

CHAPTER –ONE

Introduction

1.1. General Background

Literacy is the knowledge of reading and writing. Those who can read and write are called literates. The meaning of literacy is varying with different period. In previous time for census taking purposes in most countries the ability to read and write has been regarded as the minimum standard at literacy. Nowadays, literacy is interpreted in a wide and comprehensive sense. UNESCO came up with the concept of functional literacy in 1965. It defined a person read and writes enough to be effective in the normal activities of life. The concept of literacy used in the censuses as remained almost, uniform. The 1991 and 2001 censuses made further improvement by defining literacy as ability to read and write with understanding and to do simple arithmetic calculations.

Education is one of the fundamental means for all for alleviating poverty and bringing improvement in the standard of living through different socio-economic activities. Education is the backbone of a national development which plays vital role for progress. It is essential for the overall development of a country like Nepal. The development of education in Nepal could not progress before Rana Period. During the rule less attention was paid to the development of education in the country. The education was only for some privileged groups like priest and ruling class. Hence, real progress of education development in the country began only after the interdiction of democracy since 1950.

A Board of education was appointed in 1954-55 a national education planning commission mapped out a long range plan for the orderly development of education in Nepal with the help of American Aid, Primary schools were expanded a teacher-training program was established, adult literacy classes were opened and provision was made for the preparation and printing of text books. Colleges were established both in the Kathmandu Valley and in the hinter lands

and a national university was organized. In 1962, a UNESCO team made a comprehensive survey of a decade of educational progress in Nepal and made recommendations for continued development but with great emphasis on educational planning.

Development of education got momentum only during the period 1961-71 when government took different measures to expand education in Nepal through opening of primary schools.

Women in developing world especially rural women have typically fewer skills to offer in the labor market. Their operations for gainful satisfying employment few their potential for contributing to the society is limited largely to the domestic sphere and that contribution is further constrained by ignorance and lack of skills related to health nutrition and hygiene.

Women's participation in education was almost nil prior to the political change in 1951 in Nepal. Since then, women allowed access to education as well as other opportunities like employment. The National code (Muluki Ain) at 1963 brought about significant changes in family property law and the legal status of women. It raised the legal age of marriage for women for 16 years made polygamy and child marriage illegal and broadened women's capacity to inherit property. In the area of education, primary education was made free since 1975 and text books were distributed free since 1975. These developments in legal and education systems contributed to a rise in female literacy and their access to other opportunities. Females literacy was about 12 percent in 1981 and reached about 25 percent in 1991 and about 43 percent in 2001.

Women in Nepal are generally less educated than men with a median of less than one year of schooling compared with man. More than one in two (53%) women age have only some primary education, 5 percent have complete a secondary or higher level of education. Women who are older and reside in rural areas are more likely to have no education (NDHS – 2006).

The urban rural difference in the level of education is pronounced at the secondary or higher levels for examples: A time as many women in urban areas as in rural areas have completed secondary or higher level of education

(24% and 6%) respectively. There is a regional differential in educational attainment. Women in the far western region have the highest proportion with no education (62%) while lowest proportions live in the western region. Where 42% of women have never received formal education. Among sub regions nearly three in four (73%) women living in the western mountain sub region have no education compared with more than three in ten (34%) women living in the western hill (NDHS – 2006).

The 100 ethnic and caste groups reported in census 2001 included 44 ethnic. 135 high caste, 15 Dalit and 6 others the cohort with above average literacy rate includes 16 ethnics, 12 higher castes, 4 others and among the Dalit. The next cohort of 25.4 to 53.3 literacy rate is composed of 28 ethnic, 19 higher caste, 7 Dalit and 2 others (Census-2001).

The National Committee of Nationalities which noted 59 distinct cultural groups as Janajati (Published in Nepal Rajpatra, February 2, 2002) also identified them in different ecological region. 18 groups from the mountain, 23 groups from the hill and 7 groups from the Inner Tarai and 11 groups from the Tarai of them, the CBS could record only 42 Janajati groups with their population size. According to Gurung (2002:12) at the total 18 Janajati groups listed in the mountain, the CBS recorded only 5 groups (Bhote, Byanshi, Sherpa, Thakali and Halung) and the rest other groups are labeled as Bhote or they are simply the identification of the group through Tibetan language. Likewise, Gurung (2002; 13) claims that Free in the group related with Pahari, Surel with Jirel and Bankariy Chepang.

Among all of the Janajati Tamang also one of the group of Janajati. The total population of Tamang in Nepal was 1,018,252 in 1991 or 5.51 percent of total population which reached 1,282,304 in 2001 or 5.64 percent of Total population. We can see that the total population of Tamang 34,737 or 7.4 percent of Total Population in Chitwan district (District Profile of Nepal 2007/08).

The literacy rate of some of the numerically and politically dominant Hill and Tarai Janajati's groups are Limbu (59.75%), Gurung (59.79%), Rai

(58.19%), Magar (55.90%), Tharu (47.12%) and Tamang (45.04%). Despite living close to the Kathmandu Valley through out countries. Tamangs social, economic and political conditions in Nepal are relatively poor compared to similar other cultural groups. Their literacy rate is one of the lowest among the numerically dominant Janajati groups of Nepal (CBS -2003).

Women's literacy rate is very poor in Tamang community. But literacy is the most important single means of attaining socio-economic development and of opening for the individual, the door to innovative ideas and actions. Literacy enhances access to information that may be necessary to conduct various essential activities in daily life and work. It enables women to improve his knowledge base, acquire education on informally and make progress in life.

1.2. Statement of Problem

Education level of female is low so, the less number of females are involved in income generating activities. Education helps the women to empower. After educating men and women equally or raising the level of education of women the nation can be progressed it is the thinking of the various people that women are only able to do household activities and can care children only.

Participation in education is an important dimension to assess the development of a society. Education develops the human resources which is interpreted as a process of increasing the knowledge, skills and capabilities of all people in the country. Such improvement of human resources helps to meet the desired goal in different sectors of development. But social, economical and cultural barriers are challenging to get desire goal in the development of education.

The literacy rate of Tamang community 45.04 percent. There is a sex differential about literacy rate.

Men and Women should be equally educated which helps to progress the nation. There should not be discrimination between different caste and ethnic group.

The dropout rate and repetition rate of girl student is high. Educational participation of low socio-economic and disadvantaged group is mainly because of high incidence of dropout at the primary level. This is due to negative attitude of parents towards daughter should go to other house they can not help the parents and during old age.

The participation of girls in S.L.C. examination and higher education examination is very low in Janajaties (Tamang Community compared to other higher caste and to boys of same caste.)

Every level of Education is very low among married women in Tamang Community compared to other higher caste.

1.3. Research Questions

With the help of available literature reviews, it raised the following research questions.

1. What are the main causes of illiteracy of women in Tamang community?
2. What are the socio-economic and demographic variable which affects the female education?
3. What are the main causes of dropout?
4. Why there is discrimination on female education?

1.4.Objectives of the studies

The main objectives of the study is to identify the educational status of married women in Tamang community. The specific objectives are as follows.

1. To identify the educational status of married women in Tamang Community in Bachhauli V.D.C.
2. To find out the causes of illiteracy of married women in Tamang community.
3. To find out the causes of dropout of married women from the school/campus.

4. To find out the causes of discrimination in women's education in Tamang community.

1.5. Significant of the study

There are various ethnic/caste groups in Nepal. Every ethnic group has its own important role in the national development. But they are not equally developed in every sectors of life. If we study on the basis of education their will be vary with different cast and ethnicity. According to 2001 Census, the most deprived groups in terms of education are Terai Dalit. The literacy rate of Janajati is also not significant. The literacy rate of sum of the numerically and politically dominant Hill and Terai Janajaties groups are Limbu, Gurung, Rai, Magar, Tharu and Tamang. Among them literacy rate of Tamang is very low. If the women in any household are educated they make more educated persons. It is important to investigate the reasons of illiteracy of the Tamang female. It is also important to find out the root causes of drop out of the Tamang female from the school education and higher education. There is discrimination between male literacy rate and female literacy rate in Tamang Community. So it is necessary to find out the reasons of discrimination, so, that Tamang community chosen.

Illiteracy, dropout rate and discrimination are the hindering factors for the development of nation. After finding the causes we know that what the hindering factors for the education are. Then it is easy to remove the hindering factors fro the education.

This study shows the educational status of married women in Tamang community in Bachhauli V.D.C. Hence, this study has provided information of educational status of women in Tamang Community in Bachhauli V.D.C. to the government NGOs/INGOs which are involved in improvement of Tamang women's status. This study helps to make plan and policies to improve the educational and socio-economic status of Tamang women in Bachhauli V.D.C. Education is the key factor for the improvement of status of women. So, this

study helps to make plan and policies for the improvement of educational status of Tamang women and to bring different programs for different ethnic groups.

