokhara for two years, where her son is studying too. She has got the arranged marriage while she was studying in +2 at the age of 19. At first, she tried to avoid the marriage, but because of the family pressure not to avoid the offer of the marriage by an officer in the government sector, she couldn't ignore the marriage. She had got her first child at the age of 20 during Bachelor first year. According to her, she was good at study while she was in the school, and she also did well in +2. But in the Bachelor, she couldn't do very well. She felt that it was very hard for her to understand her husband after the marriage for so long time. According to her, she was thinking to complete the master regularly within the age of 26 but it couldn't be accomplished because of many obstacles. Anyway, according to her, she is inspired by herself as well as by her husband to study in the Master's level. According to her, it is essential for a mother to be encouraged within herself to do anything. She has an objective to complete the master to be a capable and educated woman in the society and also wants to serve the society as a social-employee.

According to her, she rarely got chance to go to the college. She couldn't attend her classes in the bachelor level also. She gave her exam of the Bachelor by studying at home. So, she couldn't interact and take part in the different activities in the campus. But in the time of campus, she also couldn't take the whole class because of her household responsibility and job in the school which would start from 9:30 am and finish at 4 pm. She also couldn't make many friends as well. She said that she had to prepare her children for the school and be ready

to go with her husband in the motorbike in the school because the office of her husband would start from 9 am. So she had to be ready within 9 am. She further added that it's not possible for the women to decide to make family planning alone and she had to make her husband as well as other family members happy. She also feels that since she was married in the early age, she couldn't think about the contraceptive at that time. Her remark is that it takes some time to understand each other in an arranged marriage. During that time gap, one has to compromise many things for the sake of others. So for her, she couldn't stop to have children while studying because of the culture and family pressure. According to her, there are too many barriers for the married women to accomplish her desire in the patriarchal society like Nepal. She clarified that she rarely got chance to study daily at home. She studies in the leisure time in the school like Tiffin time, break time etc. She also thinks that one has to secure time to study as well as should have energy inside to do one's desire. In the case of her, she feels very hard for her to secure time to study. According to her, she used to study at night in the examination time and prepare for the exam. At this time, her husband also supported her to care the children.

According to her, she has different barriers in the study. First of all she has the lack of time to study. Since she is married in the early age, she couldn't make her own decision in many areas of her life. Also she had a child in the early age, so she feels very hard and challenging in her life. She had studied technical subject in the +2, but after her marriage, she changed her subject in the Bachelor as well as in the Master. She wanted to be a Pharmacist in her life but after her marriage, her track of the objective was changed. For the sake of the family, she sacrificed her dream of becoming a Pharmacist. She is sometimes very disappointed with this fact that she has abandoned the dream. But she gives suggestions to other mother-students to complete first the study and then have a child. It is also very important to be capable first. Also one has to be energized within herself to challenge the everyday life and grab the opportunity.

Case 17

Case 17 is a 26 years old lady studying in the faculty of Humanities with Sociology as a major subject. She is studying in the master first year in Prithvi Narayan Campus. She is from Hindu Brahmin family. She is living in a nuclear family with her husband and one and a half year old daughter. She is originally from Kotre-1, Tanahu district. She has passed her Bachelor in Rural Development and Sociology from Prithvi Narayan Campus. Since there is no facility of master in Rural Development in the college, she is compelled to take Sociology as her major subject. She had got arranged marriage at the age of 20 after her +2. She is a regular student of Master first year. But sometimes, she could be absent because she couldn't leave her daughter with other person during her sickness. So normally, she is attending the class regularly. According to her, she also can have time to interact in the class with teachers and friends where she can present and take part in the curricular activities in the class actively. Her husband supports her to go to the campus by taking care of the daughter.

Respondent 17 is also a teacher in the local informal education center (elder education), where she has to give two hours a day. She gives her time in the duty after finishing her household duty in the morning. According to her, she is also learning by teaching others. She wants to finish the master to be able to teach others about education. She also wants to make her own identity and honor in the society. So, she wants to study more as well. According to

her, she is inspired by her mother. In her maternal home, she is fully supported by her mother and other family as well in her education. She was good at study up to bachelor and now she is in the Master's level. And in her house, she is also supported by her husband. According to her, she comes to the campus by bus from her house. Even though she is free in the daytime, she couldn't give time in the daytime because she has to care her daughter. So she studies in the night after finishing all her household responsibility and after her daughter has gone to sleep. So she could give only one or two hours in the day for her study. She is also able to take part in the different extra-curricular activities. She is able to give time to the different trainings related to her study. She is also planning to compete in the Civil Service Commission for the government job the following year.

According to her, family planning could also be the time consuming for women to have children. It is good if husband and wife consult with each other but it is hard for the Nepalese women to adopt the family planning measures without having at least one child. She thinks that she doesn't have any cultural and social barriers in the study. She has only one barrier of her daughter's care.

Case 18

Case 18 is a 31 years old Brahmin lady studying in the Master's level of the management faculty in Prithvi Narayan Campus. She has given her master second year examination this year and there is one paper from first year to be completed. She is living at Amarsingh Chok of Pokhara municipality with her husband and two daughters of ages 8 and 5 years. According to her, her elder daughter is studying in class 4 while the younger one is studying in class LKG. Her maternal home is at Budhibazar of Lekhnath municipality and her home is at Majhthana of Lekhnath municipality. But nowadays, she is living at Amarsingh Chok in the rented home in the nuclear family. Her husband is an officer in a finance company in Pokhara and also a part time lecturer in Janapriya Multiple College. She had got love marriage at the age of 21 while she was studying in Bachelor third year. After the examination of Bachelor third year she gave birth to her first daughter. In the beginning of the marriage, she was prohibited from going to campus by the family, but now it seems fine from both of the family i.e. maternal as well as husband's family. According to the respondent, she had never gone to the college. Even she doesn't know the class room as well as friends in her level. She further said that her elder sister and husband helped her to fill up the admission and exam form in the college. Because of her household duties and daughters' responsibility, she couldn't attend the campus even one day. Because her husband is so busy that she couldn't leave her daughter in the home to take the campus class even one day. She prepared and gave all the exam of the master levels by taking tuition while her husband came home in the evening. At this time she felt that joint family is important for the mother-students.

