

# **GENDER DISPARITY IN PRIMARY AND SECONDARY SCHOOLING**

## **CHAPTER I**

### **Introduction**

#### **1.1 Background**

The concept of gender is relatively new. It does not even exist as a single word in many languages. It is therefore important to develop a shared language for disguising roles that are determined culturally and the power relations between woman and man, as distinguished from their biological differences gender may be defined as a network of beliefs, personally traits, attitudes, values, behaviors and activities differentiating woman and man though a process of social construction that has a number of distinctive features. It is historical; it takes place within different macro an micro spheres, such as the state the labour market, schools, the media, the law, the family/household and interpersonal relation; it involves the ranking, and therefore the formation of hierarchies, in most societies is an intrinsic component of gender construction (Beneria, 1987).

According to oxford dictionary, Gender means the fact of being male or female. Where the disparity means a difference, especially one connected with unfair treatment. So the gender disparity means to differ in sex. Gender disparity plays a vital role in the development process of the society. It is all the time a prerequisite for all round progress of an individual as well as the nation at large. In every section of the community, first of all the gender based indicators are taken in to consideration before going ahead to other issues or matters. It is simply because that disparity is a means, which creates obstacles to reforming of an individual and society as well. Education can be instrumental for providing a better quantity of life to human beings, and it is a means of imparting knowledge and skills to individuals, helping in the process of social transformation. If disparity shows in education than whole, socio-economic development will be numb.

Further gender is constructed within a multiplicity of relations involving class, caste/ethnicity and race among other socio cultural constructs. Women face dual challenges to their identities within female being the social group and belonging to a particular social group/class. A wide range of subordination to men exists within these categories. The processes of gender construction create asymmetrical relations between women and men that are translated into development policies and actions.

The history of modern education in Nepal started with the establishment of Durbar higher secondary school at Kathmandu. The purpose of the school was to provide English education to children of the ruling class and high ranking officials there was not much opportunity and access of education to common people moreover the education system in Nepal was greatly influenced by British education system of India. Among the Rana prime ministers Padma Shamsheer was the most liberal one in permitting new schools in different places of the kingdom particularly in Kathmandu valley.

Regarding the history of women's education in Nepal, the first girls school recognized by the government was Padma Kanya Vidya Ashram, which was opened in 1947AD (Basnet, 1977). This school provided an opportunity for women to get formal education during 1950's educational revolution took place along with the dawn of democracy in Nepal. Girls who were above school age started studying as private students for school leaving certificates or high school examinations. Padma Kanya College, the first girls' college was established in 1953 (Basnet 1977). In 1971, the national educational system plan (NESP) was brought into existence. The number of children enrolled in school has risen from 8505 in 1951 to about 3.4 million in 1996. The Nepali education system suffers from a low enrollment of girls and high dropout and repetition rates for all.

Nepal has made significant strides in education since the first census in 1952/54. From the 5% literacy rate of that census period, literacy rose to 54.1% in 2001. Both men and women have also advanced in their levels of education. Nonetheless, while male literacy rose

from 23.6% in 1971 to 65.5% in 2001, the comparable female statistics were 3.9% and 42.8%. a similar gap exists in school enrollment and higher education.

Primary education is basic need in all section of the society. Various international and national agencies had made efforts in order to universalize primary education. Primary education project (PEP) Seti project and Basic and Primary Education Project (BPEP) are the efforts made by the government to developed the primary education sector in the education system of the country. This programs have led to a significant increase in school enrollment. Recent decades have witnessed a steady growth of educational institutions and opportunities as well as rise in literacy rate in general.

The government declared the free primary education in 1978 for the purpose of making primary education more effective and to increase student in primary level (HMG/ NPC / UNICEF1996). Government is also providing free textbook, uniforms, scholarship for girls and lunch program (in some districts) to increase girls enrollment. Government is also giving various incentives such as rewards to those students or females that rank first, second, and third in prospective classes in spite of the various attempts the girls enrollment in primary education is far much lower than that of boys. Even though the percentage of primary school age girls population is almost equal to that of boys (Basnet 1996). Now a day's compulsory enrollment in primary level plan is making by government.

## **1.2 Statement of the problem**

Gender issues play an extremely significant role in the lives of Nepali women and the children who depend on them. Broadly, speaking, Nepalese society assigns tightly defined gender roles to men and women. These stereotypical roles are at the root of prejudiced attitudes that feed into discriminatory practices throughout society. These practices, along with the attitudes that accompany them, have a foundation in the family setting, and are reflected in the administrative and legal practices of the country. Together they create a cycle of discrimination that puts women in an inferior position to men and

perpetuates their lower status. Women in Nepal find themselves in a vicious circle that drives the discrimination against their gender.

Their generally low status means that most women are not given sufficient decision-making power to control their own access to resources such as information, services, money, etc. This restricted access to resources prevents women from developing their decision-making capacity. Their lack of decision-making capacity deprives them of the power to control access to resources, and restarts the cycle of low status and discrimination. There is no obvious place at which to break into the cycle. The family setting is at the base of discriminatory attitudes and practices, and it is here that changes can be particularly effective.

Primary and secondary education is one of the root steps of the education. Education plays an important role in enhancing woman's ability to exercise their rights and responsibilities. The status of education and gender disparity in the educational area is crucial determinant of family well being and economic development. Particularly when the general trend of economic development in developing countries is in tune with the western model, it is very difficult for any country to be able to achieve its full potential when half of its population does not take part in developmental process. Higher skills greater degree of information and knowledge are crucial for administrative capability, economic productivity and able citizenship in modern democracy.

Gender disparity in primary and secondary education is very high in Nepal. There are three types of school at each level of school education namely government aided school, community school, and private school does not get government grants and rely on their own resources and community contribution. The private school have emerged as major provider of school level education since past two decades in the year 2001, private school constituted 8.7% primary school 21.3% all secondary schools. (DOE school level education statistics of Nepal, 2001)

None of the national survey conducted so far in Nepal are designed to provide gender disparity in primary and secondary schooling. Sarlahi district is one of the most gender

discriminated district in the country. There are 99 VDCs. in this district and 4,92,798 population. Jabdi VDC is one of the VDC among them.

Total 36.5% people are literate in this district, among them 46.9% male and 25.4% female are literate (According to 2001 census). It is better to estimate the gender disparity in primary and secondary schooling

because of the huge gap of literacy in this VDC. Therefore, there is huge gap between male and female involvement in the school level education for the implementation of effective program to lower school attendance is very important to understand the factor associated with high enrollment of the school in this district. Very few studies have done in the gender disparity in primary and secondary schooling. There are economic social cultural and demographic variables affected the level of education and school attendance in the societies. Low level of education generally observed to be poverty, stricken tradition and underdeveloped.

Total enrollment number of student in the primary school in sharlahi district is differing in different year. There were 90214 students enrolled in the year 2003. The number was 68,895, 83,297 and 79,410 in 2004, 2005 and 2006. In the other hand, the number of primary school in this district was 379 in 2003 the number was 261,320 and 330 in 2004, 2005 and 2006. Moreover, in other hand there were 61 secondary school in 2003. The number of school was increase and become 50 in 2006. The secondary enrollment rate in this district is 9,188, 7,598, 4,213 and 11,621 in 2003 to 2006. (Statistical yearbook of Nepal 2007).

The rate of literacy and educational organization in Jabdi VDC is the literacy rate is (44.2%) the national literacy rate is (54.1%). Thus, it is (10%) less than national literacy in this VDC. There are (58.8%) male and (30%) female literate in this VDC where there are (65.5%) males and (42.8%) females literate in national level. There are seven schools according to my field report, where the census shows that there were only five schools in this VDC. Thus it shows that, there is (12.8%) less female literacy than national level (CBS 2001).

The objective of this study is to estimate, (what is the gender disparity situation in primary and secondary schooling at Jabdi VDC? What are the determinants of gender disparity in primary and secondary schooling? What is the relationship between education and socio-economic and demographic variable? And what is the situation of enrollment of boys and girls in private school and public school?). Therefore, the objective of this study is looking forward to disparity in primary and secondary schooling.

### **1.3 Objective of the study**

This study is mainly focused on the gender disparity in primary and secondary schooling. Than, its help to portrays the disparity in primary and secondary school of Jabdi VDC Sharlahi.

Specific objective of the study are as follows:

- 1) To estimate the gender disparity in primary and secondary schooling, of Jabdi VDC.
- 2) To analyze the determinants of gender disparity in primary and secondary schooling.
- 3) To examine the relationship between education and selected socio economic, demographic and other variables.
- 4) To assess the enrollment of girls and boys in primary and secondary level of the private school and public school.

### **1.4 Significance of the study**

The Nepalese government's targets achievement universal primary education and the reducing gender disparity in secondary education up to 2015 is the main significance of the study. There have been few studies on gender disparity of primary and secondary schooling. There are economic social cultural and demographic variables affected the

level of education and school attendance in the societies. Low level of education generally observed to be poverty, stricken tradition and underdeveloped. The huge disparity gap shows that, the weak socio-economic condition of the society.

## **1.5 Limitations of study**

Since the study work being done single handedly by the student himself within the limited time span, the whole household of the study area couldn't covered. There are 120 household were selected from 706 household (CBS 2001) of the ward no. 1, 5, 6 and 8 Only the selected household from the four wards of this VDC were attempted for interview for filling up the questionnaire. The patterns of question are divided into two roster, Household and children. Similarly, main focus was given in those question point, which were more relevant for the study topic. Different backward caste and other caste are selected for the study topic.

## **1.6 Organization of the study**

The study is divided into six chapters. First chapter is introductory chapter, which includes background, objective, significance and limitation of the study.

Theoretical and empirical literature review and conceptual framework are discussed in the second chapter.

The third chapter describes the sources of data and the methodology of the study where tools of data analysis are discussed.

The fourth chapter provides with the socio-economic and demographic characteristic of the study area.

The fifth chapter analysis the main clue of the study "Gender disparity in primary and secondary schooling"

The sixth chapter deals with summary of the findings of the study, conclusion and recommendations

And in the annex, map of study area, clue of some words and questionnaire is given after last page.

## **CHAPTER II**

### **Review of Literature**

#### **2.1 Theoretical Review**

According to Encyclopedia Britannica 2009 Gender is “a subclass within a grammatical class (as noun, pronoun, adjective, or verb) of a language that is partly arbitrary but also partly based on distinguishable characteristics (as shape, social rank, manner of existence, or sex) and that determines agreement with and selection of other words or grammatical forms”.

In other hand, the word disparity is beginning from 15<sup>th</sup> century. According to the encyclopedia Britannica the word disparate is, “containing or made up of fundamentally different and often incongruous elements, markedly distinct in quality or character different” and disparity is the noun of disparate. Therefore, the gender disparity illustrates the differences between sexes.

In the other hand according to the John Dewey – “school is a special environment where a certain quality of life and certain type of activities and occupation are provided with object of securing the child’s development along desirable lines.” According to the encyclopedia, Britannica the word school is beginning from 15<sup>th</sup> century.

Morphological meaning of school is:

**S** - Sincerity



**C** - Capacity

**H** - Honesty

**O** - Obedience

**O** - Orderliness

**L** - Learning

According to the above description, school is a kind of organization where the child will learn sincerity, obedience and other necessary disciplinary activities (Philosophical and sociological foundation of education).

During the last 30 years, a amount of literature- both theoretical and empirical has appeared to explain gender inequalities in development and woman sources of subordination. The publication of Ester Boserup's pioneering work, *Women's Role in Economic Development* (1970) rise awareness the differing impacts of development activities on woman and man and the bypassing of women in programs aimed at poverty reduction and technological advancement. In short development activities in poor countries after World War II affected women negatively. Boserup pointed out that all societies had developed clear division of labour by sex, even though what was considered a male or female task varied significantly across countries/cultures. This implied that, the sexual division of labour was arbitrary-and give rise to a wholly new area of interests in women's place in development that questioned stereotypes and roles previously been taken for granted to considered natural, including the system of inequalities they generated. Subsequently, numerous studies with varying theoretical approaches appeared, all of them investigating this system and the gender factors that contributed to it (McFarland, 1988).

Despite criticism on Chicago School Approach, that productivity role of education is negligible (Arrow, 1973; Spence, 1973), but consistent re-emergence of faith inhuman capital marked the 1980s and the developing countries and international agencies started to have attention on human investment. In Nepal like other countries, education has been considered an important tool for mobilization of human resources for sustainable socio-

economic growth. By this raising primary school enrollment, reforms have also been formulated and implemented to end up gender disparity.

