

# CHAPTER - 1

## INTRODUCTION

### 1.1. Background of the Study:

Education is the social institution entrusted with the main responsibility for passing on to succeeding generations the wisdom, knowledge and experience gained from the past. It represents a guided path which helps individuals to understand their own societies and to take their place and responsibility in them. Education is the single most important influence in changing human attitudes and behavior, promoting not only economic growth but social development and raising the quality of life, providing the knowledge and skills.

Education plays a vital role in the development of rural areas. Education is necessary for the modernization of rural agriculture, rural industry, improved health and other positive changes for the betterment of rural people. (Manandhar, 1974) stated that education prepares human resources by providing people skills for working and by shaping their attitude towards work. He further stated that the development of human resources depends to a considerable extent on the system of formal education and training from the primary school level to the level of specialized training. Thus the development of human resources is a pre request for any kind of development of any country.

Education helps girls and women to acquire knowledge and skills needed to improve their lives through social and economic development. They gain access to financial and social resources in their communities. Education not only improves the educational status of girls and women but also enable them to enhance their own lives and lives of their immediate families and communities, including the next generation. Education helps to develop skills that empower them to make decisions and influence community bringing in changes in key areas. Education of girls has a positive impact on some of the most profound issues of our time, population growth, HIV/AIDS and the widening gap between the rich and poor.

The reality in rural Nepal is that two thirds of adolescent girls are not enrolled in formal schools. These illiterate, out of school girls are destined to live life of low status and limited opportunity. Education helps to teach them about basic nutrition, reproductive health, and consequences of early marriage, early pregnancy, unsafe sex, and HIV/AIDS.

Prior to 1951 in Nepal, education was treated as an active threat rather than as a potential asset. During more than a century of authoritarian Rana rule, education was restricted as part of the general policy of isolation. Traditional forms of education (generally religious) were virtually extinguished and new institutions were discouraged, except for a limited number of schools to education the children of elite group. According to Shrestha (1989), at the end of Rana rule, there were only 321 primary schools attended by about 8500 students out of an approximate eight million population and 11 secondary schools with 1700 students.

In 1951, a little over two percent Nepalese were able to read and write. With the advent of democracy the speed of education development increased substantially. (Lohani, 1998). Education was recognized as a right of the people and thus the development of a comprehensive system of education was considered. As a consequence, the Ministry of Education was formed in 1951 to address the educational needs of the country as a whole by developing uniform policies and standards.

Education suffered from a lack of trained teachers, good standardized texts, the low status accorded to teachers and the fact that physical expansion could not keep pace with the rapidly expanding enrolment. The system failed to address Nepal's educational and development needs. As a result, the government introduced the National Education System Plan (NESP) in 1971 to over come these problems (Skerry, 1991).

The concepts of integrated rural development and education for rural development were becoming very popular during the 70s. In 1977 the Ministry of Education (MoE), the Center for Educational Research Innovation and Development (CERID) and World

Education (an international non government organization) teamed up to explore more effective ways to provide non formal education to rural area of Nepal.

The National Educational System Plan (NESP) carried along with it the “spirit of promotion female education in the country” and it adopted the policy of conducting innovative projects with assistance from international agencies (MoE, 1997).

An International conference on *Education for All* was held in Jomtien, Thailand giving stress on the universalization of basic and primary education by the year 2002. Nepal also committed itself to the goal of ensuring basic education for all by the year 2002. For the purpose, a comprehensive Basic and Primary Education Programme, Master Plan was developed in 1991. (MoE, 1997). By 1997, BPEP had covered 40 districts and served about 55 percent of the total primary schools in the country. A second phase of BPEP, covering the time period 1997-2002 has been implemented since 1999 in more than 55 districts of the country.

The Basic Primary Education Programme (BPEP), under the MoE’s non formal education unit, initiated its own women’s education programme to provide literacy skills and knowledge to women and to help them become self-reliant by providing skills training (USAID, 1999).

In Nepal, where over half of the total population is illiterate, over 75% of students dropout of the primary level and above 50% never complete the secondary level. The scenario of the non-completion of university education is even more serious. The case of women is still worse. Their equal access to education is still a dream for many Nepalese societies (Panday, 2003 Himalayan Times).

Women illiteracy is one of the fundamental socio - economic problems inhibiting the present national development. One of the basic objectives of the primary and informal education is to increase the rate of women literacy thus enabling them to be able to read and write and to develop the habits of healthy living.