1.6.Organizations of the study.

This study is organized into six chapters with different dealings. The organization of this dissertation paper is presented as follows.

1. Chapter I gives introduction, general background of the study, statement of the problem, research questions, objectives, significance, organization and limitation of the study are included under this chapter.
2. Chapter II deals about the literature review focusing on the status of women education and women education in Tamang community and conceptual frame work of the study.
3. Chapter III is organized on methodology of the study. Methodology includes the study area, sample population, selection procedure, and questionnaire design as well as data analysis procedure.
4. Chapter IV deals with the background characteristics of study population and individual characteristics of study population, background characteristics of respondent's father's home and background characteristics of respondent's home. This chapter focuses on the educational as well socio-economic characteristics of respondent.
5. Chapter V is the main chapter deals about the literacy status and other variables, educational level and other variable, dropout level and its relation with other variable and factor affecting in discrimination of female education.
6. Chapter VI deals for focus group discussion which covers respondents opinion.
7. Chapter VII is the conclusive chapter. It gives the summary, finding and conclusion of this dissertation paper.

1.7. Limitations of the study

While conducting this survey, some technical as well as operational difficulties were faced. Due to the lack of knowledge and awareness as well as hesitation of respondents as well as technical problem this study is condensed some how. Some limitations of this study are mentioned below.

1. This survey covers 2 wards out of 9 wards of Bachhauli VDC which may not nationally representative.
2. Only married Tamang female respondent were selected, so it may not cover the overall status of female education.
3. Only 110 respondents were selected.
4. Due to the lack of financial support and time, this study has condensed.
5. Some technical errors while preparing questionnaire as well as conducting survey may affect the quality of this study.

CHAPTER -TWO

Litterateur Review

2.1. Theoretical Review

There are many literatures on education in general but very few attempts have been made to study the education status of ethnically back ward community of Nepal.

Rekha Wazir (2000) write that the south Asian Region as a whole force very poorly in the education of girls and women. It is estimated that nearly half the world's literature women live in this region. Gender disparities exist at all levels of education and the gap between enrolment ratios of boys and girls and literacy levels of the man and woman in the wide for any region in the world.

Rekha Wazir writes the education broadly defined most have co-central role to play in both pathways to breaking the cycle of female disadvantage on the one hand education must provide meaningful skills which enhance women's labor market capabilities and allow them to claim benefits from the development process . On the other hand education must surely serve as a catalyst of emcipatory struggles.

Don Admas and Robert Bjork (1969) summarized that the lack of education for women the occasional absence of demand for education and the focus trading language problem common to developing areas have tools in the value structure and class and ethical composition and they focus that a high correction exists between low rates of educational investment and low levels of economics development. There is at present no standard that can serve adequately as a guideline for the rate of investment in education these constraints add to the significance of careful through and planning for the total educational system on the pant of the developing nation.

Lesson from experience Rose marry T. Bellow and Elizabeth M king explain that expanding education, especially basic education, has been a policy objectives in developing countries for the past three decades. The reasons for

this are clean Basic education is after considered a right which government have a responsibility to guarantee to each generation. And the benefits of education are by now well established.

A study conducted by CERID in 1984 on "Determinates of Educational participation in Rural Nepal" have found that the educational level of the adults of the house holds was a significant predictor of children's school participation the attitudes of the head of the household toward modernity is positive due to the education awareness occupation of the family members predicted participation on education children whose family is engaged in labor exhibited a lower participation rate than those family who are not engaged in labor.

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

A study on "Educationally Disadvantaged Population Groups" by CERID (1990) describes the educational situation of back ward society in Nepal. The report pointed out the major problem of the poor economic condition is due to the illiteracy. The various factors which have influenced the poor economy of the communities are the socio-culture such as early marriage negative attitude towards girl education and school relations i.e. language problem and teachers behaviors on students. The study hence found higher level of classes in the context of girl education; this trend is more rapid than in the boys.

Pandit (1998) the educational opportunities for girls and women therefore remain distinctly below those upon to boys and men. And this is true only in quantitative terms, but also in qualitative terms.

Sunanda Sagar Rosemeyer (2000) writes that the cultural image of a women, position occupied by her in society and the roll assigned to her at a particular time are determined to a great extent by her education. The desire for a higher standard of living and consequent acceptance of women's employment

has also been a factor in creating a positive attitude towards women's education. The prevalent feeling of distrust, suspicion and even hostility towards a highly educated and gain fully employed had disappeared. Instead of they are looked upon with respect in society.

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

Equal Access of Girls and Women to Education (EAGWE – 2062) Program was indicated as a strategy to promote female education by increasing the enrollment of girls in the primary school of remote and socially backward Ares of the country. Some 200 girls of Dhankuta, Birjung, Pokhara, Surkhet and Jumla received training under these programs.

For Tamangs

Tamang Parshuram (2063), Tamang are mainly found in the district of Rasuwa, Sindupalchowk, Kavrepalanchowk, Makwanpur, Nuwakot, Dhading, Ramechap, Dolakha and Sindhuli. The census of 1991 places their population at 4.9 percent of national total. The Tamang language, culture and traditions are rich. They were already described as a powerful nation in history inscriptions going as far back as the third country attesting to their ancient civilization. They are Buddhist, and their script originates from Tibetan. Their language belongs to the Tibeto – Burman family. The archives of Tamang religious scripture are rich, varied and vast. Their intellectual hierarchy had categorization of royal priests, raconteur of history and other scholarstic division of labor. They celebrated with equal fever search divers religious occasions as Lhosar, Maghe Sakranti, Baishak Purnima and Sarwan Purnima. They are fond of buckwheat delicacies. Their dance culture is equally rich and varied. There are many Tamang Sub clans.

Ethnic community of place contributes to add a new flavor to the cultural taste of the nation. In this context Nepal bears diverse and extends one of them Tamang have been settling in this tiny kingdom since historic time. Most of the writings on them concentrate on describing their place of origin the derivation of the term Tamang the period their arrival or maximum of the literature produced. On them talk about the Tamang in a very general way. No specific attempt has been made to analyze their sociological aspects. Some of the foreign authors have focused on their ritual paradox where as others stress on their shamanist. The works of the native writers rather characterize them as backward ethnic group and seek to find the reason of their backwardness.

Hugen mentions Tamang as an ancient Nepalese race whose settlements covers a great expanse. Their original Nepalese house is on the southern flank of Ganesh. Himal where they maintained their cultural parity but in the southern settlement they have evidently mixed very considerable with other tribes and have become more repined Tamangs originally come from the region of inner Tibet and called both by their Neighbors (Hagen 1970: 82/83).

They practice ancient both religion on with high influence of south Buddhism. Present Tamang religion is a fusion of these where as in the southern Zone it has Become admixed with other doctrines above all With Hindu Teaching

2.2 Empirical Literature Review

The world's Women 2000 report "called on governments to revise laws to ensure women is equals rights to provide equal. Education for girls and ensure the right of women to decide matters of sexual and reproductive health" to put women into decision making positions and to end violence against them. (The Washington Post -2000).

According to UNDP (1995) the adult female literacy rate remains as low as 12.25 percent as against 38.7 percent adult male literacy rate.

Bhattarai Sajal (2006) explains on Educational Status of Nepalese women focus that the level of educational attainment among female children of wealthy and

educated families was much higher than that among female children of poor families.

Bhattarai (2006) conclude that Differences in the educational expectation of girls and boys e.g. Family resources directed to boys rather than girls education.

Parajuli, Manjulina (2005), Summarized in her dissertation that out of 138 married women of Machhegaun VDC of Kirtipur Kathmandu 60.10 percent literate and 39.90 percent are illiterate. This 39.90 percent illiteracy rate of female indicated that still the educational status of women is back warded.

Paudyal Tika Devi (2003), explains her dissertation entitled “Educational Status and House Hold decision of married women” literacy and educational qualification are vital indicators of women's social status. They are the crucial factor not only for availing them employment opportunities created in the process of modernization but also for communication with the out side world although, female educational conditions is very low. About 58 percent of female are literate in Phyatuppu VCD.

And Dropout situation is one of the major problems of education for females As level of education increases dropout rate also increases simultaneously. Early marriage is the major cause of drop out education. Most of the women dropped out due to this cause.