She has passed her SLC from the nearest governmental school at Budhibazar and completed her Bachelor from Prithvi Narayan Campus. Her maternal family was very supportive in the education and especially her mother used to motivate her to study during her stay at home. She was a good student in the school. So after her SLC, she took management in the +2 level by the force of the teachers and other educated people in the neighbor. Now she is planning to join Sociology after completing MBS. She thinks she was good at study up to Bachelor's level, because she passed regularly up to Bachelor level but now, because she is completely housewife, she couldn't give time properly to the campus as well as her study, so she thinks

that she is becoming weak in the study. Because of the household and children's responsibilities she feels weak in health as well. According to respondent, she could have finished her master by the age of 24, but because of her responsibility of the household, she couldn't finish it according to the time. She also said although she has got enough time in the daytime to study in the home, she doesn't study well because of laziness and tiredness. But her husband is continuously supporting and encouraging her to complete the master. He is supporting her economically as well as emotionally. But because of his busy duty schedule he can't give enough time to her to go to the college. She is also planning to join Sociology subject after completing the master in business because she thinks that it is the subject that fits her in the future. She also thinks that study is an important thing in the life.

She joined the campus because all her friends joined too. After the Bachelor, she gave birth to her first daughter, so she left the study for one year. Then after one year, she joined the master with her friends. She also feels the lack of joint family, because there could be other elders in the home to take care of the children. She was also raised in the joint family and thus she felt that joint family is necessary for the support of mother education. Since she had got love marriage, at first she wasn't thinking about her career and aims in the life. But she feels lucky that she has got this type of supportive husband. In the beginning of the marriage, she was thinking it would be fine and she would pass the master easily but she couldn't pass at all. But due to the different barriers like household duties, family responsibilities, laziness etc stop her to complete the master easily. She doesn't have specific purpose to her study in the MBS. According to her, she joined the Management because her relative and neighbors insisted her to take the management for she was brilliant student in the school level. She passed her SLC in good division and she has passed her +2 with good scores but after being the mother, she couldn't score good marks and even couldn't give her full effort in the study as well. She thinks that it is good to use contraceptive for the women to have education, but it is very hard in the context of Nepali society where only by the effort of women nothing can be done. Anyway, she is planning to compete in Civil Service Commission next year to be a governmental officer.

She thinks that it is very hard for the mother to have education emotionally as well as physically. According to her, she gave full attention to the children, so that her daughters never have to take antibiotic. She also gives suggestions to other mothers never to give up the study. She also feels that if there were any childcare centers that take care of children during the morning for the master. Also it is better to have childcare near the campus.

Case 19

Case 19 is a 26 years old lady living at Birauta, Pokhara-17 in the joint family with husband and a daughter and a son with ages 1 and a half and 6 years old respectively. She is from Hindu family. She is studying in the faculty of humanities with Sociology as a major subject in the master first year. She is living in the joint family with in-laws. She had passed her bachelor with Sociology and anthropology. Her son is studying in UKG. Her maternal home is in Syangja district. She had got arranged marriage while she was studying in +2 at the age of 19 and had her first baby as the son at the age of 20 just after the one year of marriage. She tried to reject the marriage at first, but she couldn't avoid it by the force of parents. Although it was the early age of the marriage, she couldn't reject it. She was convinced by the husband's family to give chance to study as she will in the future. Although it was the early

age for her in the marriage, she couldn't use the contraceptive because of the hesitance to talk to the husband about the family planning. Her husband is working in the government sector as an officer. So, the family also didn't want to reject the proposal of her husband's family.

According to her, she didn't have the concept of the family planning at the time of marriage. She also felt hesitant to talk about the family planning to her husband at that time. She felt it could be odd if she talked about the family planning in the family. She also felt that it was the fate of the women to have babies after the marriage. According to her; she goes campus regularly by bus. Although she has got two children, she rarely misses the campus because her mother-in-law takes care of the children. Sometimes, when her children became sick, she couldn't attend the class. Otherwise there is no problem for her to come to the campus. Only in the time of her children's unhealthy condition, she missed the class. She also gets time to have interaction in the class with teachers and students. She had many friends in the class who are mothers like her. Although she is regular in the class, she is getting chance to attend the extra-curricular activities. But she couldn't study very hard in the home because of the children's responsibility and household work. But according to her, she manages two or three hours of study in the house after the care of her children, while the youngest one went to sleep. In the time of examination, she also takes out the time like this way. Her husband inspires her to study and encourages her to compete in the Civil Service Commission in the future. But not only to compete in the Civil Service Commission in the future, has she wanted to study the master to be educated and aware women in the society. Not only husband but also all the family members support her. Her mother-in-law cares her children while she goes to the campus.

Case 20

Case 20 is a 29 years old lady studying in the humanities faculty with Sociology as a major subject. She has just given her second year back exam and is waiting for the result. She is living at Rambazar-10, Pokhara with her two and a half years old son. Her husband is abroad for two and a half years old. He went to the United States of America just before the birth of the son. Her maternal home is in Lamjung and she was living here in Pokhara for the purpose of her study. She is Christian. She had got love marriage at the age of 21 while she was studying in Bachelor second year in Prithvi Narayan Campus. They were living in the joint family at the time of marriage but nowadays they are living in a nuclear family.

According to the respondent, she studied Bachelor of education with Population as the major subject. In the Master's level, she changed the subject in order to give full time to the family. Also, Master level in education faculty is in the evening, so she couldn't take the class. She said that she was planning to give up her study even at the Bachelor's level, but her husband encouraged her to study. Also, she couldn't pass the Bachelor's level regularly, so she was frustrated with her study. According to her, she used to go to the campus regularly before she became mother. But after being mother, she couldn't attend the class. She never went to the campus in the Master's level. She made some friends in the campus in the time of filling the form and examination period. Because of her irregularity in the campus, she couldn't pass the master in time. She had two papers in the first year and one paper left to be completed in the second year. She further said that there would be nobody to take care of her son during the class in the campus, so she didn't attend the class. According to her, she used to work in one of the NGOs in Pokhara before being mother, but after the birth of her son, she had to leave

the job. Her husband is abroad during those days, so there was nobody to take care of the son. She used to call her sister to take care of the son during the examination period. She is completely a housewife now and has free time during the daytime while her son goes to school. She is now trying to prepare thesis. According to her, it is easier to study for the non-mother than mothers. After being mother, there is too much burden in the shoulder of a mother. She thinks it is good for the women to use contraceptive as a tool for the family planning, but she is concerned about the effect of contraceptive tools. Because she thinks in some cases, it is found that women become barren after using the contraceptive. But after her husband went to the abroad, it is not applicable for her. Now she can give time and efforts to the study, but she doesn't want to give any specific attention to any field rather than her son and the family, so she is not doing anything.