Female literacy rate is very low in comparison to male literacy rate and the ratio of rural women versus urban women is even low. According to 2048 census, 54.5% males are literate compared to 25% of females. This big variation of literacy rate between male and female shows the low status of women's education in Nepal. Persistent negative images and prejudices against women must be eliminated to promote women's literacy and education. School enrollment of the girl child is directly or indirectly influenced by social prejudice on the basis of different caste/ethnicity and religion. Thus, parent's educational level also affects the trend of sending the girl child to school.

There are many factors in society that affect the education of the girl child. Such as economic status, occupations of the HHs, household chores and in particular the Gender discrimination were identified as being barriers in the access of education of girls in the study area. Although various efforts have been made to develop school education, it has been realized that there is no equal opportunity for the girls in the rural part of Nepal. The enrollment of girl child is still lower than expected.

## **1.2. Statement of the Problem:**

Importance of educating girls has been increasingly acknowledged in recent years. Many countries around the world have demonstrated that investment in education, especially of girls is the most precious investment a society can ever make and that no society has liberated itself economically, politically or socially without a sound base of educated women.

Women are the child bearers and the first teacher of the children. An enlightened mother can make an enlightened family. There is absolutely no other way to control population growth but through the education of girls and make them good mothers as well as good wives. We know that educated women are able to realize the importance of bearing fewer children and are thus able to care and provide for them well. Educated women can be the ultimate agents of bringing changes at the grass roots level. The investment in education for girls has been one of the most important determinants for development, where gender

biases favors the males. There is the need for special approaches to eradicate the barriers that prevent girls from enjoying the opportunity of education.

The reality of young women in rural Nepal is that agriculture is a major focus of their lives. Young pregnant women in particular are likely to be the poorest nourished with anemia being a major problem during pregnancy. Women farmers place a high priority on improving their farm production for home consumption and to generate a surplus for cash income. Still in rural area more than half are married in early marriage age and have their first child soon after. The majority are working full time on family farms.

Women are overworked and have precious little time to participate in literacy and non-formal education. In addition to have various workloads, their work is under determined. Education is not perceived as an efficient investment in increasing the cash, crop yields or other benefits they bring to the family. Gender discrimination is also a major reason-keeping girl out of school. These and other barriers have specific or disproportionate impact on girls.

The ability of women to achieve their full potential in areas of livelihoods and assets enhancement and in overall social development and political participation is limited by their lack of literacy skills. Education of women plays an important role in every sector of development of the country. But in reality, girls are neglected in education sector as well as development activities. Exclusion of women participation means exclusion of fifty percent of human resources from the development process. Women education is conceived to provide not only literacy skills but also to make them able to function well in their society and to be economically sustainable by providing them income-generating skills training.

By education, girls learn about health-related issues that concern their families and community including nutrition, hygiene and sanitation, family planning, safe motherhood, common disease, HIV/AIDs and other topics. It encourages girls to take action so that their own and their families health is improved. Literacy is introduced as an

entry point and is linked with functional aspects such as income generation, health, sanitation, agricultural etc.

Still in rural area of Nepal, a girl is always viewed as a guest or a temporary member of a family. At no stage of life is she considered an individual in her own right capable of leading her own life or supporting others. People think that education is not necessary for the girl child. So, they don't give importance on girl's education.

In the study area, negative images and prejudices towards the girl is still prevailing. Therefore, there is not equal access of girls in education. Thus, lack of consciousness of guardians, economic problem, and gender discrimination, socio-cultural restrictions etc. are main barriers of girls to access in education.

### **1.3. Objectives of the Study:**

The general objective of the study is to highlight the actual condition of the girls' education in the study area. The specific objectives of the study are as follows:

- ) To find out the affecting factors in girls' education
- ) To find out the girls' educational status
- ) To highlight the socio-economic characteristics of the respondents.

### **1.4. Rational of the Study:**

This study is important for analysis of the importance of girls' education. Girls' education is not only essential for job, it is important for the family, society and nation. Women are the first teacher for the child and if the women are illiterate then the impact will be face by the child in many part of life.

This study will generalize the status of the girls' education in rural part of the Nepal and affecting factors for it. For the development of the society and nation we need educated people. With out proper education we can not dream the sustainable development. To find the real situation of the education, we need to do research on it. With out research it will be difficult to say where we are? Nepal, the country where gender discrimination and conservative thinking still alive in many part of the country. Such study gives the general idea regarding the girls' enrollment and dropout at the rural Nepal.