For Tamang

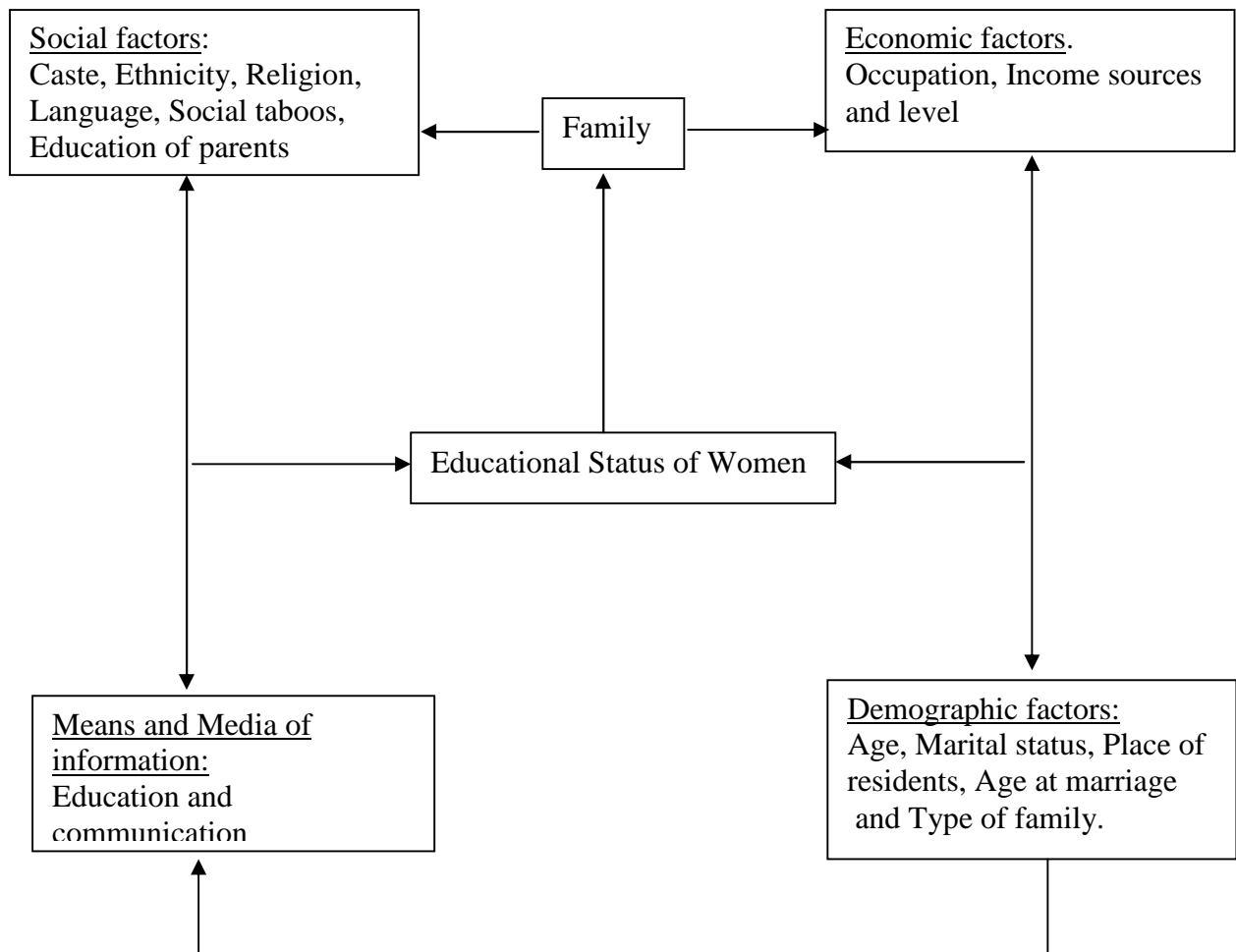
EFA Global monitoring report (2006) “Reducing ethnic discrimination in Schools Children from indigenous group’s ethnic minorities are less likely to early in primary school and more likely to report grades. Data from ten Latin American countries show that disparities in educational attainment between indigenous and non indigenous populations were more marked than disparities based on gender or area of residence”.

Duwadi Kiran (2001) summarized on his dissertation “A socio-economic study of the Bote community of Gardi V.D.C., Chitwan district”. The total literacy in this community is found to be 23.74 percent which is lower than national 40 percent as well as district 55.7 percent literacy rate. Female literacy rate is found only 9.69 percent.

Narayan Prasad (2001) summarized on his dissertation "A sociological Study of The Tamangs of Khalchowk" that Tamangs educational status is very poor since the whole areas has been above to produce only 11 S.L.C. graduates and the literacy is just 48.4 Percent.

2.3 Conceptual framework:

The following conceptual framework, which is made on the basis of the above review of literature, helps to analyses the educational status of married women in Tamang community.



CHAPTER - THREE

Methodology

3.1 Selection of study Area and Population

The study “Educational Status of Married women in Tamang community” is done Bachhuali VDC of chitwandi district. Bachhuali VDC is situated in the east-south part of Chitwan District. It is situated in 10 kilometer far from the headquarter (Bharatpur). Baghmara Community forest in west, Ratnanager municipality in North, Chitwan National Park in south and Kumroj V.D.C. in east. It has covered 2396 square k.m. area in total. Bachhuali VDC is important place for tourism because the famous place Sauraha also lies in this VDC. It is near by Chitwan National Park where tourists come to visit to see one horned Rhinos. The total population of this VDC is 10,817 out of them 5519 are male and 5298 are feamale. In this VDC majority of people are from Tharu cast that is 43.82 percent. Tamang 7.56 percent Majority of the people followed Hindusim ie. 87.15 percent and Buddhists 8.96 percent and other 3.89 percent (V.D.C. Profile- 2063).

There are altogether 8 schools including 7 Government and one private. Out of them seven Government schools, Shree Bodrahi Rastriya Primary School, Which was established in 2019 B.S, Shree Malpur Sec. School, which was established in 2028 B.S., Shree Bachhuali Sec. School Which was established in 2019 B.S., Shree Mainaha Rstria Primary School Which was established in 2045 B.S, Shree Parbati Rastriya Primary School Which was established in 2058 B.S, Shree Jhuwani Sec. School Which was established in 2022 B.S. and Shree Tarauli Primary School, Which was established in 2045 B.S.

3.2 Sampling Technique and section of Respondents

Bachhauli VDC of Chitwan district for the study area, the total population of the VDC 10,817 and the numbers of household is 2011(VDC profile 2063). For the sample area, from total 9 wards only 1 and 3 wards are selected on the basis of Simple Random Sampling. Among the total population 735 from ward no.1 and 1601 are from ward no. 3. The total population of ward no. 1 and 3 are 2336. Among the total population 1333 are female and 1003 are male. From 1333 female population of these wards, total Tamang females are 281 from 281 Tamang Female 110 Tamang married women are chosen as respondent purposively or all married Tamangs female are taken. The Tamang house hold is selected and from the selected Tamang selected household married Tamang female representative are taken for sample. The population size in the selected 2 wards and sample size is listed in table no. 3.2

Table 3.2 : Distribution of Sampling population

S. N	Ward No.	Total house hold	Total Population	Male	Female	Tamang Population	Tamang male	Tamang female	Tamang married female
1	1	116	735	373	362	322	148	174	38
2	3	167	1601	630	971	227	120	107	72
		283	2336	1003	1333	549	268	281	110

Source : V.D.C Profile, 2063

3.3 Questionnaire Design

The semi structure questionnaire was designed for the quantitative data collection. Most of the questions were pre-coded and some open questions had also been included in the questionnaire. 41 questions were prepared and interviewed to the targeted population from whom the data were collected. 2 Open indeed questions and 3 questions for focus group discussion are categorized for qualitative data collection. For focus group discussion,

respondents are divided into 3 groups on the basis of their age. Then qualitative data were collected by discussion.

The study questionnaire includes socio-economic and demographic characteristics of the respondent. The questions were prepared as simple as possible so that all respondents can understand and answer the question easily. The whole set of questionnaire was divided into following aspects.

1. Individual characteristics of respondent
2. Literacy status and Educational level of the respondent
3. Drop out pattern and level of respondent.
4. Causes of drop out and illiteracy of the respondent.
5. Reason of discrimination for female education

3.4 Nature and Method of Data Collection

This study is based on primary data as the main sources of information to full-fill the objectives of the study, whereas literature review is done under secondary data and information. The primary data were collected using interview method by the researcher herself. This study was focused on the married Tamang female. The reasons of illiteracy, the reasons for dropout and than reasons of decimation are finding out by doing focus group discussion method. This study survey was conducted in June, 2008.