She had once worked in an NGO in Pokhara. Later, she left the job after marriage in order to maintain household affairs. Now, her former office is calling her to continue the office if she wants, but she is refusing that offer thinking that it will affect her son's nurturing. She is now fully supported by her husband. According to her, her husband told her that he would come home by leaving the work in the US but she has requested him to come after he gets the green card. She has no specific objective for her study, but she wants to study for the self honor and for the children because she thinks that it is good for the mother to get good education for the better future and good care of the child. She feels that since there are not any cultural and social barriers in her study, she didn't study well. So, she thinks that it is the inner most energy to energize herself.

Case 21

Case 21 is a 22 years old lady studying in the master first year in Education stream with major Economics. She is from Hindu Brahmin family. She is living in the joint family with father-in-law, mother-in-law, husband and her one year old daughter. She had got arranged marriage while she was studying at the Bachelor's level second year at the age of 20 and got children while she is in Bachelor third year at the age of 21. Her maternal home is in Pokhara-12, Kaski and she is now living at Belchautara of Tanahun district. In the beginning, she tried to avoid the marriage two or three times, but later she had to marry. She was thinking that it would affect the study, but her husband and in-laws made commitment to her that they would support her in the education. So, she married. Since she had got arranged marriage, she felt hard in the communication with her husband in the first year of the married life. So, she couldn't use the contraceptive. In the beginning, she thought that her opportunity to complete the study would be finished. But her husband also supported her to study. According to her, she is inspired from herself to complete her master. She added that she wanted to study the master to become a capable and experienced person in the house as well as in the society. While she comes to the campus, her one year old daughter is cared by her mother-in-law. So she felt lucky and supported by the family as well. According to her, she can arrange around two hours to study in the home and during the exam time, she was fully supported by her in-laws. Her in-laws give her support and help during her exam by taking the responsibility of the household responsibility. But according to her, she doesn't want to give burden to the family, so she tries to finish the entire household job and arrange for the study during the exam time. She did that while she gave her examination of Bachelor third year.

Since she lives at Belchautara of Tanahun, which is very far from her the campus, she has to travel by the bus to go to the campus which takes around three hours to complete the distance to and fro. But anyhow, she tries to manage to come to the college. Sometimes, she couldn't come to the campus because of transportation and her household duties as well. She also explained that although she has a desire to come to the campus, she couldn't attend the class regularly and fully. The researcher himself saw that she was interactive and famous in the class as well as among the friends' circle. According to her, she tries her best to participate in the different types of programs which are organized by her department (although there are few). While she was in Bachelor's level, she used to participate in the different seminars and conferences. But in the Master's level, there are not many programs in the campus. She explained that since she was not doing any job during these days, she had got time to come to the campus and attend different programs if there were any. She also said that there were other mother-students in her class like her to whom she shared her feelings as well as her experiences to encourage each other. She added that since she was married during her Bachelor level, she couldn't do well in her Bachelor's level exam. Although she passed her Bachelor regularly, she was satisfied with her result.

According to her, her husband is abroad for the purpose of job, so her husband couldn't support her physically but economically and emotionally she is supported by her husband. Although, her husband is not present in the home, she is not feeling any social and cultural barriers in the study. In the question of 'what do you think if you could use family planning facility until you complete the master to prevent the pregnancy?' She replied that it couldn't be the will of women alone in the societies like in Nepal. She also said that emotionally she sometimes feels her objective of the life is changed after being mother. But nowadays she doesn't have to think about it because her husband is abroad. Before maternal ship she used to think about the career but now after being a mother, she should focus on the child's future and family circle.

She added that she felt very hard to come to the campus because of transportation problem. During the border blockade, she couldn't come to the campus, because of the shortage of fuel. She sometimes felt that it was very hard for the students like her to attend the class in the evening. But she wanted to give suggestion to other married students to bear child after the completion of the Master's level.

Case 22

Case 22 is a 23 years old Brahmin lady studying in the faculty of Education with Nepali as a major subject in Prithvi Narayan Campus in master first year. She is from Hindu family. She is living at Lekhnath municipality in the joint family. She has got a son of three years old who is studying in nursery in the local school. Her maternal home is in Parvat district. She had got arranged marriage while she was studying in Bachelor first year at the age of 19 and she got her first child at the age of 20 while she was studying in Bachelor second year. She travels everyday to the campus from her home at Lekhnath by bus and returns with her husband who is working in one of the co-operatives in Pokhara as an officer. She was married so earlier that she couldn't think of the marriage and family at that moment. She didn't try to reject the marriage because she couldn't go against the family. Her family was also impressed by her husband at first because he was an officer in the cooperative. Also it took time to understand the husband and share the feelings of her. So, she couldn't take the advantage of contraceptive

to prevent child in the beginning of the marriage. But now she has kept the child gap these days.

According to her, she is inspired by her family to join the Master's level and her husband is also supporting her economically. She has an objective to be an educated woman and she also wants to be a teacher in future. For that, she is also going to compete in the Teachers Service Commission in the near future for secondary level Nepali teacher. She says that she gets support from her in-laws also to study. Her mother in-law takes care of her son while she goes to the college. Her mother in-law also helps her in the household duties during the examination period. She usually studies two or three hours a day at home daily. During examination she gets support from her in-laws to the household duties. At that time, she tries to finish the household duties as fast as she can and her mother-in-law takes all the responsibility and give time to her for the study. She told me that, although she is mother, she can take the class regularly. In this aspect, she feels lucky. But she couldn't take the whole class. She has to give up one period because her husband picks up from the campus daily and if she takes the whole class she has to go home late at around 8:30 pm. According to her friends, she is good among the friends and interactive in the class with students and teachers. She complains that in spite of her desire to attend to the co-curricular activities, there are not many programs organized by the department. According to her, there are other students in the class who are mothers like her who share their feelings and experiences in the leisure time in the class. She was good at study while studying in the Bachelor but in the Master's level, she feels very weak in the study. She had passed the Bachelor with good marks but in the Master, she is feeling hard at this moment. She thinks that it is good to complete the study first rather than the child but in the case of her, she thinks that it is not only the women's decision to be followed in the family.