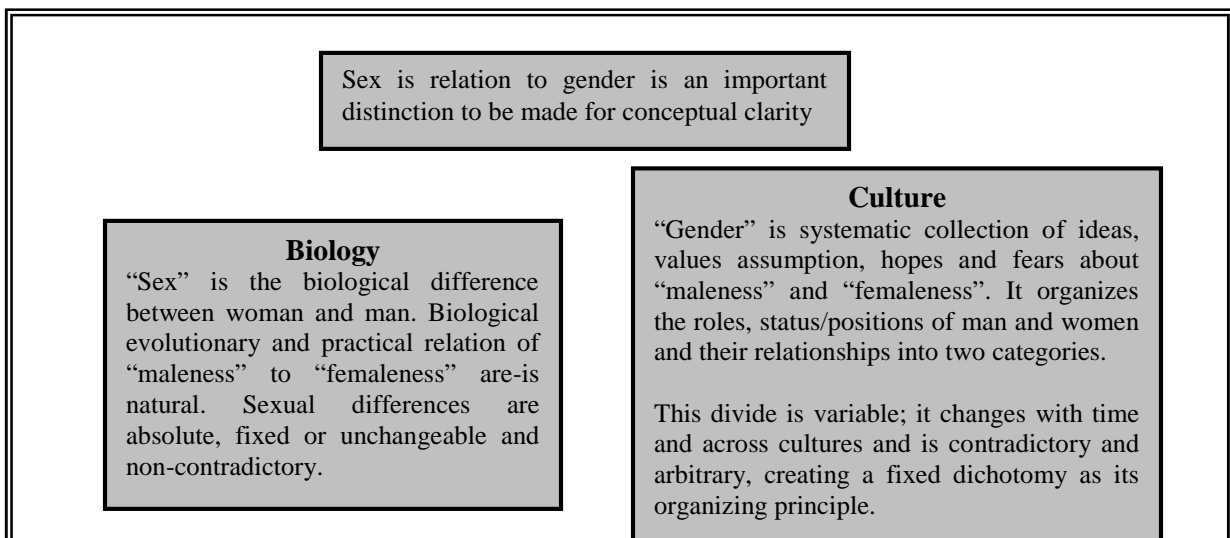
Though Alleviation of gender disparity has been given the top priority in considering not only in formulation and in implementation of education reforms, yet in certain areas there exists a wide gap between male and female literacy level. Moreover a difference in enrollment between genders has been observed at the level of school education

Though the furnished educational quality of the enrolled students leads towards the positive example of success of not only in education but also in practical life of the ensuing generation, yet to alleviate gender disparity in social and cultural context, special measures are needed for the success and improvement of females overall in the country to participate in share contributed by experience of development. This experience would help to gain the required momentum and extol a new development practice in implementation of educational policy.

### 2.1.1 Strategic interest versus practical gender interest

Strategic interest are the “objective to over come to women’s subordination, such as the abolition of sexual division of labour, the alleviation of the burden of domestic labour and child care, removal of the institutionalized forms of discriminations, the establishment of political equality, freedom of choice in childbearing and the adoption of adequate measures against male violence and control over woman”. These contrast with practical gender interests, usually a response to “Immediate perceived needs” such as “basic needs” or “economic necessity”.

Fig: 1 Sex vs. gender



Source:- Molineux, 1986

### **2.1.2 MDGs goal ‘Achievement of universal primary education’ targets and practices in Nepal.**

Millennium development goal (MDG 3) for gender equality and the empowerment of women is the goal that was set with the earliest date for achievement. The target associated with MDG 3 was an end to gender disparity in primary and secondary education (Unterhalter, 2006). We know now that target has been missed in 94 out of 149 countries for which data is available (UNESCO, 2005). It is a matter of great concern that the countries despite inclination and having the required resources were unable to bring the equal number of boys and girls even to primary schools and proved failure to complete just primary level. Nepal is among the signatories of Millennium Development Goals (MDGs) as was targeted at the Dakar World Education Forum 2000. The Government of Nepal has initiated several policy measures to achieve these set goals, that is, education for all. The national plan of action was implemented in response to be active for the implementation of decisions made at Dakar for world summit.

The issue gender disparity is all among the world. Nevertheless, we are discussing about the Gender disparity in primary and secondary schooling. The issue of gender disparity in school level is all among the world, but there is different situation among developed countries and developing countries. Developed countries mainly achieving their MDGs on education that they reach up to 100% achievement in education related goal.

Millennium development goal targeted different issue on the goal of ‘Achieve universal primary education’. This goal targeted is to ensure that all boys and girls complete a full

course of primary schooling. This goal and target is practices all countries over the world. These kind of practices help to improve educational situation in world.

The millennium development goal focus on education is-

Goal2: Achievement of universal primary education

MDGs Target 3: ensure that, by 2015, children everywhere boys and girls alike will be able to complete full course of primary schooling.

- ) NER in primary schooling (UNESCO)
- ) Proportion of pupils starting grade 1 and who reach grade 5 (UNESCO)
- ) Literacy rate of 15-24 years old (UNESCO)

MDGs target 4: Eliminating gender disparity in primary and secondary education preferably by 2005 and in all level of education no later than 2015.

- ) Ratio of girls to boys in primary, secondary and tertiary education ( UNESCO)
- ) Ratio of literate woman to man 15-24 years old (UNESCO)

Above MDGs goals and indicator are related to education. Nepal is practicing hard to achieve MDGs. The situation of MDGs on education in Nepal is given below.

Table 1:- Ensure that by 2015 children everywhere boys and girls alike, will be able to complete primary schooling.

Indicator	1990	1995	2000	2005	2015(Target)
Net enrollment in primary school (%) <sup>a</sup>	64	69	81 <sup>1</sup>	84 <sup>2</sup>	100
Proportion of pupils that starts grade 1 and reach grade 5	38 <sup>B</sup>	NA	63 <sup>C</sup>	74 <sup>C1</sup>	100
Literacy rate of 15-24 years old	49.6 <sup>D</sup>	56.2 <sup>E</sup>	70.1 <sup>F</sup>	73.0 <sup>G</sup>	100

Data Source: A- MOES 1990-1999 DOE 2000-2004(1-2000 & 2-2004). B- HMG/N-NPC National report on follow up to the world summit for children 2001 (1994 data). C- MOES school statistics (1994-2003 (c1 2004 data). D-CBS 1991. E- CBS 1996. F- CBS 2001. G-CBS 2004.

Above table shows that, there was 64 NER in 1990. But, It reached 84 in 2005. The target of NER is to reach up to 100 in 2015. Proportion of pupils that starts grade 1 and reach grade 5 was 38 in 1990 and 74 in 2005 and target is to reach up to 100 in 2015. The literacy rate of 15-24 was 49.6 in 1990 and 73.0 in 2005 and target is reach up to 100 in 2015.

### **2.1.3 Nepalese government's educational strategy**

Nepalese government has realized that education is a key to poverty alleviation and has given high priority to educational services. However, the investment in the sector in both primary and secondary level is low and the poorest communities remain the most educationally disadvantaged. The Nepalese government in its ninth five year plan (1997-2002) has adopted strategies to rise the natural literacy rate the strategies are

- To expand the access to basic education.
- To improve the quantity of primary education
- To upgrade and emphasize the secondary and higher secondary and higher education and improve the quality of output.
- To increase the public spending on education from 13% to 15%.
- To strengthen MOE (ministry of education) in policy planning and system monitoring.
- To devolve the education management in promoting the active involvement of communities and local bodies in education.

Various efforts are made to improve access and quality at the basic and primary level of education with greater emphasis on the participation of local community. The basic and primary education master plan (1997- 2002) has out lined national priorities for education as follows:

- To ensure universal coverage of primary education and rise literacy.

- To improve quality and efficiency of primary education.
- To improve planning policy making co-ordinations research and evaluation capacity within MOE (ministry of education).
- To decentralize educational management that support curriculum and text book reform school teacher training model and strategies to increase participation of girls and disadvantaged groups.

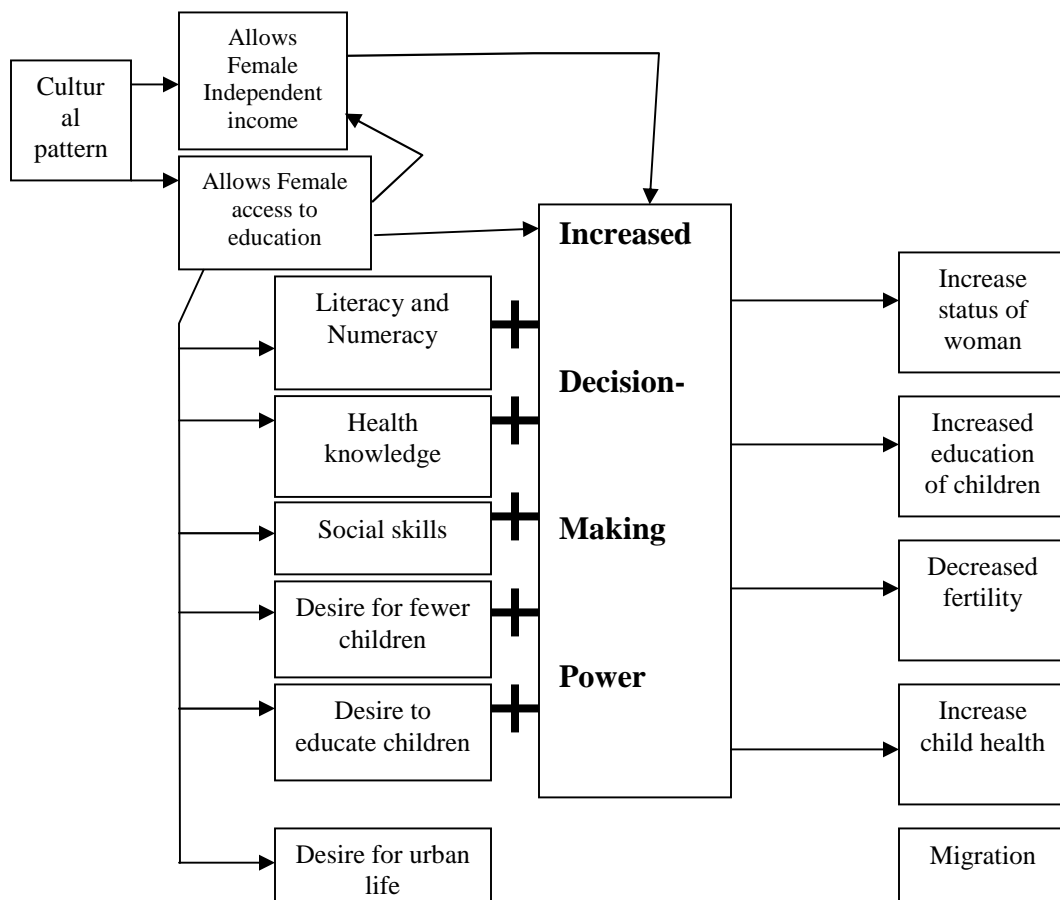
According to the World Bank report no.1900 NEP, substantial progress has been made in enrollment of primary education. Since the early 1990s although there are constrains in the system in this period, government has supported many programs to affected more woman from schoolgirls and children in basic education. Gross enrollment rates in primary education are high and the access to school is impressive even tough much of the population ware from remote areas. Access to secondary education is unevenly distributed. Primary and secondary school completion rates are low and those completing schools have only minimum level of skills for the community needs. Teacher absenteeism is high which reflects poor requirement system, poor incentives and poor school supervision.

The school system has low enrollment of students and low completion rates. Teachers are inefficient and there is poor utilization of the found in education sector management in education is highly centralized and not well suited to handle the expanding school system revision in the curriculum, teacher training and design of non formal educational programs had been carried out under donor-funded projects. Currently about half of the expenditures is used in basic and primary education sector, but the use of resources is poor not rational.

#### **2.1.4 Frameworks related to girls education**

According to the bulletin published from New York named as “the economic and social impacts of girls education in developing countries” the interrelationship among Girls primary education culture and social change were given below.