3.5 Data processing

The filled up questionnaire were done manual editing thoroughly after all questionnaires were editing a code book was prepared for the open questions. The questionnaires were coded according to the code book using alphabets as well as to find out the other technical errors. After completing the manual editing, the master table SPSS was created in which all the obtained data from questionnaires were entered. When the data entry was completed than they were edited to find out the entry errors known as data cleaning in SPSS software.

3.6 Data Analysis and Interpretation

The data analysis is simply based on descriptive type of analysis the frequency table, cross tabulation and other required information were retrieved from editing data in SPSS software on the basis of this information, the analysis interpretation have been made. The analyses were interpreted using different statistical tools and description.

3.7 Selected of Dependent and Independent Variables

Generally there are three types of variables in social issue; they are dependent variables, independent variables and inter-mediated variables. So here in this study only two type of variables are selected i.e. depend and independent variables. The role of inter-mediate variable are disregarded

The dependent variables are

-) Age
-) Sex
-) Religion
-) Marital status
-) Occupation of parent
-) Family size
-) Education level of parents
-) Age at marriage

The independent variables are

-) Literacy status and level
-) Education status
-) Drop out level
-) Causes of drop out and illiteracy
-) Reasons of discriminations

CHAPTER - FOUR

Background Characteristics of study Population

4.1 Individual Characteristics

In this section respondents age group, occupation, marital status, age at marriage, family type, education level, dropout level, e.t.c. are analysed.

4.1.1 Distribution of Respondents by five years age group

The age distribution of respondents is classified by 5 years age group. The information has been collected from the married women in Tamang community. Which has been presented in table 4.1.1.

Table 4.1.1. Distributions of Respondent by five years age group.

Age Group	Respondents	Percent
15-19	12	11.80
20-24	20	18.18
25-29	10	9.09
30-34	18	16.36
35-39	17	15.45
40-44	10	9.09
45-49	6	5.45
50-54	4	3.65
55-59	7	6.36
Total	110	100

Source - Field survey,2008

Table- 4.1.1 Shows that all the respondents are above the age of 15 and out of them majority of respondents are in age group 20-24 out of 110 respondents 18.18 percent are in this age group followed by 16.36 percent

in 30-34 and 15.45 percent in 35-39 age groups respectively. The least proportion of the respondents is of age 50-54 age group.

4.1.2 Distribution of Respondent by Occupation

Women's profession is related with their education. Better the level of education of women better the chances of finding official job. In this way. Occupational status of women influenced the occupation. Occupation statuses of women are presented in table 4.1.2.

Table - 4.1.2. Distribution of the Respondents by Profession.

Profession	Respondents	Percent
Wage	50	45.45
Agriculture	52	47.27
Business	5	4.55
Service	1	0.19
other	2	1.82
Total	110	100

Source: Field survey, 2008

Table-4.1.2. Shows that output 110 respondents 47.27 percent Tamang women are engaged in agriculture followed by 45.45 percent are depend on wages. Only 4.55 percent are involved in Business very least amount 0.19 percent women are engaged in service.

4.1.3 Marital Status of the Respondents

Marital status is a universal demographic component. It can play a vital role in determining educational status of women therefore respondents the marital status of respondents is presented in table-3

Table-4.1.3 Distributions of Respondents by Marital Status.

Marital Status	Respondents	Percent
Married	106	96.36
Widowed	2	1.81
Divorced	-	-
Separated	2	1.81
Total	110	100

Source-Field Survey, 2008

Table-4.1.3 reveals that almost all 96.36 percent respondents are currently married and 1.81 percent are widowed similarly 1.81 percent are separated.

4.1.4 Distribution of Respondents by Age at marriage

The age at marriage in this study is grouped

Into three - categories

1. Married below 15 years
2. Married between ages 15-19 years and
3. Married at ages 20 years and above

Table 4.1.4 Distribution of Respondents by Age at marriage.

Age of Marriage	Respondent	Percent (%)
>15 Years	16	14.55
15-19 Years	67	60.91
20+	27	24.55
Total	110	100

Source: Field survey,2008

From table 4.1.4 it has be seen majority of sampled population i.e. 60.91 percent women have married in 15-19 age group and 24.55 percent Tamang women have married in 20+ years. Similarly, 14.55 percent women have married in below the age 15 years.

4.1.5 Distribution of Respondent by type of family

Family is one of the fundamental units of a society. There are two type of family nuclear and joint. The type of family is also one of the enhancing factors about the literacy status of the members. This is presented in Table 4.1.5.

Table-4.1.5 Distribution of Respondent by Type of Family

Type of family	Respondents	Percent
Nuclear	60	54.55
Joint	50	45.45
Total	110	100

Source: Field survey, 2008

From above table 4.1.5 shows that the majority of respondents 54.55 percent are in nuclear family and only 45.45 percent respondent are in joint family.

4.1.6 Literacy Status of Respondents

The main objective of this study is to find out the education status of married women of Tamang community in Bachhauli VDC; hence primarily to know the education status, the literary status of the respondent is collected as literate or illiterate. The literacy status of sampled 110 respondents is presented in table 4.1.6.

Table-4.1.6 Distribution of Respondent by literacy status.

Literacy Status	Respondent	percent
Literate	60	54.55
Illiterate	50	45.55
Total	110	100

Source: Field survey, 2008

From table 4.1.6, it is shown that out 110 respondents 54.55 percent are illiterate. This 45.55 percent illiteracy rate shows Tamang women indicates that still the education status of women is backward in Tamang community. However, this is better percent of literate female comparing to female literacy rate of Nepal which is only around 42 percent.

4.1.7 Source of Literacy

Table-4.1.7 Distribution of Respondents by literacy source

Type of Source	Respondent	Percent
Formal	36	60
Non-formal	24	40
Total	60	100

Source: Field survey, 2008

Table-4.1.7 shows that the majority of literate respondents 60 percent gained their literacy from formal source i.e. school education. Where as 40.0 percent respondents have gained literacy from different non formal source like adult education programmer, radio, friends and relatives etc.

4.1.8 Distribution of Respondents by level of education.

Level of education refers the level or grade than an individual studied. In this study the level of education is classified in 7 categories as pre-primary, primary, lower secondary, secondary S.L.C passed, I.A passed, BA passed, M. A. passed. The detail figure of education level of respondents is presented in table 4.1.8.

Table -4.1.8 Distribution of Respondents by educational level

Education Level	Respondent	percent
pre-primary	12	33.33
primary	6	16.67
Lower secondary	13	36.11
Secondary	5	13.89
S.L.C passed	-	-
B.A. passed	-	-
M.A passed	-	-
Total	36	100

Source: Field survey, 2008

Table 4.1.8. has presented the 36 literate women from formal source and their education level as their complete level. This table shows that among 36 educated women majority of Tamang women (36.11%) complete their lower secondary education, 33.33 percent women complete their pre primary level, 16.67 percent women complete their primary level education and very least almost 13.89 percent women has complete their secondary level education. No one complete the education S.L.C and the above level.

4.1.9 Dropout Status of the Respondents

One of the objectives of this study is to find out the causes of drop out of married women in Tamang community from the school/campus. There may be different causes that may lead drop out and effects female education level. Hence in this study the 110 sampled Tamang female (Who are literate and taken formal education) were asked whether they are going to school/campus or not. The drop out status of the respondents is presented in the table no.4.1.9.

Table-4.1.9 Distribution of Respondents by drop out status.

Drop out	Respondents	percent
Yes	34	94.45
No	2	5.55
Total	36	100

Source: Field survey, 2008

The table 4.1.9 shows that out of 110 respondents 36 have taken for male education and out of them 34 respondent have left school/campus and only 2 or continuing till the date of survey from this percent of dropout (94.45) is very high which directly effects the education status of women.

4.1.10 Distribution of Respondent by causes of dropout.

Why does an individual leave school or campus? There may be various causes. There is no doubt that with out any source no one leaves their school or collage. Here in this study also the sampled Tamang females are asked what was the source of dropout, why they leavft school. The detail course and figure is presented in table-4.1.10

Table-4.1.10. Distribution of Respondents by causes Dropout.

Cause of Dropout	Respondents	Percents
Marriage	15	41.67
Failed in exam	9	25
Poor economic condition	7	19.44
Pregnancy	2	5.56
Husband force	-	-
Household work	3	8.33
Others	-	-
Total	36	100

Source: Field survey, 2008

Table-4.1.10 shows the various causes about why they left their academic institutions. Majority of respondents have dropout their classes or education due to marriage which covers 41.67 percent followed by 25 percent who dropout because they failed in exam. Similarly 19.44 percent women have dropout due to poor economic conditions, some women 8.33 percent have dropout due to household work and 5.56 percent women have dropped out due to pregnancy.