Since she is jobless, she feels a little bit easier for her study. But she feels that becoming a mother is not a good for the study. Although she feels there are not any cultural and social hindrances, she couldn't study according to her desire and time. According to her, the mother has to give time to the children, household and family responsibilities but she has not got her own time. She also told the researcher that she couldn't give her full time to the study because of health, weakness and tiredness of different duties in the house. She thinks that before marriage and maternal ship she used to think to score good marks but nowadays she is only thinking to pass the exam. For her, she has got household duties and transportation as the main problems to the study for hers. She also thinks that, the timing of her campus is also not suitable for her because it's in the evening. At last, she encourages other mother-students to face the problems and challenges that come in the ways of the study. She also encourages other mother-students to use their time and leisure time for the better objective in the life.

Case 23

Case 23 is a 25 years old lady studying in the in the Master second year in the management Stream of Prithvi Narayan Campus. She is from Hindu Brahmin family. She is living at Rastra Bank Chowk of Pokhara Sub-metropolitan city in the joint family with father- in-law, mother- in-law, husband and one and a half year old daughter. Her maternal home is at Kundahar-10 of Pokhara. She had got the arranged marriage at the age of 21 while she was studying in the Bachelor. And she had her daughter at the age of 24 after finishing her Bachelor and while studying in the Master first year after two years of family planning.

According to her, she is inspired by her family members to study the master and complete her study. She wants to be an educated person and wants to do something in her life, so she is studying with different challenges. Although she is busy in her household responsibilities, she tries to go to the campus regularly in the morning. She comes to the campus by bus from her home at Rastra Bank Chowk. According to her husband and mother in-law take care of her daughter while she comes to the college. Her husband is a school teacher and couldn't give enough time to the daughter, so her mother in-law seems to support her. But after all these support and help she couldn't come to campus regularly because of many challenges like: in the absence of family members at the home sometimes, she has to stay at the home for the daughter, on different occasions of the family, during the time of arrival of the relatives etc. She also couldn't take the whole class because her husband has to go to the campus at 9:30 am and her mother-in-law couldn't care the child too long, she has to rush home early by giving up one or two periods.

According to her, she is able to manage two hours daily to study at home regularly. Although she is able to study regularly at home, she is unable to give full exam in the first year due to the household duties and her pregnancy in the first year. Since her daughter is too little to leave at home, she couldn't attend the full exam in the first year. But in the exam time, she used to study after the completion of household work late at night and she used to get up early in the morning for study. She seems to be familiar in the class with friends as well as with teachers. She takes part in the interaction of the class. According to her, there are other students who are mothers but they are not in contact with her. According to her, she can participate in the extra-curricular activities especially study related like seminar, conference etc. According to her, although she passed her Bachelor, it was not expectable for her because she couldn't score good marks. And she was unable to give the full papers in the master first year. According to her, it is good to have family planning to complete the study. There are not any problems for her to have the family planning and she also planned for two years. According to her, there are not any specific barriers in the culture, society and family for the study in case of her but since she is the daughter-in-law of the family, she has to participate and has the duty to be fulfilled in the family. That's why it is very hard for her to give time to the study.

At first she rejected some proposal of the marriage for two or three times from her family but at last she had to marry because her family thought that she was growing old day by day and it was the right age for her to marry. Since she had got arranged marriage, she had a fear at first that she had to quit the study. But she felt lucky that she had got chance to join the Master's level in the campus. She was also able to have family planning by consulting with her husband for two years. According to her, her family members are well educated and understand the feelings of her, she is feeling quite easy for the study. According to her, before being mother, she could focus on the study and to score the good marks but after being mother, she has to focus on the caring and rearing of the child. Also she feels that after being mother, the health becomes weak and the women couldn't give full effort to the study. She suggested other students to focus on the study along with the children.

Case 24

Case 24 is a 32 years old Hindu Brahmin lady studying in the faculty of Education with Nepali as a major subject. She is studying in the Master second year at Prithvi Narayan

Campus. She is living at Nadipur-3 of Pokhara in the rented home with her husband and a son of 11 years old in the nuclear family. She had got arranged marriage while she was studying in the Bachelor at Prithvi Narayan Campus at the age of 20. And just after one year of marriage, she had got her son at the age of 21 while she just joined the Bachelor in the campus. Her home is in the district of Tanahun and her maternal home is in Nawalparasi district. According to her, she tried to reject the marriage in the earlier age, but she couldn't reject it because her parents thought that it was the right age for to marry. Her husband and the rest of the family also convinced her that they would support her to finish the study after the marriage. Since her husband's family was educated, so she didn't reject the marriage.

According to her, she goes to the campus on foot because her house is near to the campus. She is inspired by her husband to join the master who is also a teacher in the local school of Pokhara. She has got an aim to be a lecturer in the +2 or campus level. That's why she wants to complete the master. She feels very lucky to get the support from her husband in the study. Her husband is fully supporting her to complete the master by economically as well as physically. Her husband used to take care of the son while she was studying in the Bachelor. Now their son has grown up, so they are feeling some sort of easiness for the caring and rearing of the children. She can manage her time for the study in the daytime and night time after finishing all the household duties and responsibilities. In the exam time, she tries to shorten the household duties as possible as she can and she asks her husband to take care of the son, so that she can study well. Since her class in the campus is in the evening, she can't take the class regularly and full periods too. As she is the mother as well as housewife, she has to leave the class earlier than others. Although she is interactive in the class, she couldn't spend much time with her friends in the class because she has to come home early in the evening. According to her, there are other mother-students in the class with whom she can express and share her feelings and experience if they get time. Sometimes she has to write the notes in the class in the leisure period. She doesn't take it home because it is very hard for her to do that at home. She is not doing any job this very day because she thinks she can't manage the time for the study, household responsibility and job. She is eager to take part in the extra-curricular activities as possible as she can. She wants to take part in the sport meet and other programs related to the socio-political issues, where she wants to take part as the participant. She wants to take part as the active member in that type of program.