Fig 2: The interrelationship between Girls primary and secondary education culture and social change

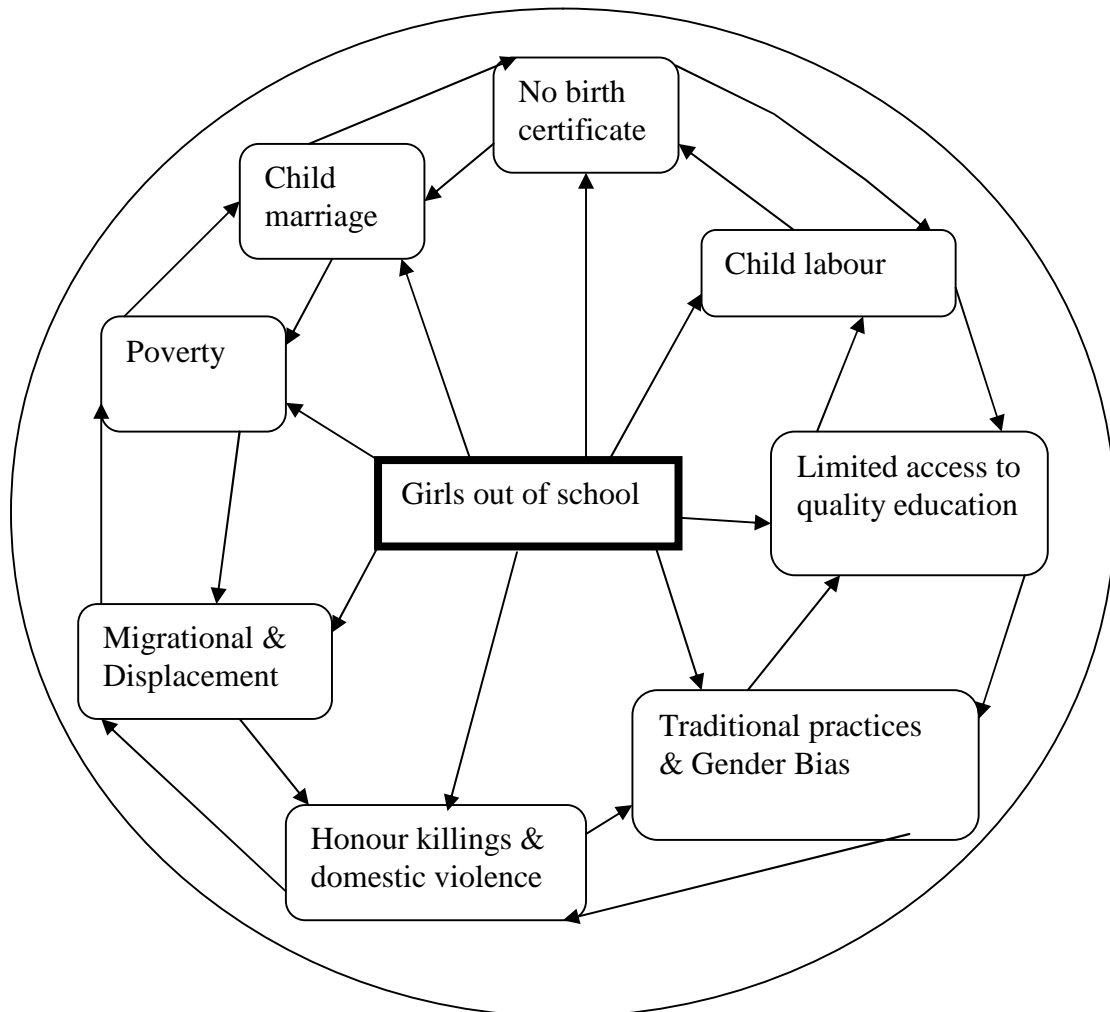


Source: - the economic and social impacts of girl's education in developing countries published from New York.

Above chart shows that the primary and secondary education of girls varies by the different factors. There are different factors associated with the girl's primary and secondary education. Cultural patterns makes varies in female education and income. Literacy, health knowledge, social skills, fewer children's desire and desire to educate children factors are rises by the girl's education. Above factors increase woman's decision-making power and all above factors manage by the woman's education. After their sustain development of life they will have desire for urban life and migration.

According to the UNICEF report, "ELIMINATING GENDER DISPARITY IN PRIMARY EDUCATION: THE CASE OF TURKEY" illustrates that, there are various reasons to girls are out of school because of the social exclusions, are as given below.

Fig 3: Vicious circle of social exclusions  
Why girls are out of school?







Higher education	2	23	49	68	-	268	-
Primary	8505	182533	449141	1067912	3034710	3418923	4025692
Lower secondary	-	-	-	391427	378000 ***	927629	1210059
Secondary	1680	21115	12704	1210007	395000 ***	385551	551092
Higher secondary	-	-	-	-	-	141353	119151 **
Higher education	250	5143	17200	38450	111172	114333	-

Data Source: MOES, 1971

#### Note

\* Data for 2004

\*\* Private school enrollment included

\*\*\* Does not include private school enrollment

The education for all plan of action 2003 aims at attaining complete gender parity in school enrollment by 2015. Net enrollment ratio is 81.1% thus 19% of children in 6-10 years age group are still out of school in primary level. The number of secondary school reached 4113 in 2001, which is nearly double the number in 1993 enrollment at this level is yearly rising.

### 2.2.2 Secondary school net attendance rate in Nepal

The secondary education plays vital role to any kind of activities in human life. Human can change their life hood by the education. Nepal has been targeted to achieve universal primary education from millennium development goal. Nepalese government has realized that education is a key to poverty alleviation and has given high priority to educational services. However, the investment in the sector in both primary and secondary level is low and the poorest communities remain the most educationally disadvantaged. The Nepalese government in its ninth five year plan (1997-2002) has adopted strategies to rise the natural literacy rate.

Table 3:- The Secondary school net attendance rate percentage, Nepal 1996-2006

Indicators	1996	2001	2006	Change in 1996-2001
Male	25.4	35.1	45.7	20.3
Female	17.1	26.6	37.8	20.8
Urban	40.9	50.6	52.4	11.5

Rural	19.5	28.7	40.1	20.5
Poorest 20%	8.4	14.6	27.8	19.4
Second 20%	10.9	20.5	33.3	22.4
Middle 20%	16.7	26.4	40.6	23.9
Fourth 20%	25.6	36.5	50.8	25.2
Richest 20%	43.3	57.0	59.5	16.1
Total	21.3	30.9	41.7	20.4

Data source: - Nepal Demographic and Health Surveys (NDHS), 1996, 2001, 2006.

Above table shows that, total attendance rate in 1996 was (21.3%) it reach (41.7%). The change percentage is (20.4%). This shows that, there is double difference between 10 years. The change percentage between male is (20.3%). Urban attendance is not showing the huge difference like other. We can easily know that the attendance of female is increasing more than male attendance.

### **2.2.3 General situation of female education in Nepal**

In spite of the significant increase in the enrollment rate in most countries, the rate of enrollment in primary education is still low in poorest countries and particularly of females. The primary school enrollment percentage of girls has shown five fold increase but out of all the girls enrolled almost 45% were in grade one and only 10% of them can rich in grade five which is the final year of the primary cycle (hill and king,1993).

In Nepal, girl's participation has been considered less important compared to boys. This has lead to low educational attainments of girls. Consequently, there are low enrollment; repetition of grades and a large dropout rates. This high illiteracy rate particularly of rural woman acts as a hindrance on socio-economic development of a country. The lives of Nepalese women are shaped by two factors. Beliefs and customs of their ethnic groups and the level of poverty. The government together with the aid of donor agencies has set up strategies to improve the condition of Nepalese woman.

Among 26 ethnic groups in Nepal, woman are given different status even tough they are considered backbone of household management who take care of the children and family, fetch mater, look after animals and do farm work. Woman of every cultural group face

take of access to resources, educational opportunities health facilities and involvement in politics and attractive income employment opportunities. Thus, Nepalese government is emphasizing on gender equality. Government has realized that more opportunities should be given to woman to participate in decision making for their lives and contribute for alleviating the poverty in the country.

Table 4:- Total enrollment in primary and secondary schooling and girl's percentage

Level	primary			secondary		
	No of school	Total enrollment (1000)	Girls % in total enrollment	No of school	Total enrollment (1000)	Girls % in total enrollment
1999	25527	3780	42.6	4082	385	39.7
2000	25927	3623	44.1	4350	373	40.6
2001	24943	3853	44.8	4113	449	41.4

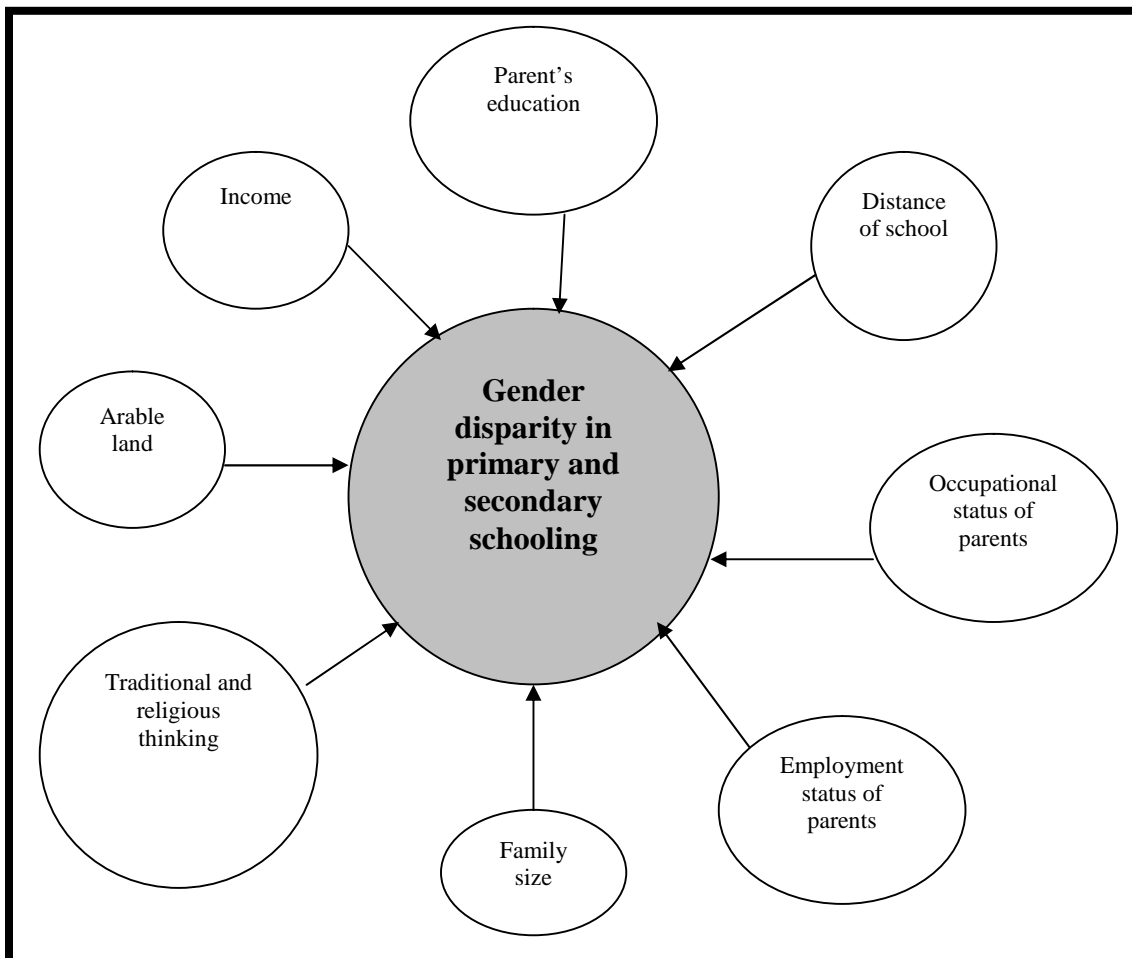
Source : MOE and UNESCO, 2003

Above table shows that the enrollment of the girls enrollment in percentage in the total enrollment is less than 50% in every year in each level. The above trend of enrollment in primary level for the period (1999-2001) is increasing by almost 1% every year. The percentage of girl enrollment in 1999 is 42.6 % where as in 2001 it is 44.8 % (statistical pocket book 2000).

## 2.3 Conceptual framework

Conceptual framework of gender disparity in primary and secondary schooling is determinate by various factors are as given below chart.

Fig 4: Conceptual framework of gender disparity in primary and secondary schooling



Various socio-economic cultural factors as parents education, traditional and religious thinking, distance of school, arable land, Employment & occupational status of parents and income source of parents plays vital role in gender disparity. Mention the level of education in primary and secondary level of education in different societies of Nepal. Low enrollment in schooling causes traditional thinking health problem low level of standard of living and so many other problems found in the society.

## **CHAPTER III**

### **Research Methodology**

#### **3.1 Description of study site**

Jabdi village development committee is situated in the mid eastern part of Sharlahi district. This VDC is 6.792 square kilometer having Gravel and raw road. It is linked to Malangwa Municipalities of Sharlahi District headquarter with the 15km linked road. Lalbandi VDC, Netragunj VDC, Haripur VDC, Parbanipur VDC, Ishworpur VDC and Ranigunj VDCs are surrounding of this VDC. Lalbandi VDC lies in the east-west Mahendra highway and Jabdi VDC is 500m far from this east-west Highway. Thus, northern part of this VDC is quite developed than southern part. Lalbandi VDC is going to be municipal rank thus Jabdi VDC have change to take part on Lalbandi municipality. Janjyoti Multiple Campus lunching up to master level courses. Lalbandi health post, Jabdi sub health post, Janjyoti multiple campus Bhudev Khadda Udhog are significance of Lalbandi. Jabdi VDC has taking advantage of them. It is developing with the modern

facilities like; school, Health post, Post office, Electricity, Transportation, Drinking water, Television and Telephone.