4.1.11 Distribution of Respondents by media source of non formal literacy.

There are many media sources for non formal education. Among them ‘Adult literacy program’ Radio, T.V. are the important media source. The media sources of non formal literacy is presented in table 4.1.11.

Table-4.1.11 Distribution of Respondents by media source of non-formal literacy.

Source	Respondents	Percent
Adult Education program	20	83.34
Relatives	2	8.34
Family members	1	4.17
Radio	-	-
Others	1	4.17
Total	24	100

Source: Field survey, 2008

From table 4.1.11. shows that 83.34 percent respondents have gained non-formal education from ‘Adult literacy program’. This shows the achievement of adult literacy program lunched by NG Nepal. Similarly 8.34 percent have gained non formal literacy from their relatives and 4.17 percent from family members same followed by others.

4.1.12 Distribution of Respondent by duration of Taking Non formal education.

Table-4.1.12 Distribution of Respondent by duration of taking non formal education.

Duration of non formal education	Respondent	Percent
Less than 3 months	12	50
3-6 months	9	37.5
More then 6 months	3	12.5
Total	24	100

Source: Field survey, 2008

It is notable from the table 12 that the majority of respondents women (50%) have gained non-formal education less than 3 months similarly 37.5 percent have gained 3-6 months and 12.5 percent have taken more then 6 months.

4.1.13 Distribution of Respondent by reasons of not sending school.

There are various reason behinds same one leaving school/campus. These recharges try to find out the reasons of not sending school. which is presented in table-13

Table-4.1.13 Distribution of Respondent by reasons of not sending school/campus.

Reasons	Respondents	Percent
Poor economy	15	41.67
Household work	13	36.11
Lack of awareness	5	13.89
In accessibility of school	-	-
Others(specify)	3	8.33
Total	36	100

Source: Field survey, 2008

Table-4.1.13 shows that majority of respondents (41.67%) point out the poor economic condition, 36.11 percent pointed out Household work,

13.89 percent pointed out lack of awareness and 8.33 percent pointed out for others.

4.2 Back ground characteristics of Respondent Father's Home.

4.2.1 Distribution of respondent by father's literacy status.

Parents are the source of guidance inspiration and other. The status of the parents can effects on their child on other family members of the family. So, if the parents are literate automatically their child or other members also get good environments to be literate. The distribution of respondent by father literacy status in table 4.2.1.

Table-4.2.1 Distribution of Respondent by father literacy status.

Father literacy status	Respondents	percent
Literate	45	40.91
Illiterate	65	59.09
Total	110	100

Source: Field survey,2008

Table-4.2.1 reveals that majority of respondent's fathers (59.05%) are illiterate and only 40.91 percent respondent's fathers are literate.

4.2.2 Distribution of Respondents by father's level of education.

Table-4.2.2 Distribution of Respondents by father's level of education.

Level of education of father	Respondents	percent
Pre primary –primary	10	37.04
Primary- lower secondary	11	40.74
Primary-S.L.C	5	18.52
S.L.C. and above	1	3.70
Total	27	100

Source: Field survey,2008

Note: 18 are literate from non- formal sector

From table-4.2.2 shows out of 45 respondent's literate father 27 are educated from formal sector, and 18 got education from non formal sector. Out of 27 respondents 40.74 percent respondent father complete their lower secondary level education, 37.04 percent respondents father complete their primary level education, 18.52 percent respondents father complete their secondary level education and very few seats only 3.70 percent respondents complete their S.L.C and above education.

4.2.3 Distribution of respondents by literacy status of mother.

Table- 4.2.3 Distribution of Respondents by literate status of mother.

Literacy status of mother	Respondents	percent
Literate	10	9.09
Illiterate	100	90.91
Total	110	100

Source: Field survey, 2008

From the table 4.2.3 it has seen that majority of respondent mother 90.91 percent Illiterate and least about only 9.09 percent mothers are literate.

4.2.4 Distribution of Respondents by father's occupation.

Family income is directly related to the parents occupation specially married women finished their school level education in their parents home so that parent's occupation is one of the factors which influenced the literacy status of women. The distribution of Respondents by father occupation is presented in table-4.2.4

Table-4.2.4 Distribution of Respondents by father's occupation.

Occupation of father's	Respondent	percent
Agriculture	77	70
Business	2	1.82
Services	12	10.91
Wage	18	16.36
Other	1	0.91
Total	110	100

Source: Field survey, 2008

Table-4.2.4 shows that majority of respondents father 70 percent engaged in agriculture sector, similarly 16.36 percent depend on wedge, 10 percent engaged in serviced, only 1.82 percent involved in Business and 0.91 percent involved in others.

4.2.5 Distribution of Respondents by mother's occupation.

Mother's occupation affects the children's education. If one mother is involved in service sector, her children's education level will be high so, distribution of respondents by mother's occupation is presented in table-18.

Tabel-4.2.5 Distribution of Respondents by mother's occupation.

Occupation of mother	Respondents	Percent
Agriculture	83	75.45
Business	5	4.55
Service	2	1.82
Wages	20	18.18
Others	-	-
Total	110	100

Source: Field survey, 2008

Table 4.2.5 shows that majority of respondents mother 75.45 present are involved Agriculture, similarly 18.18 percent mothers services involved in weges, 4.55 percent engaged in business and only 1.82 percent are involved in service.

4.2.6 Distribution of respondents by family income of parents home.

Income or economic resources are needed to get education. If the economic status of family is high certainly, they invest money for higher education and family members can achieve high the distribution of respondent by family income of parent's home.

Table-4.2.6 Distribution of Respondents by family income in parent's home.

Family income according to family	Respondent	percent
Fulfilling whole year	70	63.64
Not fulfilling whole year	40	36.36
Total	110	100

Source: Field survey, 2008

Table-4.2.6 shows that majority of respondent 63.64 percent have fulfilling whole year by farming and 36.36 percent respondents have not fulfilling whole year by farming.

4.2.7 Distribution of Respondent by facilities was available in respondent's father's home.

Tabel-4.2.7 Distribution of Respondent by facilities available in father home.

Facilities available in father's home	Respondent	percent
Electricity	20	18.18
Radio	20	18.18
T.V	5	4.55
Phone	-	-
All of the above	25	22.73
Non of the above	40	36.36
Total	110	100

Source: Field survey, 2008

Table-4.2.7 shows that majority of respondents 36.36 percent have not facilities in their father's home, 22.73 percent have available all the facilities, 18.18 percent have electricity and radio and 4.55 percent have T.V facilities.

4.3 Background characteristics of respondent's home/family

4.3.1 Distribution of respondents by literacy status of Husband.

Husband's education plays the vital role to continue wife's education. So, the distribution of respondents by literacy status of husband is shown in table 4.3.1.

Table-4.3.1 Distribution of respondents by literacy status of husband.

Husband's literacy status	Respondent	percent
Literate	79	71.82
Illiterate	31	28.18
Total	110	100

Source: Field survey -2008

Table-4.3.1 shows that majority of respondents husband 71.82 percent are literate and 28.18 percent respondents husband are illiterate.

4.3.2 Distribution of respondents by level of husband's education.

If the level of education of husband is very high, the level of education will be improved. So the distribution of respondents by level of education of husband's education presented in table 22

Table-4.3.2 Distribution of Respondents by level of husband's education.

Level of education of husband	Respondent	percent
Pre primary	12	17.91
Primary	16	23.88
Lower secondary	20	29.85
Secondary	11	16.42
S.L.C	5	7.46
S.L.C and above	3	4.48
Total	67	100

Source: Field survey, 2008

Note:- 12 respondents husband were literate only

Table-4.3.2 shows that among 67 formal literate husband 29.85 percent respondent's husband complete lower secondary level, 23.88 percent complete primary level, 17.91 percent complete pre primary level, 16.42 percent complete secondary, 7.46 percent complete S.L.C and 4.48 percent complete SLC and above education.

4.3.3 Distribution of respondent by occupation of husband

Occupation is a major factor that can affect the literacy. Occupation determines the income levels that in turn determines the level of education of family members. Husband's occupation helps to increase the income level of family. Here the distributions of respondent by occupation of husband are presented in table 4.3.3.

Table 4.3.3. Distribution of respondent by occupation of husband.

Occupation of husband	Respondents	percent
Agriculture	45	40.91
Business	10	9.09
services	33	30
wage	12	10.91
Don't know	-	-
others	-	-
Total	110	100.00

Source: Field survey, 2008

Table 4.3.3 shows that majority of respondent's husband & 40.91 percent involved in agriculture 30 percent involved in wage and 9.09 percent involved in business.

4.3.4 Distribution of Respondent by literacy status of father in law.

Education is a light of knowledge which helps to learn many things. The distribution of respondents by literacy status of father in law is presented in table 4.3.4.