According to her, although she has been the mother during her bachelor, her bachelor examination was good because she got the support from her husband. She also feels her Master first year examination was also good. She thinks that, family planning is the best method for the women for the better future. And for her, there are no barriers for family planning, so she along with her husband, they used contraceptive to prevent another child. So, she is now able to attend the class and is going to finish the master. She thinks that there are not any specific cultural and social barriers for her to join the master. But according to her, she has the responsibility of the household and the son which she can't avoid. She thinks that before being mother, she used to focus on her decision and objective to secure good marks as well as to get good job but nowadays she has only focused on the caring and rearing of the children.

According to her, the campus timing for the mother-students is not suitable somewhat for the M. Ed students including the library timing which opens only two hours a day for the evening

students. But she thinks and suggests to all the mother-students that if one works hard and commit herself for the study she can complete the journey of the study.

Case 25

Case 25 is a 25 years old Hindu lady studying in the Humanities faculty in Sociological stream in Master Second year in Prithvi Narayan Campus. She is now living with her father and mother along with her four years old daughter at Prashyang-5 of Pokhara municipality. Her husband is abroad for the work and she also has the job as an office assistant in the local newspaper. She is from oppressed community. Her maternal address is Prashyang-5, Pokhara and her house is at Nirmalpokhari-23, Pokhara. She is now living with her maternal family at Prashyang because her home is far away from her campus as well as from her office. She had got arranged marriage at the age of 20 while she was in Bachelor first year. She had got her daughter at the age of 22 in the Bachelor second year. Her daughter is now 4 years old and is studying in the class nursery in the local school around her father's shop near New Road-8 of Pokhara. She studied Rural Development and Home Science in the Bachelor's level but because of the unavailability of the subjects in the Master level, she joined the Sociology.

According to her, she was inspired by her parents (maternal) to join and study the Master's level. She usually goes to the campus on foot from her home. She doesn't have the specific objective from her education but she wants to be a capable woman in the society. Her father and mother take care of her daughter while she goes to the campus which the researcher himself met one or two times in the visiting for the thesis. Since she is doing a job also, she is feeling very hard in the study and daughter's responsibility. She has to give her daytime to the office from 10 am to 6 pm. But by the help of her parents, she anyhow manages the schedule. She has been working in the office for three years. In the exam time, she usually takes leave from her office as possible as she can. Although she has many things to perform in the daily schedule, she tries to go to the campus regularly, but she can't take the whole class and can't give time to the extra-curricular activities organized by the department. According to her, she sometimes gets time to interact in the class with friends as well as with her teachers in the subject matter. She also has friends who are mothers like her and they share their complications as well as their challenges.

Since her husband is abroad for the job purpose, she couldn't get enough support from him. So in the Bachelor's level, she couldn't score good marks. But since she is more educated than her husband, her husband gives her honor and respect and gives her continuous support. And after that, she came to her father's house to study. But in the Master's level also she couldn't give the full papers because of her job and daughter's responsibility. She is self supportive in the sense of economy. She had already known about the family planning and thinks that it was good to have the family planning before finishing the study but because of the concept of the family and society that the couple has to bear the children just after the marriage, she has to bear the child. Also it was very hard to understand the husband because of the arranged marriage for some time. At first, she couldn't express the concept of family planning with her husband. In the sense of marriage, she rejected the proposal of marriage for three times. But after the pressure of the family and the relatives, she accepted the proposal to be married. But her husband gave her permission to study the master.

In her maternal family, her father and other family members are well educated but only her mother is not so well educated. So everybody supports her in the study in the maternal family. Her younger sister is also studying in the Master's level and has just married who also supports her in the study by taking care of her daughter. She has passed her SLC from the local governmental school and also passed +2 from the same governmental school. She passed her Bachelor from Prithvi Narayan Campus.

She also thinks that before being mother, she used to have aim centered on her but after being mother she feels that she is bound to the family and the daughter. She also thinks that regular class and teachers' guide to the students help mothers to have good education. She also suggests to the other mother-students to be educated first of all and it will affect the child's future. So that mother has to give time to the family as well as to the study.

Case 26

Case 26 is a 25 years old lady studying in the faculty of Education with Nepali as a major subject. She is studying in the Master second year in Prithvi Narayan Campus. She is living in joint family with her in-laws, husband and three years old daughter. She had got arranged marriage at the age of 20 while she was studying Bachelor first year. She had borne her daughter at age of 22 while she was in Bachelor third year. She is living at Puranchaur-6 of Kaski district from where she comes to the campus by bus. Her maternal home is at Pumdi Bhumdi. She is inspired by her maternal family to study in the Master's level and she is also supported by her husband and the in-laws.

At first, she tried to reject the marriage for two or three times. Then after the conviction of the family members and in-laws to let her study after the marriage, she was convinced to marry. But according to her, it is not easy as she thought after the marriage. She further added that she wants to be educated to make her family well educated and to make her good position in the society. Her sister also helps in her study by taking care of the child during the campus hour. She manages two hours daily to study at home for the study after finishing the household duties. In examination time, she tries to shorten and finish the work fast and she asks for the support from the in-laws. Although she is busy in household duties, she tries to be regular in the class and somehow she is regular up to date. She is also able to take the whole class by the help of her sister who takes care of her daughter. In her class, there are other mother-students to whom she has no contact regularly. She is also unable to take part in the extra-curricular activities because the students don't know the timing of the program. Also, there are not any programs organized by the department these days.