Jabdi VDC is 60m to 298m above the sea level and 500m away from east-west highway. Phuljor Khola and Ranijunj VDC in the east, DumDume khola in the west, Lalbandi VDC in the north and Phuljor Khola and Ishworpur VDC in south (see map in annex).

This VDC is surrounded by fertile land mainly paddy in rainy seasons covers whole of the fertile land. Wheat, Maize, Barley mainly grows in this VDC. Paddy grows in two seasons. Other vegetables are also grows in this VDC. This VDC is totally agrarian area where more than 95% of land used for agriculture. It will have minimum temperature 20<sup>°c</sup> to 31<sup>°c</sup> in average. In summer season, there will be 42<sup>°c</sup> and in winter seasons it will be less than 4<sup>°c</sup>. Average annual rainfall is 1600 millimeter in this VDC (district profile of Sarlahi 2001 census).

For the purpose of this study, the Jabdi village development committee (VDC) of Sarlahi district, Janakpur zone was selected. The main reason behind the selection of this place is due to familiarity of the researcher and unique socio-economic characteristics. In this VDC, different types of ethnic communities are found and also traditional custom and values are still maintained. Despite Brahmin Chhetri casts are dominating castes in this area; the Dom, Chamar Mushar and Paswan (Dusad) caste are living in the ward no. 1 Bhairabpur village in this VDC. Ward no. 8 Mejorgung village is sub urban village nearest to Lalbandi VDC in the east-west highway. Ward no. 5 and 6 are contains many types of caste and ethnic groups. Gender disparity in primary and secondary school can easily be studied as in other rural areas of the VDC and government will achieve a goal of achievement of universal primary and secondary school.

According to the census of 2001, there is 7308 population in this VDC, among them there are 3625 male and 3683 female population. However, according to my field report 2009 there are 3347 school going population in this VDC including other VDC. Among in the school going population there are 2223 students in primary level, and in other

hand, there are 1124 students in secondary level. There are seven schools in this VDC. Shree Shisu Kalyan Janta secondary school is famous public school of this VDC and Everest secondary is famous private school of this VDC. There are 967(458 boys and 509 girls) students in Shisu Kalyan Janata School (see in annex last page).

### **3.2 Sample Design**

Since the main purpose of the study was to know the gender disparity in primary and secondary school for the sake of supplementing the main part of the thesis, the purposive sampling method was adopted. In this connection all, the household in 4 (1, 5, 6 and 8) wards of the VDC were taken as the domain of study. Hence, any type of randomization for the sampling scheme was considered. Four wards included all types of caste and ethnic groups and make easiest to describe the subject of the thesis. For the sufficiency of the inquiry, all together 120 households were interviewed with the help of structured questionnaire.

The main basis behind this sample size is the total number of household that is 706 (in ward no 1, 5, 6 and 8) according to the census, 2001. For having the reasonable proportion, about 17% of the households were considered. There are 3,734 populations in these wards according to 2001 census among them there are 602 (15.95%) persons information has been taken from these four wards. The household information is based on nuclear family. Parent's age taken in only one generation. The age group from household roster is taken only from the schooling age and their parents. The Other related information was collected by personal communication with concerned personals and



organization. In the processing of preparing the data SPSS program is conducted. All the data's were edited by researcher and collect the data by reputed person on SPSS.

### **3.3 Nature and sources of Data**

Author has used both the primary as well as secondary information to access the objective of the thesis. The secondary data are taken from standard and authentic sources, publication from the governmental non-governmental and international agencies such as the center bureau of statistics(CBS), the ministry of education and sports (MOES), Ministry of health and population(MOPH), World Bank UNESCO etc were consulted. Various research articles journals and books related with this text were reviewed. Apart from this, different persons involving in this area from different institutions and organization were also consulted and district education office consulted me about subject.

Primary information was sought from the interview with the respondents of the study VDC are rip out by me. Through questionnaire survey and the personal observation was done in these areas where interview method also addressed. The other major sources of data related to the topic are collected from daily register of all schools from this VDC.

### **3.4 Data collection and processing**

The Gender disparity in primary and secondary schooling is analyzed in this research by descriptive way. Questionnaires, interview, case study, and key informants are used as primary source of data whereas the records of VDC and other relative organizations are taken as secondary sources of data. The national and international scholar's literatures are used to give the reliable result of this study.

### **3.5 Methods of analysis**

To illustrate the research work maps, tables, secondary sources of data were use as tools and techniques of the data analysis of the study. Simple statistical tools such as percentage and Gender Disparity (GD, F: M) were used. Universal affecting factors in gender disparity were used while analyze the data. The clue of the data analysis is descriptive.

### **3.6 Operational definition**

Gender Disparity is the ratio of female to male enrolment rates. When the enrolment gender disparity (GD) for enrolment shows a value equal to 1, female enrolment and male enrolment rates are equal. A value less than 1 indicates that proportionately less female than male have enrolled.

## **CHAPTER IV**

### **Socio-economic and Demographic Characteristics of the Study Area**

Nepal is characterized by the heavy reliance on agriculture sector. Agriculture in Jabdi is not merely an occupation but an established tradition and an accepted way of life. The economic development of this village depends substantially upon the development of the agriculture sector. People other than agriculture are engaged in services, trade, business, labor, and traditional occupation as priests, cobbler, tailors and carpenter.

Agriculture is the main occupation of this VDC. The method of farming is same as in ancient time. Use of fertilizers, processed seeds and other chemicals and irrigation facility has made an improvement in farm yield over the years. Likewise, animal husbandry is a common feature of this VDC. Majority of the people keeps birds and animals like cow, buffalo, goat, duck, pigeon, pig, chicken etc. The products are almost entirely consumed

by the people in the family themselves. Very few households have been able to reap commercial benefit by selling milk, eggs, animals etc. Therefore, the economic impact of this profession is not visible.

Regarding the industries knitting, rice mills, saw mills and flour mills. Rice and flourmills produces large amount of sailing and daily using purpose of production. Small-scale food manufacturing industries are also present.

Numbers of people are also engaged in government service and private sector such as sugar mill, large-scale rice mills and teaching in private schools are the main places of earning. People sell the products of agriculture, animals and cottage industries and buy goods, a modified version of barter system. Some people are still engaged in their heredity occupation to earn their livings. They are cobblers, tailors, potters, carpenters and priest.

Health service is provided by a “Health post” located at village development committee office located in ward no 7. The health post provides primary treatment of minor injuries. For serious one has to go to Lalbandi hospital and very serious one is Janakpur, Birjunj and Kathmandu. Many people in Jabdi still believe in the primitive treatment.

Jabdi is linked to east-west highway with a gravel road. This has made Jabdi easily to catch the bus in mahendra highway and reach every part of the country. Nowadays Tractor mainly use in this VDC to the purpose of carrying goods, ploughing in the field, wheat seeds making process and pumping the water from canals to the irrigation purpose. Electricity was first distributed in Jabdi VDC in the year 2056BS. Now, almost all the households have electricity. Electricity is mainly used for the domestic purposes. A few small-scale industries use electricity for running the machinery. Drinking water is boring from land by the hand pipe.

Among the important festival celebrated, Dashain and Tihar are the greatest ones that are celebrated in this VDC. However there are many more festivals celebrated. Dashain celebrates by Tharu community in the name of Dashahara. Tij, Rishipanchimi, Rakshya

Bandhan (Rakhi), krissnastami, jitiya (mainly in Tharu community), Chhat, Maghe sagranti, Jud sital are the festivals. Mainly Dipawali, Chhat and Fagu purnima are celebrated romantically than others.

## Analysis of data from selected area

Data are collected related to the socio-economic status of parents related to gender disparity in primary and secondary schooling. There are various factors affects the socio-economic condition of society.

### 4.1 Distribution of population by age and sex

The population of selected area is taken from 120 household. The exact population has been taken only from nuclear family. They are below 55 year old. Mainly there are students and young age population taken in sample.

Table5:- The distribution of population by age and sex.

Age groups	Sex				Total	
	Male		Female		Number	%
	Number	%	Number	%		
0-4	6	2.1	7	2.2	13	2.2
5-9	50	17.5	46	14.6	96	15.9
10-14	65	22.7	102	32.3	167	27.7
15-19	46	16.1	47	14.9	93	15.4
20-24	16	5.6	17	5.4	33	5.5
25-29	10	3.5	20	6.3	30	5.0
30-34	18	6.3	25	7.9	43	7.1
35-39	25	8.7	30	9.5	55	9.1
40-44	29	10.1	13	4.1	42	7.0
45-49	19	6.6	9	2.8	28	4.7
50-54	2	.7	-	-	2	.3
Total	286	100.0	316	100.0	602	100.0

Source: - Field Survey, 2009

There is 602 population in total. Among them there are there are 286(47.51%) males and 316 (52.49%) females. There is more population 167(27.7%) in 10-14 year of age than other age. There is 65(22.7%) male and 102(32.3%) female in that age. The male population is highly seen on 5-9, 40-44 and 40-49 year of the age. There are 2 (0.7%) males and no any females in the age of 50-54. There are more female than male in every age group except above mention age group. We can conclude that there are more female than male in schooling age.

## 4.2 Percentage of marital status by sex above age 10

Married is a person who had lived as husband and wife after being married religiously or socially is defined as married. Never married is a person who is not married in any way (legally, religiously or socially) or who has not lived as husband or wife even once at the time of the census is known as a never married person. Widow/widower is a man who has lost his wife due to the death and has not remarried is defined as a widower. On the other hand, if the woman has lost her husband on account of death and has not remarried she is known as widow.

Table 6: - Percentage distribution of marital status of the household population age 10 and above by sex

Marital status	Sex				Total	
	Male		Female		Number	%
	Number	%	Number	%		
Never Married	115	50.0	139	52.9	254	51.5
Married	115	50.0	122	46.4	237	48.1
Widowed			2	.8	2	.4
Total	230	100.0	263	100.0	493	100.0

Source: - Field Survey, 2009

There are 493 persons in total, among them 254 (51.5%) persons are never married, 237(48.1%) are married and two are widow in total marital status. There are equal number of 115(50.0%) of males in never married and married status. In other hand, there are 139(52.9%) never married and 122(46.4%) married female. There are 2 widows among female. Thus this situation portrays that, there are more males marriages than female, because there are more female in the age of youth. The mean age at first marriage in Sharlahi district is 17.53 year for female and 21.76 year for males.

### 4.3 Percentage of level of education by sex above age 5

The educational level of the parents plays vital role to children's education. It also portrays the income, occupation, employment and whole life standards. The education of the family plays vital role to their children's education.

Table 7: - Level of Education above age 5 by sex

Level of Education	Sex				Total	
	Male		Female		Number	%
	Number	%	Number	%		
Primary level(1-5)	41	14.7	37	12.0	78	13.2
Secondary level(6-10)	127	45.4	168	54.4	295	50.1
SLC passed	32	11.4	15	4.9	47	8.0
Intermediate	8	2.9	6	1.9	14	2.4
Bachelor and above	5	1.8	1	.3	6	1.0
Non formal	9	3.2	4	1.3	13	2.2
Technical/vocational educational training	15	5.4	2	0.6	17	2.9
Illiterate	43	15.4	76	24.6	119	20.2
Total	280	100.0	309	100.0	589	100.0

Source: - Field Survey, 2009

Above table shows that, There are 589 persons from 120 Households. There are 29(2.46%) more females than males. In primary level, there are 41(14.7%) males and 37(12.0%) females. Mainly there are more females in primary and secondary level than males. There are 32(11.4%) males and only 15(4.9%) females have passed the SLC. More males than females in non-formal and technical education. Because, mainly males involves than females in such kind of education. There are 43(15.4%) males and 76(24.6%) females are illiterate. The ramification situation of female shows the worse socio-economic condition of the society.

#### 4.4 Occupation by age 10 and above

Parent's occupation is greatly influenced by their education. Developing Society will be signifies by the parents occupation. Mainly there are agricultural occupational parents in this VDC. Mainly women are in agriculture occupation. There are labourer persons, students, governmental and non-governmental occupational persons in this area.