Women's education, particularly at the basic level produces immediate improvements in the society. Education helps end gender disparity; improve their own and family lives; and share in democracy and economic prosperity in the coming century. The most effective way to rescue women from exploitations is to provide them educational opportunities make them self-reliant and give them a sense of dignity and self-respect.

Girls should be educated to recognize their importance in society. Any kind of development of country cannot be successful without women's active participation. The problem like high infant mortality, maternal mortality, high growth rate of population,

environmental degradation etc is the hindrance in development. These problems are directly or indirectly related to women and can be solved by educating them. Girls of today are mothers of tomorrow and they will be first teachers of the child.

This study presents a brief scenario of girls' educational status and their important participation in education. This study has tried to find out some factors which are responsible for their low enrollment and dropout in schools. It is hoped that finding from this research will set the pace for such type of analysis in future.

### **1.5. Structure of the Report:**

This study is divided in to seven chapters. The tables and graphs are also presented in the proper context. Introduction, statement of the problem, objective of the study and rationale of the study and meaning of operational words are presented in the first chapter.

Literature review is presented in the second chapter that gives general overview on development of education, development of girls' education, review on affecting factors in girls' education and conceptual framework of the study. Third chapter which presents research design, rationale of the selection of the study area, the universe and sample, nature and sources of data, data collection techniques, data analysis, reliability and validity, ethical consideration and limitation of the study.

The fourth chapter presents the setting of the study area, which deals about ecological setting, and social setting of the study area. The fifth chapter presents general characteristics of girls' education including the demography and social factors, education and caste/ethnicity. The sixth chapter presents affecting factors in girls' education of the study area. It presents the description and finding of main objectives of this study. This chapter is finding of the researcher, it shown educational status of girls including the affecting factors in their education of the study area. The Seventh chapter presents summary, conclusion and recommendation.



## **1.6. Meaning of Operational Words:**

**High (economic status):** those households who have sufficient food for one year and saving nearly Rs. 25,000. In one year.

**Medium (economic status):** those households who have no problem for food over the year but they have no saving.

**Low (economic status):** those households, who have not sufficient food and no income over the year.

**Types of the land:** R = Ropini (1 Ropani consists 20 Kattha)

**Khet:** land for farming, especially for planting paddy.

**Bari:** normally the land, which is adjusted with Residential house, using for vegetables and fruits trees, cash crops.

## **CHAPTER – 2**

### **REVIEW OF LITERATURE**

#### **2.1 General Overview:**

Education is an integral part of development. Development does not start with goods, it starts with people and their education, organization and discipline; without these all resources remain latent and untapped ([www.panasia.org/nepalnet/education](http://www.panasia.org/nepalnet/education), 2002).

Rana rulers, who placed Nepal under their feudal yoke for more than 100 years until the beginning of the 1950s, feared an educated public. During this time people were isolated from education opportunities. After the 1950, the role of education has been realized as the main vehicle for development and change in the country. Realizing this fact, Nepal began to promote educational development in the country since 1951 (NPC, 1992).

Efforts were made to establish an education system in country. The National Education Commission (NEC) was founded in 1954. The NEC recommended “Education must be universal. It must reach all people free, compulsory and adapt to individual differences” (NEC, 1988).

Thus adult literacy was another priority, considered critical to the development and survival of democracy. United State Operation Mission (USOM) was the main supporter in the development of adult literacy programme, targeting it as a means to provide the adult population with the skills to participate in a democracy. Between 1958 and 1961 the adult literacy programme was greatly expanded (Skerry, 1991).

The National Education System Plan (NESP) made a landmark in the history of education in Nepal in 1971-76. NESP was implemented with the objective of “giving new direction, with promoting equal access to education for all children, with special emphasis on improving quality of education by providing trained teachers, textbook and other instructional materials and with stress on vocational education (Tuladhar, 1998).”

In 1975, primary education was made free, and the government became responsible for providing school facilities, teachers and educational materials. Total school enrollment was approximately 52% of school-age children (approximately 70% of school-age boys, 30% of school-age girls) in 1984. Secondary school enrollment was only 18% of relevant age group (27% of the total boys, 9% of the total girls). About 72% of all students were male. The Ministry of Education supervised finance, administration, staffing and inspection of government schools. It also inspected private schools that received government subsidies. As of 1987, Nepal had 12,491 primary schools, 3,824 lower secondary schools and 1,501 higher secondary school. Primary school enrollment totaled 1,952,504 persons and higher secondary enrollment figures stood at 289, 594 and 289,923 persons, respectively. The year 1990 was important for the development of education. “Education for All” slogan has given stress on the universalization of basic and primary education by the year 2000 ([www.upinfo.com](http://www.upinfo.com) /country guide, 2002).