Her husband is a businessman and unable to give time to her study. But he is supporting her economically. But sometimes, it creates conflict between them on the issue of educational expenses. That's why she was hesitated to talk about the economic dependence on her husband. According to her, she has passed her Bachelor regularly and the score was good but in the Master's level, she couldn't give the full paper in the first year examination because she couldn't prepare well in the examination. She also knows about the family planning, but she couldn't use it because of the family pressure to bear the child after the marriage. She is also feeling that mother has to give more time to the family than her study. According to her, before the child was born, she used to focus on herself, but nowadays she has to give focus to her daughter. She is feeling that there are different problems for her in the study like; family

responsibility, transportation, daughter's care etc. She is also feeling problem with the timing of the campus which starts from 3:30 pm and finishes at 7:30 Pm. But she wants to be educated and suggests others as well to be educated for the sake of the family as well as for the children.

Case 27

Case 27 is a 27 years old lady studying in the faculty of Education with Nepali as a major subject in the master second year in Prithvi Narayan Campus. She is from Hindu Brahmin family. She is living in the nuclear family with her husband and a son of seven years old and a daughter of 2 years old. Her son is studying in class two. They are living at Fulbari-10, Pokhara. Her maternal home is in Kalika VDC of Kaski district. She had got arranged marriage at the age of 18 just after she passed SLC examination. And while she was in the +2 level, she had borne her first child as a son at the age 20. According to her, she is inspired within herself to study the master to be an educated woman in the society. She lives in the area where buses are not available to go to the campus, so she has to walk for half an hour to go to the campus. According to her, she doesn't want to mention her husband's matter in the question of the case study, so the researcher didn't ask about the husband. She couldn't attend the class regularly because there was nobody to take care of the children while she went to campus. So she rarely goes to the campus. She goes to the campus if she finds somebody to take care of the children. Sometimes, she asks for the help to the neighbor. That's why she couldn't attend the class regularly. If she goes to the campus, she can't attend the whole class because of the household and children's responsibilities. According to her, she couldn't get the time to study at home and during the exam time, she somehow manages to study by arranging the household work. Since she is unable to attend the class regularly she can't meet other mother-students like her to share the emotions and feelings. She also couldn't attend or even think about to take part in the extra-curricular activities.

According to her, the Bachelor examination was not good because of the children's and household responsibilities and in the Master first year; she couldn't give the whole papers. She passed her Bachelor in five years and +2 in three years. According to her, she is dependent on her husband for the economic support. She heard about the family planning but she couldn't use it because of the family and culture to have babies just after the marriage. She seems frustrated in her daily life because she further added that she didn't care too much about the study. She is thinking that it is very hard for the mother to study in the campus level. Before being mother, she used to focus on the study and she used to think to score good marks in the school level. Since she was married early she couldn't experience too much about the free life in the campus level. So, she doesn't have any specific objective in the future for herself.

Her main problem for the study is that there is nobody to take care of the children in the home. Also, she feels very hard for the timing of the campus because it is very hard to manage the time for the campus which is 3:30 pm to 7:30 pm. So she feels that early marriage for the women is too much burden for her. Also, she said that she had to give time to the children and the family as well as to the study.

Case 28

Case 28 is a 28 years old lady studying in Master second year in the faculty of Education with English as a major subject. She is from Hindu Brahmin family. She lives with her husband and 5 years old daughter in the nuclear family. Her maternal address is at Bharatpokhari-8 of Kaski district and home address is Rupakot-6 of Kaski district. She had got arranged marriage at the age of 22 while she was studying in the Bachelor second year and at the age of 23, she had a daughter while she was studying in the Bachelor third year. Her daughter is now 5 years old and studying in UKG. She had avoided two or three marriage offer before she married, but at the age of 23, she couldn't avoid the marriage because her family thought that it was the right age for her to marry. Also, her husband and his family convinced her that they would support her in the future for study. So, she couldn't reject the proposal.

According to her, she is inspired from within her to study the master. She has joined the Master's degree to live her life in the need of the time and to learn and to teach others. She feels lucky that her husband cares the daughter while she goes to take the class. Her husband supports her physically as well as economically by taking care of the expenses of her study. She is living near her campus in the rented home, so she walks to the campus from her home. She manages two or three hours a day to study at home daily by arranging time and responsibility of the household. She studies up to late night during the exam time when all the family members go to sleep. Although she lives near to the campus, she can't take the regular class because of many obstacles like; household responsibility, daughter's responsibility etc. She couldn't spend time with the friends and teachers for the extra discussion in the campus. There are some other friends who are mothers like her in the class to whom she can express and share her feelings in the class. She didn't use to work while she was in her campus but just after the examination she joined the school as the lower secondary teacher in the same school where her daughter studied.

Her husband is also a teacher, so he couldn't give extra time to her study. That's why she didn't write thesis. Instead of that, she gave the written exam in the master second year. According to her, her Bachelor examination was not as good as she expected but in the Master's level, she was satisfied with her examination. She is supported economically by her husband, but nowadays she can support herself in her study. She already knew about the family planning but she didn't use the contraceptive because of the family, society and cultural matter. She feels like she was expected to have babies by the family after the marriage, which she couldn't avoid. Also, she also thought that it was the right age to have baby. She also had fear if she didn't have child at that point, she would be considered as neglected. After being mother, she realized that being mother and student is tiresome. She had to take care of the child and complete the household responsibilities. Also it is necessary to give time to the husband and relatives. She couldn't give the whole time to the study and couldn't prepare her examination in the Bachelor. In her thinking, before being mother, she used to focus to score good marks and her aim and after being mother she has to abandon every objectives of her life for the sake of the daughter.

She feels that to study the Master's level after being mother, joint family is important. For her, there was nobody to care the child to go to the campus. So she couldn't take the class regularly. In her Bachelor's level, she couldn't prepare the exam very well and in her Master's level too, she couldn't take the whole class. In this way, she couldn't feel the campus life very well after being mother. But she thinks although there are too many challenges, a mother has to complete the study to be an example in front of the children.

Case 29

Case 29 is a 33 years old lady studying in the faculty of Education with Nepali as a major subject. She is from Hindu Brahmin family. She is studying in the Master first year in Prithvi Narayan Campus. She is living in a nuclear family with her husband and two children. She has two children; one daughter of age 11 and a son of 10 years of age who are studying in class six and five respectively. Her maternal home is in Sundar Bazar-4 of Lamjung district and her home is in Dulegauda-7, Tanahu. She has got a provision shop in Bagar-1 of Pokhara near the campus where she studies. She had got arranged marriage at the age of 20 while she was studying in the Intermediate level second year. So while she goes to the campus on foot. While she goes to the campus, her younger sister takes care of the children and helps them to be prepared for the school and others. According to her, she had no idea of the marriage and family in the beginning of the marriage. She tried to avoid the marriage but later she thought it was the duty and fate of the women to marry according to the will of the family.