Table 8: - Occupation above age 10 by sex

Occupation	Sex				Total	
	Male		Female		Number	%
	Number	%	Number	%		
Agriculture	39	17.0	79	30.0	118	23.9
Gov and non-govt. srevices	48	20.9	17	6.5	65	13.2
Home maker	6	2.6	-	-	6	1.2
Own small business	10	4.3	16	6.1	26	5.3
Cant work/Disable	2	.9	2	.8	4	.8
Student	87	37.8	99	37.6	186	37.7
Wage Labour	18	7.8	31	11.8	49	9.9
Collecting skin and making Tharu's house	20	8.7	19	7.2	39	7.9
Total	230	100.0	263	100.0	493	100.0

Source: - Field Survey, 2009

There are 230(46.65%) males and 263(53.35%) females in this area. 79(30%) Females are engage in agriculture than 39(17.0%) males. (20.9%) Males are engaging in governmental and non-governmental service than in agriculture. All homemaker are man because there are fewer women involves in home making occupational activities in our country. Male students are fewer than female in this area. Wage labours are 31(11.8%) females than18 (7.8%) males. Collecting skin and making Tharu's house is a poor occupation followed by Dalids. There are equal number of males and females engaging in this occupation. In total, there are 186(37.7%) students than other occupation in this area.



## 4.5 Percentage and distribution of household by amount of lands

Land is the main source of family income in our country because mainly people are engages in agriculture. Especially in the Terai area there is huge amount of fertile land. So Terai is called bread basket. People migrate from hill to Terai because of the fertile land. In Terai, people who haven't any land their own also they can easily sustain their life to hire others land.

Table 9:- distribution of household by amount of lands and their percentage

Land amount	HH Number	Percent
No land	28	23.3
0-2 Kathha	7	5.8
2-5 Kathha	13	10.8
5-10 Kathha	48	40.0
1- 5 Bigha	23	19.2
More than 5 Bigha	1	0.8
Total	120	100.0

Note:- ( 1 kathha= 12.8 anna and 20 Dhur, 16 anna = 1 Ropani, 1 Bigha= 20 kathha)

Source: - Field Survey 2009

Above table, shows that, there are 120 household in study area among them, there are 28 (23.3%) people have no lands. They are sustaining their life by hiring others land and earning from their skill works. In other hand, only 7 HH have 0-2 kathha land this means they have only house holding hand not assess land for farming. 13 (10.8%) Household have 2-5 kathha land it will not sufficient for sustaining life. Mainly 48 (40.0%) Household have 5-10 kathha of land it is little bit sufficient for nuclear family. There are 23 (19.2%) HH have 1- 5 Bigha of land it is sufficient for the joint family too. Only one HH have more than 5 Bighas of land this kind of HH is called Jamindars house.

#### 4.6 Percentage and distribution of household by main source of their income

Income signifies the family's standard of living. People who have sufficient their own agriculture lands they can sustain their life from own agricultural land. People who have not their own land and depends on agriculture wage their way of sustaining life is quite difficult than other. Some family depends upon their children's earning. Business is a kind of occupation. In village area small shops and other small business runs by family instead of their own agricultural work.

Table 10:- Percentage and distribution of household by main source of family income

Main sources of family income	Number	Percent
Agriculture self	55	45.8
Agriculture wage	16	13.3
Non agriculture services	33	27.5
Children's earning	7	5.8
Business	8	6.7
Others	1	0.8
Total	120	100.0

Source: - Field Survey, 2009

There are 55(45.8%) household have their own agricultural land. Their main source of income is obtains from their own agriculture. Out of 120 there are 16(13.3%) household depends upon others agricultural work. There are 33(27.5%) Household have non-agriculture service. There are 7(5.8%) households main source of family income is children's earning. Children are needy to engage in wage work. Business is another source of income there are 8(6.7%) family engaging in business.

## 4.7 Distribution of family by income per month

The family income per month depends upon their main source of family income. The families who have less than 1,000 per month are difficult to sustain their life. Their children will need to do wage work instead of enrolling school. Those families who have 1,000 to 3,000 incomes per month will manage their family expenditure as possible. Those families who have 3,000 to 6,000 incomes per month will manage their family expenditure easily than other family. Other two rank families manage their family expenditure well. They admit their children into private schools and easily fulfill their children's need.

Table 11:- Distribution of family by income per month

<b>Family income per month</b>	<b>Number</b>	<b>Percent</b>
Less than 1,000 per month	11	9.2
1,000-3,000/ month	31	25.8
3,000-6,000/ month	35	29.2
6,000-10,000/ month	38	31.7
More than 10,000/months	4	3.3
Total	120	100.0

Source: - Field Survey, 2009

Above Table shows that, out of 120 household 11(9.2%) household have less than 1000 income per month. They have difficult to sustain their life. There are 31(25.8%) families have an income up to 3,000 per month. In other hand, there are 35(29.2%) families have an income 3,000 to 6,000. They must have their own agricultural land, small business and sailing cows and buffalo's milk on dairy. Other families who have an income 6,000 to 10,000 per month they must have engage in governmental and non-governmental service. The high-class families have more than 10,000 per month income. They have sufficient nutritious food to eat. They might have NGOs and INGOs job, tractor and other business.

## 4.8 Distribution of family by income sufficiency and way of supplement

Income is main source of surviving to the family. If family, have sufficient income for whole of the year they can fulfill their children's basic needs for education. Income plays vital role to run the family than their family. If family, have sufficient income for the year they can run their life easily. Family those have only 8-month sufficient income they will join their children to public school than the private. Families, which have only three-month sufficient income, will be difficult to sustain their life.

The ways of supplementing defect income among families are quite different some families supplies their defect income from agriculture wage labour and non-agriculture wage labour. Some household fulfill their defect income from sailing household assets like domestic animal, agriculture production and sails milk on the dairy. Some family have poor condition there, they are takes debt and sends their children to work. Other family fulfills their defect income from foreign wage and business.

Table12:- Income sufficiency's for the month of the year for survival of family and way of supplement instead of the defect income.

<b>Income sufficiency of family</b>	<b>Frequency</b>	<b>Percent</b>	<b>Way of supplement</b>	<b>Frequency</b>	<b>Percentage</b>
Year round	80	66.7	Working as agriculture wage labor	16	40.0
Up to 8 months	20	16.7	Working a non agriculture wage labour	11	27.5
Less than 3 months	20	16.7	Sailing household assets	7	17.5
Total	120	100.0	Borrowing debt	1	2.5
			Hiring out children	2	5.0
			Foreign wage earning	2	5.0
			Business	1	2.5
			Total	40	100.0

Source: - Field Survey, 2009

There are 120 HH in total among them, 80(66.7%) family have year round income. They might have given better education to their children. There are 20(16.7%), 20(16.7%) families have 8-month round income and 3-month round income.

In other hand, families those have not sufficient income for a year their way of supplementing income is working as agriculture labour 16(40%), non-agricultural wage labour is 11(27.5%). There are 2-2 household hires their children and foreign wage earning. Only 1-1 of the household fulfills income from borrowing debt and business.

#### 4.9 Way of fulfilling children school fee among families

Mainly This VDC content remote area so there all of the family depends on agriculture there. Ways of fulfilling children school fee are different among families. Some parents fulfill their children's school fee from agriculture land. Those parents have not agriculture land they fulfill their children school fee from poultry farming, livestock rising, sailing buffalos/cows milk, debt, own business and daily wage. Those parents who have enrolled their children into private school they might have better way of fulfilling children school fee.

Table13:- the way of fulfilling children school fee.

Way of fulfilling children school fee	Frequency	Percent
From agriculture land	62	51.7
Poultry farming	2	1.7
Livestock rising	1	.8
Sailing buffalo cows milk	7	5.8
Debt	8	6.7
Own Business	29	24.2
Daily Wage	11	9.2
Total	120	100.0

Source: - Field Survey, 2009

The table shows that, 62(51.7%) household fulfills their children school fee from agricultural land. half of other household fulfill their children school fee from other way like, 2(1.7%) HH fulfills their children's school fee from poultry farming, only one HH (0.8%) from livestock rising, 7 (5.8%) HH from sailing buffalos/cows milk, 8(6.7%) HH from debt and 29 HH fulfills from their own business. There are 11(9.2%) of the HH fulfilling their children school fee from daily wage. The poor situation of way of

fulfilling children school fee shows that government should need to give scholarship for students.

## CHAPTER - V

### Analysis of Gender Disparity in Schooling

In the context of Data analysis, the primary data of Jabdi VDC are presented separately by Income, Distance of school, according to arable land, parent's education and caste. The disparity among students is varied by their household characteristics.

#### 5.1 The situation of school enrolling students at all schools of Jabdi VDC

The situation of school enrolling students is taken from daily attendance resister of all schools of this VDC. According to my field report, there are 7 schools at Jabdi VDC. However, according to the census 2001 there were only 5 schools. (Schools see detail on annex). Gender disparity between students at Jabdi VDC is given below.

Table14:- Gender Disparity (GD) in different level of all school at Jabdi VDC.

Level of school	Governmental School					Non-Governmental school				
	Boys	%	Girls	%	GD	Boys	%	Girls	%	GD
Pre-primary	-		-		-	253	42.03	195	35.71	0.85
Primary(1-5)	600	57.14	698	60.75	1.06	230	38.21	247	45.24	1.18
Lower Secondary(5-8)	280	26.67	265	23.06	0.86	76	12.62	73	13.37	1.06
Secondary(9&10)	170	16.19	186	16.19	1	43	7.14	31	5.68	0.79
Total	1050	47.75	1149	52.25	1.09	602	52.44	546	47.56	0.91

Source: - Field Survey, 2009

Above table shows that, There are 2199 students in public school, among them (52.25%) girls and (47.75%) boys. The GD in public school is 1.09. Where as, 0.09 excess Girls in public school. In other hand, there are 1148 students in private school, among them (52.44%) boys and (47.56%) girls. The GD of private school is 0.91; it means there are

91 girls enroll in private school among 100 boys. Where as, 109 girls enrolls among 100 boys in public school.

Above result of survey shows that, parents of this VDC want to admit the boys in Private school and girls in public school. There are 253(42.03%) boys and 195(35.71%) girls in the pre-primary level. This situation of enrollment shows that there are more number of boys enrolls than girls in private school. There are (16.19%) equal number of boys and girls in secondary level in public school.

The main disparity between Boys and Girls are seen in private school, where there are 85 girls among 100 boys in pre-primary level. There are 106 girls among 100 boys in public school and 118 girls among 100 boys in private school are seen on primary level. There are equal number of boys and girls in public school at secondary level, where as 79 girls among 100 boys enrolls in this level at private school. Above scenario shows that girls dropout their school up to secondary level by different causes.



## 5.2 Gender disparity among enrolling and dropout students by family income per month

Parent's family income plays a vital role in the Gender disparity (GD) in schooling. Level of Parent's income plays vital role to children school enrollment and in Drop out. The parents with high level of income mainly enrolled their children in school but low level income parents don't want to enrolled their children in school because they have difficult to sustain their life. The drop out rate of children will high in the low level of income parents. High-level income parents of children do not drop their study in the different class than low level. The following table shows the Gender disparity by family income in term of school enrolling and drops out.

Family income per month	Enrolled school(yes only)		Drop out		Gender Disparity	
	Boys%	Girls%	Boys%	Girls %	Enrolled school	Drop out
Less than 1000 per month	62.5	66.7	50	50	1.06	1.00
1000-3000/ month	93.8	86.7	33.3	66.7	0.93	2.00
3000-6000/ month	90.9	92	33.3	66.7	1.01	2.00
6000-10000/ month	100	88.9	100	-	0.89	0.00
More than 10000/months	100	-	-	-	-	-
Total	91.5	88.5	54.5	45.5	0.97	0.83

Table15:- Gender disparity in family income in terms of school enrolling and drop out

Source: - Field Survey, 2009

There are 91.5 boys and 88.5 girls students in total it means, there are 8.5 boys and 11.5 girls donot enrolls school.Above table shows that, parent's income plays vital role to school enrolling and dropout. There are large numbers of girls than boys in school attending age. Girls attend more than number of boys. (62.5%) boys and (66.7%) girls enrolling school if, their family income is less than 1000 per month because of the Dalids have more daughter and they have scholarship facilities.

Among them, there are (66.7%) girls and (33.3%) boy's dropout their education in the level of 1000-3000/ month income. There are (88.9%) girls and (100%) boys enrolling school if their parent's income is 6000-10000 per month.

Male and female equally attends school if their parents have less than 1000 income per month. There are 200 females enrolls school among 100 males if their parents have 1000-6000 income per month. The disparity is shown in the overall situation where 83 females enroll school among 100 males according to monthly income of their parents.

### 5.3 Gender disparity by distance of School

The distance of school plays vital role to attend the school in terms of sex. Girls are obviously attends school less than boys if the school is too far. Parent's actually wants to send their male children either school is far or near, but parents don't want to admit their female children in school if school is too far. The enrollment rate of children in school varies by the distance of school. The following table illustrates this issue clearly.