In Nepal, the Basic and Primary Education Program Master Plan was developed in 1991. The main objectives of BPEP are to increase access and equity, enhance quality and relevance and improve the management efficiency of primary education (MoE, 1997).

The first census (1952/54) reported literacy rate to be 9.5% for men where it was only 0.7% for women. Gender differences in education have substantially declined in the last fifty years, a look at the statistics still reveal widespread differences in the literacy rate of men and women 54.5% and 25.1% respectively according to the 1991 census (CBS, 2000) .

The education system and the process to discharge its functions are almost always tied with problems, big or small. At times problems take the shape of crisis making it very hard to tackle. Educational problem often crossing over to the territory of politics of local, regional and national has been normal. Most of the educational problems, which, at times, take the form of challenge, are due to resource related issued at the root. That makes the issue to be not quite adequately and justifiably addressed. Therefore, owing to this constraint in education, which is growing with every ensuing years, it is necessary

that the educational planners, administrators and the decision makers be sincerely effortful to the desired direction (Khatri, 2002).

Today the nation is launching the Tenth Five Years Development Plan. Among many other important issues to be tackled the plan has appropriately put forward poverty reduction strategies based on empowerment, opportunities and security as some of the crucially significant issues facing the country. Still, some 13 percent of children are seen to be excluded from primary education. There is no equal reach of all gender, class and regions in schools and higher education. There is a high rate of repetition and drop outs; the graduation rate is also not satisfactory. The total literacy rate of the country is 53.7 percent, of which the literacy rate of women is 42.5 percent (GON, 2007).

The recent government strategies incorporated in the plan is focussed on undertaking various economic welfare programs, especially the way to provide healing measures to the poorest amongst the poor. The unprecedented drive against corruption, free and publicly supported education to the deprived children and the greater opportunities to the girls are also introduced in the plan for speedy social improvement.

### **2.1.1 Development of Girl's Education:**

In Nepal more than half, 50% (CBS, 1995) of the population are female. The literacy rate of female is 25%, which is very low in comparison to 54.4% of male. Literacy itself cannot bring development, it is a skill developing and accelerating factor, it is a potential added to existing human potential (Shrestha, 1985).

Female illiteracy rates in four countries in South Asia are among the highest in the world: Nepal (76%), Pakistan (75%), Bangladesh (74%) and India (62%). The plan of Action adopted for all in 1990 signaled the need for addressing women's social and economic needs through basic education (USAID, 1999:8). There have been decades of enlightened policies and an amazing list of incentives, designed to increase girl's enrollment and achievement. Yet the impact has been marginal.

When the process of educational expansion began in 1951, the doors of all schools were open to children of both sexes. In spite of the equal facilities, the enrollment of girls lagged far behind that of boys. The earlier education commission did not envisage that girls would not make use of the available schooling facilities and thus, did not make any specific provisions exclusively for the education of girls and women. The Nepal National Education Commission Report of 1955 did not mention education of girls and women (Belbase, 1998).

The United Nations through UNESCO was sponsoring experimental projects on women's education in various countries under the United Nation's long-term objective of improving the status of women through education (Parajuli, 1988). The Nepalese government and UNICEF/UNESCO signed an agreement for the Equal Access of Girls and Women to education (EAGWE) project. This project was launched in 1971 with the objective of giving rural women a chance to enter primary teacher's training and this as teaches to initiate changes at the local level in attitude towards girl's education (MoE, 1997).

As most women were denied the opportunity to schooling, it was more important to include them in the education process. The Sixth Plan (1980-85) thus stated that special programs would be designed to provide educational opportunities to the women in educationally backward areas. The Seventh Plan (1985-1990) also placed emphasis on increased educational participation of girls and women. It formulated the policy to increase girl's enrollment in local schools, to admit girls to feeder hostels in remote areas, to train women teachers, and to try out a system of part time primary schools for providing educational support to those girls and women who have failed to attend the formal school (Tuladhar and Thapa, 1998).