Table 4.3.4. Distribution of Respondent by literacy status of father in law

Literacy status of father in Law	Respondent	Percent
Literate	43	39.09
Illiterate	67	60.91
Total	110	100

Source: Field survey, 2008

Table 4.3.4 presented that majority of respondent's father in law 60.91 percent are illiterate and least amount 39.09 percent are literate.

4.3.5 Distribution of Respondents by literacy Status of mother in law

Literacy status of mother in law	Respondents	percent
Literate	10	9.09
Illiterate	100	90.91
Total	110	100

Source: Field Survey, 2008

Table :4.3.5 Shows that almost 90.91 Percent respondent's mother in Law are illiterate and only 9.09 percent respondents mother in law are literate.

4.3.6 Distribution of Respondents by Occupation of father in Law.

Family income is generated by the occupation of family members so the occupation of father in Law of respondents are presented in tables 4.3.6.

Table 4.3.6 Distribution of Respondents by Occupation of father in Law.

Occupation of father in law	Respondents	Percent
Agriculture	87	79.09
Business	10	9.09
Services	8	7.27
Wage	3	2.73
Don't know	2	1.82
Others	-	-
Total	110	100

Source Field Survey, 2008

Table 4.3.6. Reveals that majority of respondents father in Law 79.09 percent engage in agriculture, 9.09 percent involved in business, 7.27 percent involved in service 2.73 percent involved in wage.

4.3.7 Distribution of respondents by types of school for her daughter

In the context of Nepal, there is discrimination between male and female in every sectors of life. In the case of education son get more facilities in comparison of daughter. Table 4.3.7 presented the type of school for respondent's daughter.

Table 4.3.7 Distribution of Respondents by type of school.

Type of school	Respondents	Percent
Government	55	57.89
Boarding	30	31.58
Other	10	10.53
Non - reading		
Total	95	100

Source: Field Survey, 2008

Note: 9 respondents have not any daughter and 6 respondents have not any children.

From table 27 it can be seen that majority of respondent 57.89 percent sends their daughter in government school and 31.58 percent send their daughter in boarding School 10 respondents not sending their daughter in any types of school.

4.3.8 Reason of not sending school

Table 4.3.8. Distribution of respondent by reason of not sending school.

Reason	Respondents	Percent
Poor economy	5	50
Household work	2	20
Lack of awareness	3	30
Other	-	
Total	10	100

Source: Field survey, 2008

Table 4.3.8: Shows that out of 10 respondents who are unable to send their daughter in school majority of respondents 50 percent not sending their daughter due to poor economic condition, 30 percent not send due to lack of awareness and 20 percent are unable because they have to do household work.

4.3.9 Distribution of Respondents by type of school for their son.

Table-4.3.9. Distribution of Respondents by type of school for their son.

Type of school	Respondents	Percent
Government	52	54.74
Boarding	34	35.79
Not reading other	9	9.47
Total	95	100

Source: Field survey, 2008

Note: 9 respondents have not any son.

Table- 4.3.9 shows that majority of respondent's son 54.74 percent read in government school, 35.79 percent women's son read in boarding school and 9.47 are not sending any school.

4.3.10. Reason of not sending school

Table-4.3.10. Distribution of Respondents by reasons of not sending school.

Reasons	Respondents	Percent
Poor economy	4	44.45
Household work	2	22.22
Lack of awareness	3	33.33
other	-	-
Total	9	100

Source – Field Survey, 2008

Table 4.3.10. Shows that majority of respondents (44.45 %) not sending their son due to poor economy, 33.33 percent due to Lack of awareness and 22.22 percent due to household work.

4.3.11. Distribution of Respondent by own Land

Table 4.3.11. Distribution of respondents by own Land

Own Land	Respondent	Percent
Yes	74	67.27
No	30	32.73
Total	110	100.00

Source Field Survey, 2008

Table 4.3.11 Shows that majority of respondents 67.27 percent have own land and 37.73 percent respondents have not any land that i.e. landless.

4.3.12 Distribution of Respondents by land fulfilling one year.

Among 110 respondents 36 respondents have not any land 74 respondents have some land. Here they are categories by land fulfilling one year.

Table 4.3.12 distributing of Respondents by Land fulfilling one year.

Fulfilling one year	Respondent	Percent
Yes	36	48.65
No	38	51.35
Total	74	100.00

Source: Field Survey, 2008

Table : 4.3.12 Shows that among 74 respondents 48.65 Percent respondents have fulfilling one year by land and 51.35 percent respondent have not fulfilling one year feed.

4.3.13 Distribution of Respondents by Source of income

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

Table 4.3.13 Distribution of respondents by main source of income

Main Source income	Respondents	Percent
Agriculture	32	29.09
wedge	33	30.00
Service	40	36.36
Lairizing	3	2.73
Other (specify)	2	1.82
Total	110	100

Source – Field Survey, 2008

Table: 4.3.13 Shows that majority of respondents 36.36 percent main sources of income is service of husband 30 percent respondents

wages 29.09 percent respondents agriculture 2.73 percent respondents have driving and 1.82 percent have others.

4.3.14 Distribution of Respondents by facilities available at home

Table 4.3.14. Distribution of Respondents by facilities available at home

Facilities available at home	Respondents	Percent
Electricity	30	27.27
Radio	15	13.64
T.V.	15	13.64
Phone	-	-
Toilet	10	9.09
All of the above	30	27.27
Non of the above	10	9.09
Total	110	100

Source: Field Survey, 2008

Table 4.1.14 Shows that out of respondents 27.27 percent have all facilities and electricity. 13.64 percent respondents have Radio and T.V. facilities, 9.09% respondents have not any facilities.

CHAPTER - FIVE

5.1. Literacy Status and other variables

5.1.1. Literacy Status by parent's literacy status (Father and Mother) and Respondents.

Parents are the source of guidance inspiration and other. The status of the parents can reflect on their child or other family members of the family. So, if the parents are literate automatically their child or other members also get good environment to be literate. There are linear relationship in parent's literacy status and the children's literacy status. Table 5.1.1 has presented the literacy status of the respondents by parent's literacy status.

Table-5.1.1. Literacy status by parents literacy status and Respondents literacy status.

Parents literacy status	Respondent literacy status				
	Literate	%	Illiterate	%	Total
Literate	31	51.67	14	28	45
Illiterate	29	48.33	36	72	65
Total	50	100	50	100	110

Source: Field survey, 2008

Table-5.1.1 shows linear relationship between parent's literacy status and the literacy status of the respondent's majority of respondent about 52 percent are literate those whose parents are literate and about 48 percent literate among those whose parents are illiterate. Likewise, comparatively only 28 percent are illiterate whose parents are literate followed by 36 percent are illiterate whose parents are illiterate. So, from this data we can conclude that if parents' literacy is high automatically the literacy status of the other members also becomes high.

5.1.2. Literacy status by parents (Father's) occupation and Respondent literacy status.

Educational attainment is directly related to economic status of the family. Family income is directly related to the parent's occupation specially married women finished their school level education in their parents home so that parent's occupation is one of the factors which influenced the literacy status of women. The relation between literacy status and parent's occupation are presented in table 5.1.2.

Table-5.1.2. Distribution of Respondents by parent's occupation and Respondents literacy status.

Parents Occupation	Respondent literacy status				
	Literate	%	Illiterate	%	Total
Agriculture	37	61.67	40	80	77
Business	2	3.33	-	-	2
Services	10	20.00	-	-	12
Wedge	8	13.33	10	20	18
Others	1	1.67	-	-	1
Total	60	100	50	100	110

Source: Field survey, 2008

Table 5.1.2 shows that there is linear relation between parent's occupation and the literacy status of the respondent. Majority of respondent about 80 percent are illiterate those parent whose occupation is agriculture and those parents whose father is engaged in service sector. 20 percent respondents are literate. From this relationship we can conclude that the literacy statuses of respondents are influenced by parent's occupation.

5.1.3. Literacy status by families income and parent's occupation.

To get education or to be literate we most invest money. If the economic status of family income is high certainly they invest money for better education and family members can become literate and vice versa. Family income also plays significant role to raise the literacy level. Table 5.3 has presented the literacy status of the respondents by family income.

Table- 5.1.3. Literacy status of respondent by families income and parent's occupation.

Parents Occupation	Respondent literacy status				
	Literate	%	Illiterate	%	Total
Agriculture	19	31.37	18	36	37
Wedge	10	16.67	20	40	30
Services	27	45	8	16	35
Driving	2	3.33	1	2	3
Others	2	3.33	3	6	5
Total	60	100	50	100	100

Source: Field survey, 2008

Table 5.1.3 shows the literacy status and the income of the family. It proves that if the income source of family is service then the literacy status also high. About 45 percent respondents are literate whose main source of income is service. Similarly about 40 respondents are illiterate whose main source of income of family higher the literacy status of respondents.