Table 16:- Gender disparity in school enrolling students by distance of school

Distance of school	Sex wise school enrolling(yes only)		Gender Disparity
	Male (%)	Female (%)	
Less than 15 minute	45.45	41.21	0.91
15-30 minutes	22.73	37.36	1.64
30-45 minutes	24.24	17.58	0.73
45-60 minutes	7.58	3.30	0.44
more than One hours	-	0.55	-
Total	100.00	100.00	

Source: - Field Survey, 2009

Above table shows that there are (45.45%) male and (41.21%) female enrolling school in the distance of less than 15 minutes. Female are enrolling less than male in the distance of 30-45 minutes because of their parent's attitude and behavior among them. Mainly their parents hesitate to admit them in far distance school than boys. Male children are attending double than female children in the distance of 45min-1 hour. Only (0.55%) female attending the distance of one-hour school because, they might have admitted in Lalbandi School because of their family problem. The disparity is shown in the time of

less than 15 minutes, where 91 girls attend school among 100 boys because, private school is nearer than public school. There are 164 females attends among 100 males in the distance of ½ an hour because public school lies in that distance.

#### 5.4 Gender disparity among students by main source of family income

Main source of family income is another main issue to plays vital role to gender disparity in schooling. Parent’s source of income depends on schooling. If parents income source is from non-agricultural than they want to admit their children in private school. Even their income source depends to admit their children into public school. Parents from Agricultural income source really do not want to admit their children in school. Enrollment of children according to types of school also varies by the parent’s main income source.

Table 17:- Gender disparity by Main source of family income in terms of school enrolling and drop out.

Main sources of income	Enrolled school (yes only)		Drop out		Gender Disparity	
	Boys%	Girls%	Boys%	Girls%	Enrolled school	Drop out
Agriculture self	61.11	38.89	50	60	0.64	1.2
Agriculture wage	7.41	14.81	-	20	2	-
Non agriculture services	20.37	37.04	33.33	-	1.82	-
Children’s earning	-	3.7	-	20	-	-
Business	9.26	5.56	16.67	-	0.6	-
Others	1.85	-	-	-	-	-
Total	100.00	100.00	100.00	100.00		

Source: - Field Survey, 2009

Above table shows that there are (61.11%) boys and (38.89%), girls are attending school if their parents have their own agriculture land. Parents attending their boys than girl children into school even they are depend on agricultural wage. Girls are attending more than boys in school, if their parents have non-agricultural service. The dropout students in this VDC according to their main source of income is 1.2. if their parents have their own

agricultural land. (16.67%) Boys are dropping their school if their parents have their own business. Because, their parents engage their own children into their own business.

The disparity is shown in self-agriculture where 64 girls enrolls school and 120 dropout among 100 boys. There are 200,182 and 60 girls enrolls school among 100 boys if their parents have, wage agriculture, non-agriculture service and business are the main source of income. Thus, we can conclude that, parents want to admit their children into school according to their main source of income.

### 5.5 Gender disparity among students according to land status

Nepal is an agricultural country. According to 2001 census More than 65% of the total population are depends on agriculture. The arable land is main source of sustaining family in our agriculture country Nepal. When parents have land that is more arable they can attend their children into school. If they have no land than they cannot afford their children into school. The government policy also depends the disparity in school. If parents have no arable land and government policy not in behalf of them than, they want to admit their male children into school not to the female. They can discriminate their children to admit their male children into private school and female children into public school.

Table 18:- gender disparity by land status in terms of school enrolling and dropout

land status	Enrolled school (yes only)		Drop out		Gender Disparity	
	Boys%	Girls%	Boys%	Girls%	Enrolled school	Drop out
No land	14.81	20.37	33.33	40	1.38	1.20
0-2 kathha	3.7	5.56	-	-	1.50	0.00
2-5 Kathha	7.41	16.67	16.67	-	2.25	0.00
5-10 Kathha	42.59	44.44	16.67	60	1.04	3.60
1- 5 Bigha	29.63	12.96	33.33	-	0.44	-
More than 5 Bigha	1.85	-	-	-	-	-
Total	100.00	100.00	100.00	100.00	-	-

Source: - Field Survey, 2009

Above table shows that (20.37%) girls and (14.81%) are attending school and (40%) girls and (33.33%) boys drops their study if, their parents have no land. Only boys are dropping their education from different section of land status. The GD of enrollment is 1.38 if, their parents have no land. As, (29.63%) males and (12.96%) females are enrolling school if their parents have 1-5 Bigha arable land. There are (60%) girls dropping their school if their parents have up to half Bigha of land. Thus above table conclude that parents enroll their children into school if they have sufficient income from their land. The disparity is shown in no land where 138 females enrolls school among 100 males. Where 150,125 and 104 females enrolls school among 100 males in 0-2, 2-5 and 5-10 Kathha of land. Disparity in dropout is shown in no land and 5-10 Kathha of land where, 120 and 360 females drops their education among 100 males.

## **5.6 Gender Disparity among students by their parent's education**

Education is a kind of light in everybody life. Life cannot success without education. Parent's level of education plays vital role to the children's education. Mainly educated parents want to admit their children into private school. They do not do discrimination between male child and female child to admit in school. Even they take equally to their children into all educational activities. Obviously Educated parents will earn more than uneducated so that, they were economically powerful than uneducated. In other hand, if parents are uneducated they might be suffering from traditional and religious thinking. Therefore, they do not want to admit their children into school. Mainly uneducated parents practices child marriage. They marriages their daughter early 18 years of age. In this VDC mainly in, lower caste parents (Chamar, Musahar, Dom and other) they are socially, economically and educationally backward than other. Therefore, they cannot afford their children into school. They admit their male children if government provides free education. Even they hesitate to admit their female children in school instead of the government's free education.

Parents education	Sex enrollment (yes only)	
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	Male		female		Gender Disparity
	Yes	%	Yes	%	
Illiterate	29	53.70	30	55.56	1.03
Technical/vocational educational training	3	5.56	2	3.70	0.67
Non formal education	4	7.41	1	1.85	0.25
Below SLC	11	20.37	14	25.93	1.27
Above SLC	7	12.96	7	12.96	1.00
Total	54	100.00	54	100.00	

Table 19:- Gender disparity among students by their parent's education

Source: - Field Survey, 2009

Above table shows that, parents educational status varies the children's educational enrollment in school. There are 29 (53.70%) male and 30(55.56%) females attending school from illiterate parents because they bears more female children sake of male children. Than, there are more females than male. A government aims 'achieving universal primary education' playing vital role to admit there female children into school instead of their illiteracy. In other hand, parents from non-formal education has been admitted their male children (7.41%) into school than (1.85%) female. There are 103, 67, 25 and 127 girls enrolls school among 100 boys if their parents are illiterate, technical education, non-formal education and below SLC. Above SLC educated parents enrolls their children equally in the schools.

## 5.7 Gender disparity among students by their different caste

Caste is main discrimination point of society. In this VDC mainly in, lower caste parents (Chamar, Musahar, Dom and other) they are socially, economically and educationally backward than other. Dalids CEB is higher than other caste. They bear more female children hope for the male children. The free education system for Madhesi Dalid girl is another reason to increase female enrollment in school. .

Table 20:- Gender disparity among students by their different cast

Caste	Sex				Gender Disparity
	Male		Female		
	Enrolled school		Enrolled school		
	number	%	number	%	

Brahman/Chhetri	33	54.1	28	45.9	0.85
Tharu	10	37	17	63	1.70
Dalit	10	43.5	13	56.5	1.30
Newar	-	0	2	100	0.00
Musaar	3	75	1	25	0.33
Yadav	2	100	-	-	-
Magar	1	100	-	-	-
Total	59	49.2	61	50.8	1.03

Source: Field Survey, 2009

Above table portrays that, parents enrolls their children into school according to their caste. Brahman/chhetri enrolls their male children than male. They practices child marriage to the female. Thus, their GD is 0.85. Dalids CEB will be higher than other caste they have more female children than male than their enrollment percent is more than boys. The musahar caste is unique caste in education still there are only 2 students passed SLC from all over the country among 1,72,434 population (2001 CBS). There are only male children enrolling school from Yadav and Magar caste. There are (50.8%) male and (49.2%) female enrolling school among all.

There are 85,170,130and 33 girl students enrolls school among 100 boys student in the caste of Brahman/Chhetri, Tharu, Dalid and Musahar. In total there are 103 girls students enrolls school among 100 boys according to their caste.

## 5.8 Gender disparity by level of class

There are many variable related to gender disparity. Among them gender disparity by level of school is variate among sex. Gender disparity in level of school depends upon Their parent's education income, occupation and more. If parents admit their male children into school and female into work there will arise disparity in higher level of class. In other hand, if parents practises child marriage then the enrollment or girl in secondary level will less then boys. Below table illustrate it is clearly.

Table 21:- Gender disparity (GD) by Class among students

Class	Sex	Gender
-------	-----	--------

	Male		Female		Disparity
	number	%	number	%	
Preprimary school	15	10.6	13	6.8	0.64
Primary (1-5)	57	40.4	71	37.2	0.92
Lower secondary (05-08)	32	22.7	76	39.8	1.75
Secondary (09-10)	28	19.9	22	11.5	0.58
Dropout	9	6.4	9	4.7	0.73
Total	141	100.0	191	100.0	

Source: Field Survey, 2009

Above table shows that there are five category of level of school. There are 10.6% boys and 8.6% girls in pre primary school. And the disparity is 0.64 it illustrates that parents wants to join their 64 female children among 100 males in to pre- primary school. Because, it containing only in private school, public school has not pre-primary level. We can easily know that parents want to join their male children than female into private school in their early age. In other, hand the main disparity in early age.

In other hand the main disparity in primary level is 0.92 and lower and lower secondary level is 0.75 because of the flow of female student from another VDC is main cause. In secondary level, the main disparity is 0.58 because females drop their education before secondary level and Dalids (Chamar, Musahar, Pasman and Dom) are not reach up to secondary level. Mainly there are female in lower secondary level.

## 5.9 Gender disparity by the reason for not attending school

There are several reasons shows disparity in primary and secondary schooling. Usually, females do not attend school because of their household work i.e. care for sibling and distance of school and child marriage practises among females etc. The reason for not attending school in number and percentage by sex are as given below.

Table22:- Gender disparities by reason for not attending school

Reason for not attending school	Sex				Gender Disparity
	Male		Female		
	number	%	number	%	



Need in Household chore	2	16.7	1	5.3	0.32
Need in care for siblings		0	3	15.8	0.00
Don't want to go to school	3	25	5	26.3	1.05
Can't afford schooling	3	25	3	15.8	0.63
Too young and old to go to school	4	33.3	1	5.3	0.16
Disable		0	1	5.3	0.00
School is too far		0	1	5.3	0.00
Others		0	4	21.1	0.00
Total	12	100.0	19	100.0	

Source: Field survey, 2009

Above table shows that, there are (16.7%) male and (5.3%) female not attending school because of need of their in household chore. The main disparity is 0.32 among them. There are no any boys in the reason of care for sibling. But there are (15.8%) females not attending school because of that reasons. Parents hesitate to send their female children into school because their elder female child cares their siblings while they are out of the house at work.

Mainly males (33.3%) do not want to attend school than female (5.3%) because of their age. There are no any males in the reason; disable, school is too far and other several reasons But there are large number of females by that reasons.

The disparity is shown in the household chore is 0.32 where 32 girls goes school among 100 boys. In hesitating to go to school are more male than female, where 105 girls goes school among 100 boys of that reasons. Mainly girls are not attending school because of the affordable capacity of parents and their age.

### 5.10 Gender disparity by age at school enrollment among students

Mainly males and females first age of schooling is 5 years old. The main enrolling age of both sexes is 5 and 6 years of age. Private schools students mainly enroll in their 3, 4 and 5 year of age. Students of the public school enroll up to 9 years of their age. The first age of schooling will be depends on their parents social, economic, educational, occupational and other personal development status of parents. Mother's educational status plays vital role to children's first age of school. The first age of school enrollment is given below.

Table 23:- Gender disparity by age at school enrollment among students

Age at enrollment	Sex				Gender Disparity
	Male		Female		
	number	%	number	%	
2		0	1	0.5	-
4	18	12.8	24	12.6	0.98
5	90	63.8	121	63.4	0.99
6	18	12.8	28	14.7	1.15
7	8	5.7	6	3.1	0.54
8	6	4.3	11	5.8	1.35
9	1	0.7	-	-	-
Total	141	100.0	191	100.0	

Source: Field survey, 2009

Above table shows that, there is only one female student enrolling school in the age of 2 years. There are 141(42.47%) male and 191(57.53%) female enrolling in school. In the age of four years, there are 18(12.8%) males and 24(12.6%) females. The GD is 0.98 in

this age it means 98 female enrolls school among 100 males at that age. Mainly there are less female percentage in the age of 4, 5 and 7 years of their age. There are 6(4.3%) male and 11(5.8%) females are in the age of 8 years. This kind of situation shows that females are enrolling in school in the high level of their age.