The *Cheli-Beti* Program is reflective of many of the strengths and strategic weakness of education programming. The *Cheli-Beti* Program for out of schoolgirls, launched in 1981, is considered by many as one of Asia's leading success stories in girls' empowerment. It triggered the girls' self-discovery of how to improve life in their remote rural villages.

The end of project evaluation focused on outputs. Since then, *Cheli-Beti* has inspired and been modified into Nepal's national girls' out of school literacy program. However, in the seven years since project completion there has been no impact evaluation. An assessment of what is and is not sustainable is essential in guiding *Cheli-Beti's* off shoot programs ([www.UNESCObkk.org](http://www.UNESCObkk.org), 2002).

The 1981 census found 24% of the population to be literate; as of 1990, the literacy rate was estimated to be 33%. There still was a big gap between male and female literacy rates. About 35% of male population was literate in 1981, but only 11.5% of the female population was. A gulf also existed in literacy rates between rural and urban areas. In rural areas, the literacy rates for male and female were 33% and 9% respectively, in urban areas they were significantly higher, 62% and 37% respectively ([www.upinfo.com/country-guide](http://www.upinfo.com/country-guide) , 2002).

The Convention on Elimination of all forms of Discrimination against Women (CEDAW) and the convention on the rights of the child are landmark treaties, which together constitute a formidable code of rights for women and children. The committee on the rights of the child and the convention on the elimination of all forms of discrimination against women have a mutually reinforcing nature. They should form the essential framework for a forward looking strategy to promote and protect the rights of girls and women and decisively eradicate inequality and discrimination. CEDAW was adopted by the UN General Assembly in Dec. 1979 and came into force in Sept. 1981. Nepal fully ratified CEDAW in 1991. CEDAW calls for equal rights for women in political and public life, equal access to education and equal choice of curricula, non-discrimination in employment, salary and guarantees of security (Pokharel, 1999).

The eighth plan (1992 – 1997), has highly emphasized on developing the measures to increase the participation of girls and women in education. The plan felt the need of special programs such as the distribution of school uniforms, provision of scholarships and awards to schools attaining high female enrollment, appointment of female teachers in primary schools etc. Similarly the Ninth Plan (1997 – 2002) aims to take Nepal's

literacy rate to 70% by the end of the plan. It also emphasizes on measures to enrich on access and expansion of women's education with a view to increase the participation of women in education (NPC 1998).

By the end of this five year plan (1998 – 2002), the aim is to increase Women's literacy rate to 60% and men's to 80%. This would achieve a 70 % literacy rate in 14 – 45 year olds. The need for more extensive and more effective interventions targeting women was reinforced when MoE identified that the gender differential in adult literacy. For the purpose to narrow the gap, Nepal Government (NG) is marshalling resources to enroll the students particularly girls. MoE goals aimed strategically at increasing girls' participation include: increasing net enrollment rate of primary school age girls from 58% to 85% by year 2002; opening 10,000 Early Childhood Development Center by year 2002, ensuring there is a primary school within walking distance of each village ([www.unescobkk.org](http://www.unescobkk.org), 2003).

The recent trend in enrolment ration indicates that female education is undergoing a greater positive change. But there still exists the problem of low enrolment of girls in formal education. The net enrolment of girls in primary school is 61% in comparison to 80% of boys and their dropout rate is much higher (NG/NPC/UNICEF, 1995).

At present, voices are being raised from many sectors in relation to the equality between the rights of men and women but it has only been voices. But everyone must believe that "Action speaks louder than words" (Pandey, 2003).

### **2.1.2 Affecting Factors in Girls' Education:**

The barriers to girls participating in education are a maze of socio-cultural, economic and other realities that vary by community and even by family. When families choose which children will or will not be educated, or which will have better educational opportunity, sons are preferred. Educating a son is investing in his ability to look after his aging parents while educating a daughter is considered a no – return investment.

According to *Hindu Dharma Sastra*, "Be it a girl or a young woman or a woman advanced in years, nothing must be done even in her own dwelling – place merely to please her. A female must be dependent on her father in her childhood, in youth on her husband and on her son later in life. A woman must never seek independence." The society truly runs under these dictums as women are never ever allowed to seek freedom. Boys are sent to school earlier, but as a rule girls spent their time at homes learning the household chores (Pandey, 2003).

The low participation of girl children is due to grater involvement in the household work to take care of younger siblings, low motivation among parents to send girls to school and not enough awareness on the part of the parents about the facilities offered by the government to girl's students (CERID, 1983).