According to the respondent, she couldn't get enough time to go to the campus for she has got the provision shop which is opened from 6 am to 9 pm. So she can't arrange her time to the study and other activities. It is opened for two years and she takes care of the shop. When she goes to the campus, she even can't give full time to the class and her study because of the shop. She also can't take the whole class regularly. According to her, she also doesn't have time to interact in the class with teachers and friends. She just goes to the campus and comes in the shop in the very short time. She rarely gets time to participate in the extra-curricular activities. When she gets opportunity to take part in the activities, she loves to join in the socially oriented activities. According to her, she is inspired by her younger sister to join the Master's degree. And for that the younger sister fully supports her in the study with her capability. She is also self supported economically and can afford her educational expenses. She has no social and cultural barriers in the study but she thinks that her shop and children's responsibility are the main barriers for the study. According to her, she couldn't pass her Bachelor's degree regularly because of the children's responsibility. She gave birth to her daughter at the age of 22 while she was studying in the Bachelor first year and after one year she gave birth to her son. So because of this, she couldn't pass her Bachelor regularly with good marks. So she thinks that to be a mother and student is very hard and she feels it's a burden (*Falam ko Chiura Chapaunu*). She also couldn't get enough time in the home to study. So, she tries to separate time after finishing the shop work and household responsibility. She only gets two or three hours in a day to study at home. In the time of examination, her husband and younger sister help her to have time to study in the home and take the responsibility of the shop as well as of the children. In this way, she passed her Bachelor and now she is in the Master's level.

She also thinks that to use contraceptive could be a boon to the mother to complete the study, but it is not as simple as we think for the women in the traditional society like Nepal. In this way, directly or indirectly, mothers are influenced and controlled by the culture and society. According to her, for women it is necessary to have children within the age of 30, otherwise people especially neighbors will start to backbite and think that she is barren (*Banjhi*). Above all these challenges, she wants to finish her Master's degree and wants to compete in the Civil Service Commission (Lok Sewa Aayog) to get governmental job. She thinks that only the governmental job fulfills her desire to be capable and she wants to show her ability by passing the exam of Civil Service Commission. Although, it is very hard for her to manage the time,

she is going to manage the time for the preparation classes for the Civil Service Commission examination. Her husband is also an officer in the governmental sector, so he can't give enough time to the family and her study. But she tries to handle the pressure alone herself.

Case 30

Case 30 is a 29 years old Christian lady studying in the master second year with Sociology in the faculty of humanities. She is living in the nuclear family with husband and 8 years old son. Her son is studying in class four. She was married at the age of 20 just after the completion of her +2 examination. She had got love marriage. After one year of marriage, she had borne her son during the Bachelor first year. She and her husband planned to marry after the completion of her +2 after a few years of dating and let her continue her study in the future and that's why she is now studying in the master. So she said that she was inspired by her husband to study in the master. At the time of marriage, she was hoping it would be easy for her to continue her study. And with the help of her husband, she is feeling quite easy to study in the master. Since she had borne the son in the Bachelor first year, she had felt hard at the time of Bachelor. But after the growth of the child, it was easy for her in the study. According to her, she was not feeling any hardship in the Bachelor's level. So, she had passed her Bachelor regularly with good marks. She was regular in the Bachelor's level except in the first year when she had given birth to the child. At that time, she had given her first year examination with personal study at home without going to campus.

After the birth of the son, they did family planning to control the birth and have continued up to these days. Her husband is now working as a teacher and she is a complete housewife. So, she gets more time to the study at home. She was the regular student in the master first year and could take the whole class. She was also active in the class and interactive with teachers and friends. While she was in the campus, she was able to attend the extra-curricular activities like; viva, departmental programs, seminars etc. While she attended the campus, her husband would take care of the child and bear house responsibility. Also her son was also grown up at that moment; she was feeling easier than in the Bachelor. According to her; she got plenty of time in the home for study because there was not too much burden in the home being the nuclear family. That's why her first year examination was good and is hoping to score well in the second year also. She has just finished her second year examination and is planning to attend the orientation class for thesis which the groups of her friends are trying to organize.

According to her; she had no barriers in the study because she got full support from the family. Also the couple had planned to have no further children, so it was also much easy for her. She only felt the challenges of the time management during the second year while her husband went abroad for further study for some time, but he came back just after some months. So, she couldn't go to the campus at that time. But after the return of her husband, she felt easier. Also, she added that it would be easier for the mother-student to be disturbed in the mind because of the children's care and family responsibility. She also felt that after the birth of the child, mother's objective would be changed. Before being mother, she focused on herself but after being mother, she would be child focused. According to her; she is fully supported by her husband in the study physically and economically. She has set her goal to be a lecturer in the future after completing master. For her, she didn't feel any barriers in the study. She thought that it was important to have support from the family.

Case 31

Case 31 is a 30 years old lady studying in the master second year with Sociology as a major subject. She is a Brahmin lady. She is living at Amarsingh Chok of Pokhara with her husband and three years old daughter. She had got a love marriage (inter-caste) at the age of 26 while she was studying in Bachelor third year. She is living in the nuclear family where her husband is a businessman and her daughter is studying in class of Nursery in the nearest school.

She had passed her +2 from the government school in Pokhara and studied in Prithvi Narayan Campus afterwards up to now. She was average student in the class up to Bachelor. She had passed her +2 level regularly but in the Bachelor, she couldn't give full attention to her study and couldn't pass the Bachelor regularly. Since she was married on her own, her parents ignored her at first but now everything is fine. At the time of her Bachelor's level study, there were some offers to her for the marriage but she refused to marry because of her relationship with her would- be husband. So she tried to avoid the marriage but because of the force of the parents she decided to marry with her husband just after finishing Bachelor's examination. At that time, she couldn't think of her future in the study and was not planning to continue her study. But after the marriage, her husband supported her fully to study and encouraged her to complete it. And according to her, she had borne her first child as a girl after the one year of marriage at the age of 27. She didn't control the birth because she thought that it was the right age to have the child. But after the birth of the first child, the couple stopped the birth up to now.