### 5.11 Gender disparity by month of wage work in the age of schooling

The situation of children is worse in our country because of the child labor. Children are needy to do work for sustaining their life. They cannot fulfill their school fee without working. Some Parents sustaining their life from their children's earning. The way of working is different by the children. There are some terai Dalids sustained their life from working in other houses. Some children works at their own home for the light work some children follows their ancestors occupation. Here we have been taken a age group up to 18 years of their age.

Table 24:- Gender disparity (GD) by Months of wage work

Months of wage work	Sex				Gender Disparity
	Male		Female		
	Number	%	Number	%	
3	3	27.3	3	25	0.92
4	2	18.2	2	16.7	0.92
5	-	-	2	16.7	0.00
6	4	36.4	-	-	0.00
8	1	9.1	-	-	0.00
12	1	9.1	5	41.7	4.58
Total	11	100	12	100	

Source: Field survey, 2009

Above table shows that, in total there are 11 males and 12 female engaging in the wage Work in the school age either they are enrolling school or not. . There are 3 (27.3%) males and 3 (25%) females working in the duration of three month in a year and the

disparity is 0.92. There are 4(36.4%) males working 6 month per a year. There is only one (9.1%) male working 8 month per a year. Mainly there are 1(9.1%) male and 5(41.7%) female working completely a year. Therefore, this table shows that, there is female engaging in the wage work per year. The disparity is shown in the three and four month of wage work, where 92 females works among 100 males. There are 458 males does work completely a year among 100 females.

## 5.12 Gender disparity by children current activities, among schooling age

Mainly children are student in their age. In the urban area children are involves in study only, but in remote area children are needy to do work in the household and other wage purpose. Some children attend school only, such type of children mainly found in private school. Public school students involves in different activities like, household work, wage work and other activities. The children current activities are given below.

Table 25:- Gender disparities (GD) by Children's current activities among schooling age.

Children's current activities	Sex				Gender Disparity
	Male		Female		
	Number	%	Number	%	
Schooling only	89	58.2	101	48.1	0.83
Working	15	9.8	18	8.6	0.88
Schooling and working	39	25.5	76	36.2	1.42
Neither working nor schooling	10	6.5	14	6.7	1.03
Others	-	-	1	0.5	0.00
Total	153	100	210	100	

Source: Field survey, 2009

Above table shows that, there are 89 (58.2%) male and 101(48.1%) female going to school only. The disparity between them is 0.83; it shows that, females are doing other activities except than school. The main reason is that they involves in household work than male. There are 15(9.8%) male and 18(8.6%) female working only. The working and schooling scenario is 39(25.5% male and 76(36.2%) female. It shows that parents

discriminate their male and female children in the study. They force to do household work to their female children. The percentage between neither working nor schooling children is same.

### 5.13 Gender Disparity by Income sufficient of their parents in drop out students

The gender disparity in school varies by the parent's sufficiency of income. Education is second part of humans life first and foremost thing is that people wants to sustain their basic needs (food, clothes and shelter). They take education if they are sustaining their life easily. If parents have not sufficient income, they will hesitate and will be needy not to enroll in school to their children. They will dropout their children from school if they have not sufficient income. The dropout rate of income sufficiency definitely high on male because they will be needy to do wage work because of their family need. Females drop their education less than male because male can do heavy works than female.

Table 26:- Gender Disparity by Income sufficient of their parents among drop out students

Income sufficient	Sex (dropout)				Total	Gender Disparity
	Male		Female		Number	
	Number	%	Number	%		
Year round	3	50	3	50	6	1.00
Up to 8 months	2	100		0	2	0.00
Less than 3 months	1	33.3	2	66.7	3	2.00
Total	6	54.5	5	45.5	11	0.83

Source: Field survey, 2009

Above table shows that, there are 3(50%) male and 3(50%) female dropping their education if, their parents have sufficient income for a year. 2(100%) male are dropping their education from 8 month sufficient income family. If parents have less than three month sufficient income than 1(33.3%) male and 2(66.7%) female dropped their education. There are 6(54.5%) male and 5(45.5%) female in total dropping their education. The GD in total is 0.83 it means 83 girls drops their education among 100 males. Therefore, when the parents have not sufficient income than male children drops their education than female.

## **CHAPTER -VI**

### **Summary, Conclusion and Recommendation**

#### **6.1 Summary**

Education plays vital role in the society. The education system in Nepal was greatly influenced by British education system of India. There are various level of education in Nepal. Under this system, opportunity was also given for women to get formal education. Efforts were made by the government to develop the school level education sector in the education system of the country under different projects.

The government declared free primary education in 1978 for the purpose of making primary education more effective and to increase student enrollment in primary level. However, several factors are responsible for the low enrollment of girls in primary education. Various factor such as economic social and cultural influences the gender disparity in education.

For the purpose of this study, the Jabdi village development committee of Sarlahi was selected as case study area to analyze the situation of gender disparity in primary and secondary education. The Jabdi VDC is one of the oldest village of the Sarlahi. According to the 2001 census, the total population of Jabdi VDC is 7308 comprising household 1363. The male population is (49.60%) and female population is (50.40%). The sex ratio is 101.6.

The methodology of this study is based on Descriptive research method. The sources are the household purposely selected. The respondents were interviewed by using structured questionnaire. Under the limitation of the study, the whole households of the study area could not be covered. Only 8.89% of the total household of the VDC were attempted for the interview.

Concerning the situation of the female in the developing countries, they are found to be lagging far behind the males. In the case of primary education in the Nepal, there are large number of dropouts and the low enrollment rates among girls, in spite of government special emphasis in basic education. The important ones are parent educational level and their perception on female education. Similarly, the number of schools going and non-school going children by family structure is quite interesting.

Likewise, there is a special finding in the situation of female primary education in the study VDC. By the family income per month, It can show that Girls attend more than number of boys. (62.5%) boys and (66.7%) girls enrolling school if, their family income is less than 1000 per month because of the Dalids have more daughter and they have scholarship facilities among them. There are (66.7%) girls and (33.3%) boy's dropout their education in the level of 1000-3000/ month income. There are (88.9%) girls and (100%) boys enrolling school if their parent's income is 6000-10000 per month.

The percentage of dropouts was found higher in the secondary level of education, which seems to be representing the reality the overall education system. In other level of education, it is far more less than the primary level of the education and much difference

is not depicted. Males are dropping their education in high level of school because of their need to sustain their family.

Regarding the Gender disparity poverty was found as main cause. The other measure constraints found were, there need in household work, involvement in farming, need to work after young members of the family and their continuous failure in same class in general majority of the parents were found to have positive attitude towards female education in the family, in the context, the majority of the respondents have expressed their views that girls should be educated for the bright future Also the majority of the respondents hold the opinion that girls should be given equal opportunities like those of the boys. Some non agricultural occupational parents were enrolling their children in to private boarding school. But, the agricultural occupational parents were mainly enrolling their male children than female into private Boarding school.

## **6.2 Conclusion**

In spite of the tremendous efforts from the government side the promotion the primary education and the due emphasis on female primary and secondary education the overall situation has not been remarkably changed. There may be several reasons behind this which can be taken as less favorable environments in the education institution, parents less priority to educate their girl children, and engagement of school going female members in household activities compare to males. The case study of Jabdi VDC does clearly show this picture.

The female participation in education is comparatively lower than the males in different castes. Concerning the constraints of female participation the primary education, the main problems are financial followed by the help in the household works and need to work in farm. Finally, there are also positive attitudes expressed by the parents in favor of



educating their male children, that it will help in bright future and the society should give equal opportunities to both sons and daughters.

### **6.3 Recommendation**

Based on the interactions with the teachers, head masters, other concerned persons, and psychological book of education and finding of these studies, the following recommendations are made to improve enrollment in primary education.

1. First of all the parents should be well educated about the need, importance and value of education so they might realize necessity of education, particularly a female education, and send their children to school. It may be pertinent to include such contents in the curriculum of the non-formal education (NFE).
2. The out of school programme in the form of CHELIBETI programme should be run more effectively to attract girl children in the schooling enrollment.
3. In the place where girls enrollment is comparatively low, there should be provision of free hostel for them. This arrangement can lessen the situation of being engaged in household works and concentrate more in education.
4. Some female students are deprived of educational opportunities simply because of poor economic conditions. scholarship to girls may be very much effective.
5. If girls are bound to work for supporting their education or family to some extent , the establishment of school having morning classes can be much useful to facilitate the female education .
6. The state policy should be oriented to ensuring employment opportunity after the completion of schooling or prospect of vocational education for future usefulness. The device will certainly be attractive to gear up the level of schooling among school going girls as well as adults in informal education.
7. The policy of employing female teachers may be very effective measures to avoid the shyness of girls in class and in increasing more enrollment, decreasing the tendency of dropouts.



7										
8										

**Codes**

*2.4	**2.5	***2.7	**** 2.8
Pre-primary school(00).....01	Need in House hold chore.....1	Need in care for siblings .....1	Government .....01
Primary(01-05).....02	Need in care for siblings .....2	Need in fooder firewood Collection.....2	Community .....02
Lower secondary School(05-08).....03	Need in cattle herding .....3	Do not want to go to school.....3	Private .....03
Secondary School(9&10).....04	Need in fooder & firewood collection.....4	Fail in school and dropout.....4	Other(specify).....0
Dropout .....05	Do not want to go to school.....5	Teacher punished and dropout ....5	
	Cannot afford Schooling.....6	Cannot afford schooling.....6	
	Too young and old to go to school.....7	Disable / illness.....7	
	Disable / illness.....8	School is too far.....8	
	School is too far.....9	School not considers value able.....9	
	Other(specify).....10	Other(specify).....10	

Name of District:-

VDC:-

Ward no:-

Name of Household head:-

Caste:-

Religion:-

## 01 HOUSEHOLD ROSTER

Qu 1.1 Member ID	Qu 1.2 Name of parents and their children( ask name of their family member in order of seniority)	Qu 1.3 Relationship to the household head *	Qu 1.4 Sex Male....1 Female...2	Qu1.5 Age in completed year ..... ..... .....	Qu1.6 Marital Status ..... ..... ..... **	Qu 1.7 Completed class ..... ..... ..... ***	Qu1.8 Occupation ****
01							
02							
03							
04							
05							
06							
07							
08							
09							
10							

Codes			
1.3 *	1.6 **	1.7 ***	1.8 ****
Wife.....1 Husband.....2 1 <sup>st</sup> son/daughter...3 2 <sup>nd</sup> son/daughter...4 3 <sup>rd</sup> son/daughter...5 4 <sup>th</sup> son/daughter...6 5 <sup>th</sup> son/daughter...7 6 <sup>th</sup> son/daughter...8 7 <sup>th</sup> son daughter ...9 Other relative.....10	Never married .....1 Married.....2 Widow/widower.....3 Divorce/separated.....4	Pre primary(00).....01 One class(01).....02 Two class-Ten class(02-10).....03 SLC pass(10).....04 IA/10+2 pass (11).....05 BA and above.....06 Non formal.....07 Technical/vocational education training.....08 illiterate.....09 Don't know.....10	Agriculture .....01 Government&nongovernment service..... 02 Home maker..... 03 Own small business..... 04 Cannot work/Disable..... .05 Student.....06 Other(specify).....07

<b>03</b>	Does your Household have any Agriculture land under cultivation? (even if it is rented in?)	Yes (own)..... 1 Yes (rent).....2 No.....3
<b>04</b>	How much land did you have	No land .....1 0-2 kathha .....2 2-5 kathha .....3 5-10 kathha.....4 1 Bigha-5 Bigha .....5 More than 5 Bigha .....6

	<p>What is your family's main Income source?</p>	<p>Agriculture self .....1  Agriculture wage .....2  Non agriculture service.....3  Children's earning .....4  Business.....5  Other (specify).....6</p>
	<p>How much income did you earn per month?</p>	<p>Less than1000/month.....1  1000-3000/month.....2  3000-6000/month.....4  6000-10000/month.....5  More than 10000/month.....6</p>
	<p>How many month of the year Your main source of income is sufficient for your family's survival/consumption</p>	<p>Year round.....1  Upto 8 month.....2  Upto 6 month.....3  Less than 3 month.....4  Other (specify).....5</p>
	<p>If not sufficient for a year round Family Consumption how do you supplement the Defect income and attending your children School instead of your poor income?</p>	<p>Working as agriculture wage labor.....1  Working as non agriculture wage labor.....2  Saling household assets .....3  Borrowing debt .....4  Hiring out children .....5  Forgin wage earning .....6  Business .....7  Other(specify).....8</p>
	<p>How did you fulfilling Your children education fee and Their Schooling material's?</p>	<p>From agriculture land .....1  Polutary farming.....2  Livestock rising .....3  Saling buffalo cow's milk .....4  Debt.....5  Other (specify).....6</p>

## **ANNEX**

### **THE SITUATION OF STUDENTS IN DIFFERENT SCHOOL OF JABDI VDC**

1) Enrollment of girls and boys in Shree Shishu Kalyan Janta Haribhaban secondary school Jabdi-6

Class	1	2	3	4	5	6	7	8	9	10	Total	%
Boys	65	36	38	37	34	52	51	66	48	31	458	47.36
Girls	75	33	56	37	44	58	56	43	62	45	509	52.64
Total	140	69	94	74	78	110	107	109	110	76	967	1.11*

2)The number of enrollment of girls and boys in Shree primary school Jabdi-4 Siswa are as given below.