Shrestha and Weber (1996) showing parent's reasons for their daughters not attending schools by gender. Girl child are normally not sent to the school because of social discrimination, poor economic conditions and child labour requirements in the family. Normally, girls are used for household requirements such as fetching water, collecting fuel wood /fodder, cooking, washing and cleaning, childcare, land preparation, planting and harvesting.

Another study conducted by CERID, 1987) found that most dropouts were from agricultural families. It was observed that there was a strong inverse relationship between household income and early school leaving and that "need to work." was the primary cause of dropping out from school. There was a strong inverse relationship between family size and early withdrawals from school. Caste discrimination was cited as the reason among the lower caste groups.

Demographic surveys show that 40% of girls get married before they reach 15 years of age. MoE country reports 1998, marriages of 10 or 12 years olds are not uncommon. With few exceptions, marriage ends their schooling. This adds to the cycle of maternal illiteracy that diminishes the chance of their daughter being schooled. Studies show that



material illiteracy is a significant factor, for more than parental illiteracy, in depriving daughters of schooling (UNICEF, 1996). Negative attitudes held by both sexes toward girls' education especially among illiterate parents, have been well documented.

According to a recent study, prepared by the MoE, nearly 1 million children of school age going age are still out of the school system, victims of grinding poverty, illiteracy and gender discrimination ([www.UNESCObkk.org](http://www.UNESCObkk.org), 2002) .A study undertaken by CERID (1989) finds that:

- 1) the proportion of dropout is higher in grade1
- 2) among the total dropouts, the proportion of girls children seems to be higher than that of boys
- 3) the educational status of parents has an impact on the dropout incidence
- 4) Most of the children who dropout belong to disadvantaged occupational groups (*e.g. Kami, Damai, Sarki etc.*)
- 5) the larger the size of family the more chances of dropout
- 6) most of the children who leave school without completing the cycle are from families within the low income brackets and
- 7) The major reason of dropout is economic in nature.

Caste discrimination is also a major reason keeping lower caste girls out of school. In some upper castes, girls' education is hindered by the taboo on women in out of home employment ([www.UNESCObkk.org](http://www.UNESCObkk.org), 2002).

The reason for non-completing or discontinuing education to different Nepalese children or the youth, the common malaise for it could be financial non-affordability on the part of parents, lack of academically pleasing and supportive environment in the schools. In the same way, traditional social norms and values, early marriage of girls and the lack of adequate educational facilities to the students could be some more such reasons for it. Traditionally, the women, who get married undergoing the commonly adopted tradition that allows them to marry earlier, so not only have to abandon their parental home, but also their education in the middle of their learning career. In the country where the female

illiteracy is high, where the ratio of their school enrollment is depressingly low, much lower than those of the males. Owing to many economic, family and biological reason, women are thrown out of schools and colleges. Marriage actually sets a great block in their education. It happens due to their being at the marriageable age much earlier than in others. Once they are removed from their education after marriage they never or very rarely can have a second chance to continue their education (Khati, 2002).

## **CHAPTER – 3**

### **RESEARCH METHODS**

#### **3.1 Research Design:**

A descriptive research design is used for the study. The study tries to give description of the socio-economic condition of the study area. It has been tried to find out the affecting factors in girls' education of the study area.

#### **3.2 Rationale of the Selection of the Study Area:**

*Jima* VDC is selected as a study area where literacy rate is low and majorities of people are dependents on agricultural production. This area is one of the rural areas of Nepal where girls' literacy rate is very low comparatively with boys. The government of Nepal has aimed to provide equal opportunity to girls for the education but condition is opposite in the study area. Many girls are still far from the basic education. Girl's literacy is a vital component for increasing their status in society. This study would be of great help to improve quality of girl's life in the VDC.

#### **3.3 The Universe and Sample:**

There are total **438** households in the VDC area. The basic household data is gathered from only ward No.5 of VDC, which consists total **45** households and total HHs of ward no.5 are selected as respondents by census method. It was taken household head as respondents where total population of **295** with **155** male and **140** female.

#### **3.4 Nature and Sources of Data:**

Both primary and secondary data have been collected for this study. Interview schedule, Observation and questionnaire methods are used to collect primary data. Similarly Secondary data is collected from books, relevant literature, VDC office, social worker

and school office, NGOs, INGOs, District Education Office and District Development Committee (DDC), Mugu.