According to her, she is inspired by her husband to study in the master. According to her, she used to go to the campus by her own scooter from her home at Amarsingh Chok, which is around 30 minutes away from her home. Husband used to care the child while she went to the campus. But she couldn't go to the campus because her husband sometime had to go to the office for many times. Since her husband was a businessman, so he couldn't give his full time to her study. So there was nobody to care the child at home. So, she couldn't be regular in the campus and while she was able to go to the campus she had to give up one or two periods for household responsibility. She wasn't able to participate even in any extra-curricular activities in the campus up today.

Although she is a complete housewife, she can't study at home more hours because of the different responsibilities. She has to give full time to her daughter to prepare her for the school and her husband for his office. During daytime, she can't study too much because of laziness and tiredness. So, she wants to have some entertainment like watching television, using mobiles etc. In the night time also, she couldn't give time to the study because of tiredness. Also she has to give time to her husband. According to her, she is also feeling weakness in the body after being mother. So, she didn't use to study at home. That's why she told that her first year exam in the master was not so good and she couldn't give the full papers. Also she didn't give the full papers. At that time she left her daughter in her maternal home, but because of the laziness and household responsibility, she couldn't pass all the papers in the first year. But in the second year, she gave all the papers and she is waiting for the result to come.

According to her, there are not any cultural barriers in her study, because they are living in the nuclear family. Her husband is supporting fully as possible as he can in her study. He is

supporting her economically as well as physically as possible as he can. Only barriers, she has are the household responsibility and lack of time to go to the campus. She is now planning to attend the different programs related to the thesis in the department to complete it. According to her, the mother has to finish the study if she is able to have time. She also says that after being a mother, women's objective would be changed. In her context, she is not able to focus on her study now. She has now objective to be educated person only and she wants to complete the master for the sake of the children.

Case 32

Case 32 is a 23 Brahmin lady studying in the master first year with Nepali as a major subject in the faculty of Education in Prithvi Narayan Campus. She is a Hindu lady living at Birauta-17 of Pokhara with her husband and two years old son in the nuclear family. Her maternal family is also living there and her family address is in Raipur, Tanahun but they are living in Pokhara by making their own home. Her husband is a secondary level Science teacher in Chhorepatan Higher Secondary School.

She had passed her SLC, +2 and Bachelor from Chhorepatan Higher Secondary School. According to her, she had passed regularly up to Bachelor. She was also raised in the nuclear family where she had got her parents and her younger brother. There she got good support in her study. She was a good student in the school and in the Bachelor Second year, she met with her husband in the School and he proposed her family for marriage. She didn't deny the marriage proposal for she also loved the man dearly. Also her parents pressurize her to marry because of the religious belief that one doesn't have to marry at zero month i.e. at the age of non-zero digit, she had got married after the completion of her 20 years of age, while she was studying in Bachelor second year. At the age of 22, she had borne her first child as a son. But she never left her study because of the support of her parents as well as her husband. Since her maternal family is near her home, she feels inspired in her study. She added that she would like to be a capable citizen of the nation, so she firstly wants to complete the master.

According to the respondent, she goes to the campus by bus but she needs to walk around 20 minutes from her house to reach the bus station. It takes around one hour to reach campus by bus. She has got her younger sister-in-law in the house to care the child while she goes to the campus. Since her campus starts from 3:00 pm, her husband also comes at 4:00 pm, so it is not hard for her to go to the campus. But sometimes she couldn't go to the campus while her son became ill; otherwise she is a regular student in the class. She has got her son admitted to the Montessori, but her son became sick time to time, so she took him out of the school. Although she was a regular student in the class, she couldn't take the whole class and left the last period because it could be too late for her to come back home. She also can't give full time to her friends and extra-curricular activities. So, she doesn't have too closeness to the friends but in the leisure period, she interacts with her friends. During that time, she writes class notes of her friends. Since she lives in the nuclear family, she doesn't have too many responsibilities but she has to give her own time to every work in the family. Because of that, she rarely gets time to study, so she takes time at night after the completion of all the responsibilities. Because she has to let her son go to sleep and has to give time to her husband, she feels very tired. So she can manage around two hours to study.

According to her, she passed her Bachelor's level with good marks but in the master first year examination, she couldn't give the entire paper exam because she couldn't prepare for the

examination. So she feels very frustrated at this point. She feels that before being a mother, she used to be free to whatever she wants to do but after being the mother, she has to compromise to many things. She has to manage to care of her son before doing anything. Although she didn't have any barrier to use contraceptive, she didn't apply the contraceptive to stop the childbearing because she thought it was the compulsion of the women to give birth to the child after marriage. She feels that after being a mother, her health has also become weak and she couldn't focus on many things. So she wants to give suggestion to other girls to marry after the completion of the study.

At this moment of the preparation of this case study, she is planning to have a scooter license. She does already have lower secondary teaching license and three months before, she had even appeared in the secondary level license exam. Although she didn't work up to this point because she didn't have to, she is also planning to join one of the boarding schools after the completion of master second examination.

Appendix C

Questionnaire

1. Explain about your marriage.
2. Tell me about your children.
3. Can we talk about your parents and maternal parents?
4. How do you feel being mother and student?
5. How do you learn what you are taught in the campus?
6. Why didn't you do family planning to complete your study?
7. Explain about your peer group and supporting system in the group.
8. How do you feel when you first became mother?
9. Explain the supporting system in the household.
10. What difference can you find before and after being mother in your study?
11. What are the social as well as familial benefits to be a mother?
12. Describe the condition when you became mother at the post graduate level.
13. What is the effect of your motherhood in your career and objectives of the life?
14. How is the class environment for the mother-students?
15. Explain the condition when you were married.
16. How do you balance between your family, job and study?
17. What difference did you find between the study before and after being a mother?
18. Are there any other mother-students in your class to whom you shared your thoughts and notes?

Appendix B
Photo Arcade