Class	1	2	3	4	5	Total	%
Girls	20	10	16	39	19	104	54.17
Boys	11	8	14	39	16	88	45.83
Total	31	18	30	78	35	192	1.18*

3) The number of enrollment of girls and boys in Manpuran Lower secondary school Jabdi -2 are as given below

Class	1	2	3	4	5	6	7	8	Total	%
Boys	64	21	24	24	12	18	16	10	189	46.67
Girls	68	34	24	33	19	17	10	11	216	53.33
Total	132	55	48	57	33	35	26	21	407	1.14*

4) Bal-chetana English boarding school jabdi-5, Haribhaban

Class	Nursery	L.K.G	U.K.G	One	Two	Three	Four	Five	Six	Total	%
Boys	21	29	29	17	8	12	11	6	7	140	55.12
Girls	16	23	16	13	13	14	9	6	4	114	44.88
Total	37	52	45	30	21	26	20	12	11	254	0.81*

5) Gan Mandir English boarding school Jabdi-1, Bhairabpur

Class	Nursery	L.K.G	U.K.G	1	2	3	Total	%
Boys	18	9	8	8	7	5	55	60.44
Girls	11	7	5	10	2	1	36	39.56
Total	29	16	13	18	9	6	91	0.65*

6) Amar-jyan Lower secondary School Jabdi-8 Majorgunj

Class	1	2	3	4	5	6	7	8	Total	%
Boys	45	31	39	24	18	29	23	15	224	48.17
Girls	55	42	26	33	15	25	20	25	241	51.83
Total	100	73	65	57	33	54	43	40	465	1.08*

7) Everest Secondary English School Jabdi-8 Majorgunj (Border between Lalbandi and Jabdi VDC)

Clas s	Nurser y	L.K. G	U.K. G	1	2	3	4	5	6	7	8	9	1 0	Tota l	%
Boy s	45	42	52	4 0	3 6	3 1	3 2	3 6	3 7	2 5	2 8	2 1	2 2	447	53.0 2
Girl s	36	35	46	4 2	3 3	3 5	3 1	3 8	3 1	2 0	1 8	1 6	1 5	396	46.9 8
Tota l	81	77	98	8 2	6 9	6 6	6 3	7 4	6 8	4 5	3 6	3 7	3 7	843	0.89 *

NOTE: \* shows that the gender disparity between male and female students.

## QUESTIONNAIRE

Name of District:-

VDC:-

Ward no:-

Name of Household head:-

Caste:-

Religion:-



## 01 HOUSEHOLD ROSTER

Qu 1.1 Member ID	Qu 1.2 Name of parents and their children( ask name of their family member in order of seniority)	Qu 1.3 Relationship to the household head *	Qu 1.4 Sex Male....1 Female...2	Qu1.5 Age in completed year ..... ..... .....	Qu1.6 Marital Status ..... ..... **	Qu 1.7 Completed class ..... ..... ***	Qu1.8 Occupation ***
01							
02							
03							
04							
05							
06							
07							
08							
09							
10							

Codes			
1.3 *	1.6 **	1.7 ***	1.8 ****
Wife.....1 Husband.....2 1 <sup>st</sup> son/daughter...3 2 <sup>nd</sup> son/daughter...4 3 <sup>rd</sup> son/daughter...5 4 <sup>th</sup> son/daughter...6 5 <sup>th</sup> son/daughter...7 6 <sup>th</sup> son/daughter...8 7 <sup>th</sup> son daughter ...9 Other relative.....10	Never married .....1 Married.....2 Widow/widower.....3 Divorce/separated.....4	Pre primary(00).....01 One class(01).....02 Two class-Ten class(02-10).....03 SLC pass(10).....04 IA/10+2 pass (11).....05 BA and above.....06 Non formal.....07 Technical/vocational education training.....08 illiterate.....09 Don't know.....10	Agriculture .....01 Government&nongovernment service..... 02 Home maker..... 03 Own small business..... 04 Cannot work/Disable..... .05 Student.....06 Other(specify).....07

<b>03</b>	Does your Household have any Agriculture land under cultivation? (even if it is rented in?)	Yes (own)..... 1 Yes (rent).....2 No.....3
<b>04</b>	How much land did you have	No land .....1 0-2 kathha .....2 2-5 kathha .....3 5-10 kathha.....4 1 Bigha-5 Bigha .....5 More than 5 Bigha .....6
<b>05</b>		

<p>What is your family's main Income source?</p>	<p>Agriculture self .....1  Agriculture wage .....2  Non agriculture service.....3  Children's earning .....4  Business.....5  Other (specify).....6</p>
<p>How much income did you earn per month?</p>	<p>Less than1000/month.....1  1000-3000/month.....2  3000-6000/month.....4  6000-10000/month.....5  More than 10000/month.....6</p>
<p>How many month of the year Your main source of income is sufficient for your family's survival/consumption</p>	<p>Year round.....1  Upto 8 month.....2  Upto 6 month.....3  Less than 3 month.....4  Other (specify).....5</p>
<p>If not sufficient for a year round Family Consumption how do you supplement the Defect income and attending your children School instead of your poor income?</p>	<p>Working as agriculture wage labor.....1  Working as non agriculture wage labor.....2  Saling household assets .....3  Borrowing debt .....4  Hiring out children .....5  Forgin wage earning .....6  Business .....7  Other(specify).....8</p>
<p>How did you fulfilling Your children education fee and Their Schooling material's?</p>	<p>From agriculture land .....1  Polutary farming.....2  Livestock rising .....3  Saling buffalo cow's milk .....4  Debt.....5  Other (specify).....6</p>

**02 CHILDRENS EDUCATION AND WORK**

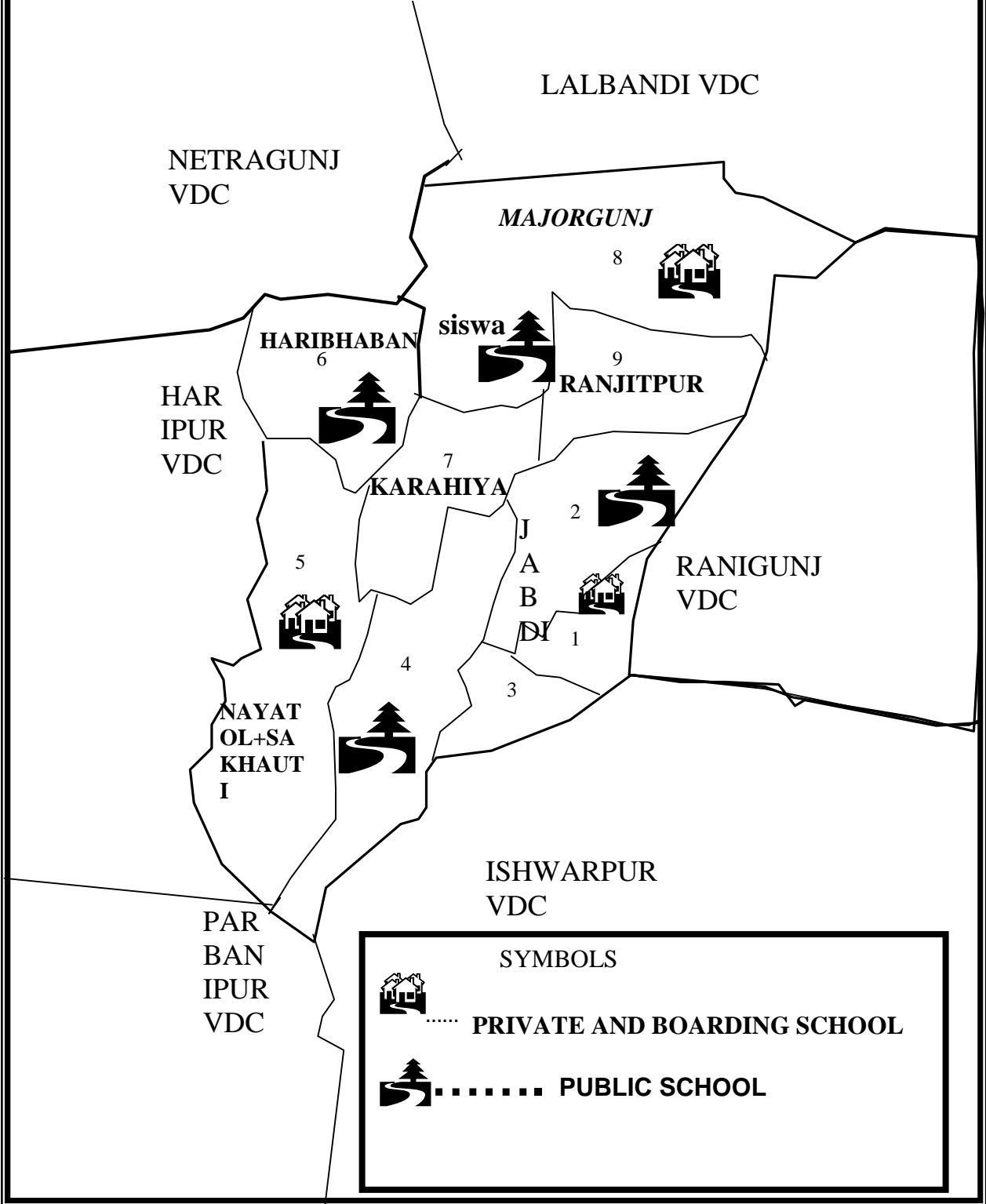
<p>Qu 2.1 Childrens ID (from HH roster)</p>	<p>Qu 2.2 Enrolled school Yes....1 No.....2 → 2.5</p>	<p>Qu 2.3 Age at enrollment. .....</p>	<p>Qu 2.4 If yes in which class studying *</p>	<p>Qu2.5 Reason for not attending school **</p>	<p>If Dropout Qu 2.6 Age at dropout ..... .....</p>	<p>Qu2.7 Reason for dropout ***</p>	<p>If currently attending in School</p> <p>Qu 2.8 Type of school ****</p> <p>Qu 2.9 Distance of school (in minute) *****</p> <p>Qu2.10 Scholarship Yes...1 No...2</p> <p>Qu 1.11 Facility of nutritious food/refreshment Yes.....01 No.....02</p>			<p>Qu 2.12 What the children is doing now? *****</p>	<p>Qu 2.13 Wage work Yes.....01 No....02 → 2.14</p>	<p>Qu 2.14 If yes wage work Last year How many month did you do work (month) .....</p>
---	---	--	--	---	---	---	---	--	--	--	---	--

1													
2													
3													
4													
5													
6													
7													
8													

**Codes**

2.4	**2.5	***2.7	**** 2.8	*****2.9	*****2.12
Pre-primary school(00).....01 Primary(01-05).....02 Lower secondary School(05-08).....03 Secondary School(9&10)....04 Dropout .....05	Need in House hold chore.....1 Need in care for sibilings .....2 Need in cattle herding .....3 Need in fooder & firewood collection.....4 Do not want to go to school.....5 Cannot afford Schooling.....6 Too young and old to go to school.....7 Disable / illness.....8 School is too far.....9 Other(specify).....10	Need in care for sibilings .....1 Need in fooder firewood Collection.....2 Do not want to go to school..... 3 Fail in school and dropout.....4 Teacher punished and dropout ....5 Cannot afford schooling..... ..6 Disable / illness.....7 School is too far.....8 School not considers value able.... ..9 Other(specify).....10	Government .....01 Community .....02 Private .....03 Other(specify).....04	Less than 15 minute.....01 15-30 minute.....02 30-45 minute.....03 45min-1hr.....04 More than 1hr.....05	Schooling only.....01 Working only.....02 Schooling and working.....03 Neither schooling nor working .....04 Other(specify).....05

NUMBER AND TYPE OF SCHOOL IN  
MAP AT JABDI VDC



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