Primary and secondary data both qualitative and quantitative in nature. For the socio-economic characteristic of study area, data is qualitative and Quantitative. For the demographic characteristic and on educational status of sample populations are quantitative.

### **3.5 Data Collection Technique:**

#### **3.5.1 Interview schedule:**

The household survey was done to the census HHs. A set of schedule was distributed to census HHs to collect detailed information on the socio-economic conditions, reasons of dropouts of children from school, attitude of people toward girls' education etc. and another set of questionnaire was given to concerned schools to collect the required information.

#### **3.5.2 Observation:**

A main fact of socio-cultural process was derived through this technique more relevantly. Most of the people are farmer and day time they went for farming. Women are also equally has to participant on farm work as well as they have to wake up early in the morning for household chores. Most of the boys are going school and for girls they are not serious about education. The elder people are not very much supporting for sending girls to higher education at city. School is not so far for children but there is lack of proper educational material and well trained teacher. There is no moral support for education because most of the educated young people are living in city and capital.

As the researcher has worked in the same village since last four years and the entire respondent were mostly known, therefore it was easy for him to be aware, observe and understand their way of thinking and their situation. During the course of the research, the researcher lived amongst them again for a week.

### **3.5.3 Key Informant Interview:**

House head, school principal, teachers, social worker and some village elders were the key informants. Their interview has been more useful for the information about the condition of the girls' education, consciousness, awareness about education and about the affecting factors of girls' education.

### **3.5.4 Case study:**

During the research period two case studies of girls are conducted. The main purposes of conducting the case studies are to validate and support the information collected from other sources. The case study gave emphasis on people's perception and attitude towards girls' education and also affecting factors in girls' enrollment to school.

### **3.6 Data Analysis:**

The data collected from the sources have been analyzed in the subsequent chapter by using both descriptive and statistical method of analysis. Tabulated data are interpreted on the basis of percentage distribution. School enrollment and dropout of girl child is measured in percentage. The statistical analysis has been done by using simple method such as number and percentage. Necessary tables and charts have been presented wherever it is relevant.

### **3.7 Reliability and Validity:**

The data collected can be considered being reliable as most of the informant and key interviewees were people who were very familiar with the researcher.

The researcher is well aware of their economic and social status having worked in the study area himself. There is therefore very little room for any misinformation and miscommunication.

- ) The information and data are cross checked by different method
- ) the process is quite scientific

) many information's are collected by researcher own eyes

### **3.8 Ethical Consideration:**

Education is an easy subject to talk and discuss amongst all in society without any taboos or embarrassment. The current topic Education of girls is a very much discussed issues in present times. Therefore, there was no major difficulties were faced.

#### **During research time from researcher:**

- ) Rapport building
- ) No any pressure to date collection
- ) Researcher had consider the respondent time and condition
- ) Never cross their social and cultural norms and values

### **3.9 Limitation of the Study:**

The scope of this study is limited in many ways. This study has been conducted solely for the Master's degree in Sociology and Anthropology. It is an exploratory and descriptive research and does not take fully into account the theoretical rigor of the discipline.

Due to the lack of time as well as budgetary constraints the researcher has not been able to obtain data from a large area (the study area was limited to one ward) and over a sufficiently long time period. Thus, the findings of this study may not be generalized to other areas and time period.

## CHAPTER - 4

### SETTING OF THE STUDY AREA

#### 4.1 Ecological setting:

Mugu District lies in Karnali Zone of Mid-West Development Region. It spread over 3,103 sq. km. The district headquarter is Gamgadhi. There are 24 VDCs in the district. The study area Purumuru and Khainsha village, wards no. 5 which lies in Jima VDC. This VDC has 9 wards all of which are in the rural area. The study area lies south-west of the district headquarter. Mugu is one of the mountainous districts in the northern part of Nepal.