5.1.4. Literacy status by type of family

The type of family is also one of the important factors about the literacy status of the members. Literacy status of family member may be difference between nuclear family and joint family. So, in this study it is tried to relate the type of family and their literacy status. This is presented in table 5.1.4.

Table-5.1.4. Distribution of respondent by literacy status and type of family

Literacy Status	Type of family		Total
	Nuclear	Joint	
Literate	38	22	60
Illiterate	30	20	50
Total	68	42	110

Source: Field survey, 2008

It is notable from the table 5.1.4 that the proportion of literate women is higher in nuclear family than joint which is out of 60 literate respondents 38 are belong to nuclear family and 22 belongs to joint family. Hence we can conclude that literacy status is determined by the type of family.

5.1.5. Age at marriage and literacy status of Respondents

Age at marriage is one of the factors which determine the literacy status of women in general there is inverse relationship between age at marriage and the literacy status of the respondents. The age at marriage and literacy status are presented in the table 5.1.5.

Table-5.1.5. Age at marriage and literacy status of respondent

Age at marriage	Literate	Percent	Illiterate	Percent	Total
10	3	5	-	-	3
11	1	1.67	1	2	2
12	1	1.67	1	2	2
13	-	-	1	2	1
14	8	13.33	-	-	8
15	9	15.00	7	16	17
16	9	15.00	7	14	16
17	12	20.00	4	8	16
18	4	6.67	6	12	10
19	3	5.00	5	10	8

20	-	-	4	8	4
21	2	3.33	3	6	5
22	2	3.33	2	4	4
23	2	3.33	2	4	4
24	3	5.00	1	2	4
25	-	-	1	2	1
26	-	-	1	2	1
27	1	1.67	-	-	1
28	-	-	-	-	-
29	-	-	-	-	-
30	-	-	2	4	2
31	-	-	1	2	1
32	-	-	-	-	-
33	-	-	-	-	-
34	-	-	-	-	-
35	-	-	-	-	-
Total	60	100	50	100	110

Source: Field survey, 2008

According to table 5.1.5 the literacy status of respondents is increased in age at marriage. In contrast, illiteracy status is not increased in same way. The respondents who married by the year 15 of age has highest illiteracy rate (16%) and the respondent who married by the age 17 has highest literacy rate.

5.2 Relationship between Education level and other variable.

5.2.1 Education level by family income of parent's home

Income or economic resources are needed to get education. If the economic status of family is high certainly they invest money for higher education and family members can achieve higher education. Table 5.2.1 has

presented the educational level of the respondents by family income of parent's home.

Table-5.2.1. Education level by Family income of parent's home.

Family income according to farming	Pre-primarily	Primary	L. Secondary	Secondary	S.L.C. passed	Normal	Total
Fulfilling whole year	9	4	4	4	-	5	23
Not fulfilling whole year	9	4	9	2	-	10	37
Total	18	8	13	6	15	60	

Source: Field survey, 2008

From table 5.2.1 it can be seen, that those respondent whose crop production is fulfill whole year there education level is low.

5.2.2. Educational level of respondents by occupation of their husband.

Occupation is a major factor that can affect the literacy. Occupation determines the income level that in turn determines the level of education of family members. Husband's occupation helps to increase the income level of family. Here the educational status of respondents by occupation of husband is presented in table 5.2.2.

Table-5.2.2 Educational level of respondents by occupation of there husband

Occupation of husband	Educational level of respondent					Total
	Pre primary	Primary	L. Secondary	Secondary	Non formal	Total
Agriculture	4	1	2	1	3	11
Business	1	1	1	1	2	6
Services	7	4	9	4	7	31
Wage	2	1	-	-	2	5
Others	4	1	1	-	1	7
Total	18	8	13	6	15	60

Source: Field survey, 2008

From table 5.2.2. shows that majority of respondents whose husband's occupation is in service sector all the level of education is high like pre-primary, primary, lower secondary, secondary and non-formal. Those respondents whose husbands occupation is agriculture, wage and others. The educational level of women is very low.

5.3. Drop out and its relation with other variables

Different Social variables may affect one another. There is link or relationship between these variables. Different social variables have chain effect on each other. For example occupation may affect education; family income also affects the education etc. Hence, here in this study also it is tried to show the relation of one variable with other separately.

5.3.1. Occupation and drop out status

Occupation means a way of income generating source which helps an individual or family to run their livelihood. As from previous table. It is found

that majority of population of this study are depend on agriculture, business service and others. Hence the relation between occupation and drop out is presented in table 5.3.1

Table-5.3.1. Distribution of respondent’s by occupation and drop out status

Occupation	Drop out	Percent
Agriculture	29	85.29
Business	1	2.95
Service	1	2.95
Others	3	8.82
Total	34	100

Source: Field survey, 2008

Table 5.3.1. Shows that majority of dropout are from agriculture field or 85.29 percent of Tamang female who are involved in agriculture are dropped out their classes. Secondly 8.82 percent who are involved in other are dropped out. Whereas Business and service occupation has less contribution in drop out. From the scenario it can be conclude that most of the people who have involved in agriculture as well as other have lots of time in this field. So there is close relation between occupation and drop out level.

5.4 Factors affecting in discrimination of female education.

5.4.1. Reasons of Discrimination

There are many cultural values and norms in our society. Most of the females are involved in agriculture and domestic work. There is discrimination between male and female for getting education from their childhood. There are May reasons of discrimination. In this study, the reasons of discrimination are find out by focus group discussion method. From this they have replied varieties of factors, which are presented in following table 5.4.1.

Table-5.4.1. Distribution of respondent by reasons of discrimination

Reasons of Discrimination	Respondent	Percent
Lack of awareness	25	22.73
Poor traditional belief	30	27.27
More daughter and less sons	15	13.64
Poor economic condition	19	17.27
House hold work	11	10.0
Early marriage of girls	10	9.09
Total	110	100

Source: Field survey, 2008

Table 5.4.1. shows that main reason of discrimination is traditional belief majority of respondents (27.27%) point out that the main reason of discrimination is traditional belief, 22.73 percent replied that the lack of awareness is the reason of discrimination, 17.27 percent claimed for poor economic condition, 13.64 percent claimed that the reason due to more daughter and less son 10 percent replied the house hold work and 9.09 percent accept due to early marriage system for girl.

CHAPTER - SIX

Focus Group Discussion

This chapter attempt to observe the information about personal option about female education, suggestions to improve the educational status of female education and three questions about reasons of illiteracy, reasons for dropout and reasons of discrimination.

6.1 Respondents opinion about Female Education

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

6.2 Respondents suggestion to improve the education status of women.

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

Among 110 respondents, majority of respondents replied that VDC should bring the adult literacy program and some claimed that they need helps from their family members; some replied that they need economic support to learn.

6.3 Focus Group Discussion for Age of married women Below 20 years.

In this age group total 8 married Tamang women were asked for 3 questions, such as the reasons of illiteracy, the reasons for dropout and the reasons of discrimination.

About the reasons of illiteracy they focus on about poor traditional belief, poor economic conditions of father's home, they didn't get chance to read and write parent are not concern about daughter's education.

About the reasons of dropout, They replied that they dropped out their classes because of failed in exam, some of them replied that they dropout because they got marriage, and some claimed for poor economic condition,

About the reasons of discrimination they replied that they don't know about that matter. Some of them said that poor traditional belief forced them for not reading in school.

6.4 Focus Group discussion for age group 20-35 years

The married, Tamang women of age group 20-35 years focus that for reasons of illiteracy. They focus that the main reasons of illiteracy is poor traditional belief. Some of them were replied that poor economic condition is one of the major problems of illiteracy.

For the reason of drop out, most of them replied that illiteracy of their parent is the main reason of drop out. Their parent forced them to leave the classes. They had to do a lot of household work.

For the reason of discrimination, most of the respondents of this age group replied that there is a lot of children in their house so that daughter didn't get chance to read.

6.5 Focus group discussion for age group 35-45 years

Tamang married women of age group 35-45 years claimed for reason of illiteracy is poor traditional belief for daughter. They thought that daughter as a person whom should go others home so they do not need education.

For reasons for dropout, main reasons are house hold work. We had to do many house hold work like fetching water, caring sibling and working rice etc.

For the reasons for discrimination. At that time daughter are taken as household worker. They thought that they do not need any type of education.

CHAPTER - SEVEN

Summary, Finding and Recommendations

The purpose of this chapter is to summarize the major finding of the study related to educational status of married women in Tamang community in Bachhauli V.D.C. along with conclusion and recommendations of the study.

7.1 Summary of the Finding and Conclusion

Whenever we conduct a kind of research or study we got some findings or we do research or studies for knowing or finding something. Hence this study has also some finding though it is based on small scale survey of two wards of a village development committee from the 110 selected sample populations. The major findings are mentioned below. The finding is separately mentioned on individual and subject matter. Here, in this study individual characteristic consists the socio-economy as well as demographic characteristics of the respondent's. While conduction field operating 110 sample population were asked. The major findings of the study are listed below.

1. All the respondents are above the age of 15 and out of them majority of respondents are in age group 20-24 which is 18.18 percent, 16.36 percent in age group 30-34 and 15.45 percent in 35-39 age group.
2. Majority of respondent 47.27 percent are engaged in agriculture followed by 45.45 percent are depending on wages, 4.55 percent are involved in business and 0.91 percent are engaged in service.
3. Out of total respondents 93.36 percent respondents are currently married, 1.81 percent is widowed and 1.81 percent is separated.
4. It is found 60.91 percent women have married 14.55 percents women have married in below the age 15 years.
5. Out of total respondents majority of respondents 54.55 percent are in nuclear family and only 45.45 percent respondent are in joint family.

6. Out of 110 respondents 54.55 percent are literate and 44.55 percent are illiterate. This 44.45 percent illiteracy rate of Tamang females indicates that still and educational status of Tamang women is backward.
7. Majority of literate respondents (60%) have gained their literacy from formal source and 40 percent respondents have gained literacy from different non formal sources like adult education program, relatives, family members, radio etc. Similarly, 83.34 percent respondents have gained non formal education form adult literacy programmer, 8.34 percent have gained non formal literacy from their relatives, 4.17 percents from family members same followed by others. The majority of respondents 50 percent have gained non formal education less then 3 months. Similarly, 37.5 percent have gained 3-6 months and 12.5 percent have taken more then 6 months.
8. Out of 36 literate women from formal source 36.11 percent complete their lower secondary education, 33.33 percent women complete their pre primary level, 16.67 percent women complete their primary level education and very least almost 13.89 percent women has complete their secondary level education. No one complete the education S.L.C and the above level.
9. Out of 110 respondents 36 have taken formal education and out of them 34 respondents have left school/ campus and only 2 continuing till the date of survey from this percent of dropout (94.45%)
10. Main causes of dropout is marriage which covers 41.67 percent followed by 25 percent who dropout because they failed in exam. Similarly 19.44 percent women have dropout due to poor economic conditions, some women 8.33 percent have dropout due to household work and 5.56 percent women have dropped out due to pregnancy.
11. Out of 110 respondents, majority of respondents fathers 59.05 percent are illiterate and only 40.91 percent respondent's father are literate.
12. Out of 45 respondent's literate father, 27 fathers got education from formal sector and 18 got education from non formal sector. Out of 27 respondents 40.74 percent respondent father complete their lower secondary level education, 37.04 percent respondents father complete

- their primary level education, 18.52 percent respondents father complete their secondary level education and very least only 3.70 percent respondents complete their S.L.C and above education.
13. Out of 110 respondents, majority of respondent mother 90.91percent illiterate and least about only 9.09 percent mothers are literate.
 14. Majority of respondent's father 70 percent engaged in agriculture sector, similarly 16.36 percent depend on wage, 10 percent engaged in serviced, only 1.82 percent involved in business and 0.91 percent involved in others.
 15. Out of 110 respondent 63.64 percent have full filling whole year by farming and 36.36 percent respondents have not fulfilling whole year by farming.
 16. Out of 110 respondents husband 71.2 percent are literate and 28.18 percent respondent's husband are illiterate.
 17. Among 67 formal literate husband 29.85 percent respondents husband complete lower secondary level 23.88 percent complete primary level 17.91 percent complete pre primary level, 16.42 percent complete secondary, 7.46 percent complete S.L.C and 4.48 percent complete S.L.C and above education.
 18. Majority of respondents' husband 40.91 percent involved in agriculture 30 percent involved in wage and 9.09 percent involved in business.
 19. Majority of respondent 57.89 percent sends their daughter in government school and 31.58 percent send their daughter in boarding school 10 respondents not sending their daughter in any types of school.
 20. Out of 10 respondents who are unable to send the daughter in school majority of respondents 50 percent not sending their daughter due to poor economic condition, 30 percent not send due to lack of awareness and 20 percent are unable because they have to do household work.
 21. Out of 110 respondents 67.27 percent have their own land and 37.73 percent respondents have not any land.
 22. Among 74 respondent have their own land 48.65 percent respondents have fulfilling one year fulfilling one year feed.

23. Out of 110 respondents 36.36 percent main sources of income is serve of husband 30 percent respondents wedge 29.09 percent respondents agriculture 2.73 percent respondents have driving and 1.82 percent have other.
24. While relating the literacy status by other different variables like parents literacy status, parent's occupation, family income, type of family, age at marriage, etc. It is found that respondent about 52 percent are literate those whose parents are literate and about 48 percent literate among those whose parents are illiterate like wise, comparatively only 28 percent are illiterate. Whose parents are literate followed by 36 percent are illiterate whose parents are illiterate. Hence the literacy status of parents directly affect of their sons and daughter.
25. Regarding status of drop out, 94.45 percent have dropped out. Out of dropped out majority of respondents (47.06%) have dropped out in preprimary level followed by (29.05%) in lower secondary level, 17.65 percent in primary level. Incase of causes of dropped out their classes due to marriage, followed by (26.5%) due to failed in exam, (17.65%) due to poor economic condition and (5.9%) due to pregnancy and same followed by household work.
26. While relating the dropout status with other variables, majority of dropout is form agriculture (85.29%), (2.95%) form business and service.
27. Regarding reasons of discrimination majority of respondents (27.27%) pointed out that the main region of discrimination is traditional belief (22.73%), replied that the lack of awareness in the region of discrimination is (17.27%), and claimed for poor economic condition, (13.64%) due to more daughters and less son, (10%) replied the household work and (9.09%) accept to early marriage system for girls.

The educational status of Tamang married women is backward. There are various reasons of illiteracy, dropout and discriminations between men and women education. Among all of the reasons, poor traditional belief is one of the pertinent problems of illiteracy. Most of the Tamang married women dropout their classes due to marriage and failed and exam. It is found that there are discriminations between son

education and daughter education in Tamang communities. Hence, education status of Tamang married women is very critical conditions so, all of the concerned areas should be noticed out about the matter.

7.2 Recommendations:

The education level as well as literacy rate of Nepalese female women is very low. This study is focused on to find out the education status of marriage women in Tamang community along with causes of illiteracy, educational level, and dropout level and its causes and reasons of discriminations for female education. From the finding of this study following recommendations are given:-

-) The education level as well as literacy status of Tamang female is very low hence it is essential to launch different intensive programs to encourage female about the importance of education.
-) Majority of respondents pointed out that, the main cause of illiteracy are poor economic condition and lack of awareness. So, Government should bring special plan and policies to reduce poverty and to make people aware about female education.
-) Regarding the causes of drop out most of respondents have dropped out their classes due to marriage and fail in exam. So, it is necessary to aware them for delay marriage and quality education.
-) Intensive programmer like scholarship of Dalit, Janajati, etc. Reservation in special sector higher education, education loan, household economic support, etc. Should be necessary for them.
-) The main regions of discrimination for female education are lack of awareness poor traditional belief. So, we could bring awareness program then the discrimination between male and female may reduce gradually.
-) National policies and programs are not being sufficient to cover various aspects of female education, especially in low caste / religion and ethnicity. So, special concentration should be given from the policy making level. Specially, National Government, NGOs and INGOs that

are working on various social issues should concentrate to increase female literacy and improve the education level of female.

-) The main tool is awareness. So, awareness in family, community, society, and National level should create regarding the importance of educational and short comings of absence in education. For this purpose we all are equally responsible and we must take and action in this path.

7.3 Further Research Issues

This study had examined the educational status of married women in Tamang communities. Socio-economic variables and demographic variables both affect the educational status of married women. Demographic variables like; age, sex, age at marriage and socio-economic variables like; religion, occupation of parents and husband, education level of parents and husband, marital status and family size have both direct and indirect effect on the education status of married women. This study based on educational status of Tamang married women in Bachhauli V.D.C. so, further research issues are the focus on following topic:

- i. The economic status and poverty level of Tamang community.
 - ii. The multivariate level of analysis.
 - iii. To carry out whole population of Tamang community.
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