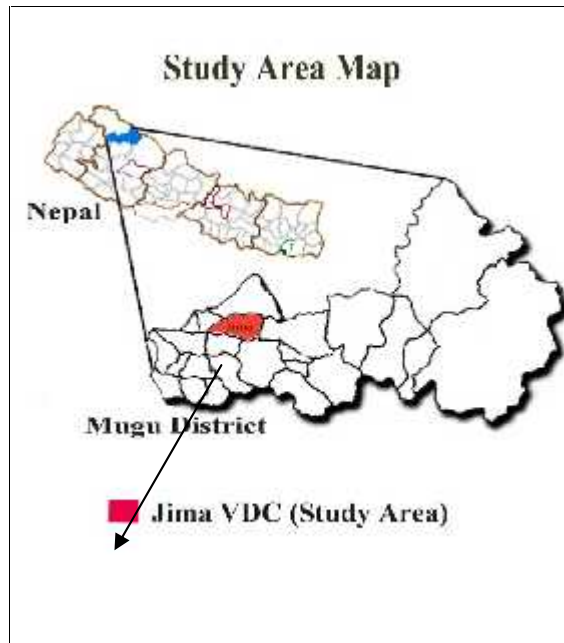


Fig 1: Study Area

#### 4.1.1 Climate:

Jima VDC being located in the hilly area is a stretch of series of high hills with the cold temperature. The average summer temperature reaches up to 30<sup>0</sup>C whereas the average winter temperature is -8<sup>0</sup>C. The average rainfall is estimated to be 903-938 mm per year (District Profile, Mugu, 2009).

#### **4.1.2 Natural Resources:**

##### **4.1.2.1 Forest**

The main natural resource of the study area is forest. There is a fairly sized forest area which is located about 1 kilometer far from the village settlement. The major species available are *sallo*, *Baaj*, *Attish*, *Lauth*, *Ruish*, *Dhhupi sallo*, small bushes and varieties of shrubs. However, the increasing population and their increasing demand for forest products have lead to a gradual deforestation.

##### **4.1.2.2 Wildlife:**

The forest which lies in the hilly region surrounding the village is abundant in wild life. According to local people the commonly seen wildlife includes Bear, Barking Deer, Leopard, Monkey, Porcupine and different kinds of birds.

##### **4.1.2.3 Land:**

Land is used for cultivation and is one of the major sources of income for the local people. The land is generally classified as *Khet* (irrigated paddy cultivated land), *Bari* (non irrigated pulses, paddy, maize cultivated land) and grazing land. However the land is not very fertile in comparison to other fertile hilly area of other VDCs of the district. The soil is sandy and with high slope which is a major concern of farmers. The major challenge for them is to enhance the quality of soil for better crop production.

##### **4.1.2.4 Water Resource:**

The area has only two perennial streams –Khochhi Khola and Bhitra Khola flowing from north to south. For drinking water supply purpose Khocchi Khola is in use. Bhitra Khola is used for irrigating about 164 ropanies of land in the study area.



#### **4.2 Social Setting:**

The study area, like other areas of Nepal, is a mullet cultural society. Hinduism is the major religion of the study area. Majority of the people speak Nepali language but they have also own mother tongue. The total population in the study area i.e. in ward no 5 is 295 out of which 155 are male and 140 female. The dominant caste is Chhetri (79%). According to the caste wise distribution Shahi Thakuri (55%), Malla Thakuri (20%), Yogi (20%) and Dharala (5%). They celebrate Dashain and Tihar as well as their own festivals. They have their own birth rituals and funeral processions but they have interactive and interlinking relationship to each other.

## CHAPTER - 5

### GENERAL CHARACTERISTICS OF GIRLS' EDUCATION

#### 5.1. Demography and Social Factors:

This chapter presents the demography and social factors which directly or indirectly affect to the enrollment of girls child to the school. The most affecting factors in the educational status of girls of the study area includes population composition, age structure, family structure, education, school distance etc which are discussed below.

##### 5.1.1 Population Composition:

Population composition is an important demographic feature which affects to the social development. Purumuru and Khainsha villages were selected as a study area which lies in Jima VDC ward no 5. Population composition of different caste/ethnic and cultural groups is an important feature of the study area. The education system operates in a complex web of socio-cultural settings. The study of the population composition of the study area helps to understand the various aspects of their life. The following table (Table 1) shows the population composition of the total household of ward no. 5, Purumuru and Khainsha village.

Table No. 1: Cast/Ethnic Composition of the HHs by Sex

S.N	Cast/Ethnic	No. of HHs	Male	%	Female	%	Total	%
1	Thakuri	28	108	69.68	101	72.14	209	70.85
2	Chhetri	6	15	9.68	10	7.15	25	8.47
3	Yogi	11	32	20.64	29	20.71	61	20.68
	<b>Total</b>	<b>45</b>	<b>155</b>	<b>100 %</b>	<b>140</b>	<b>100%</b>	<b>295</b>	<b>100%</b>

Source: Field survey, 2010.

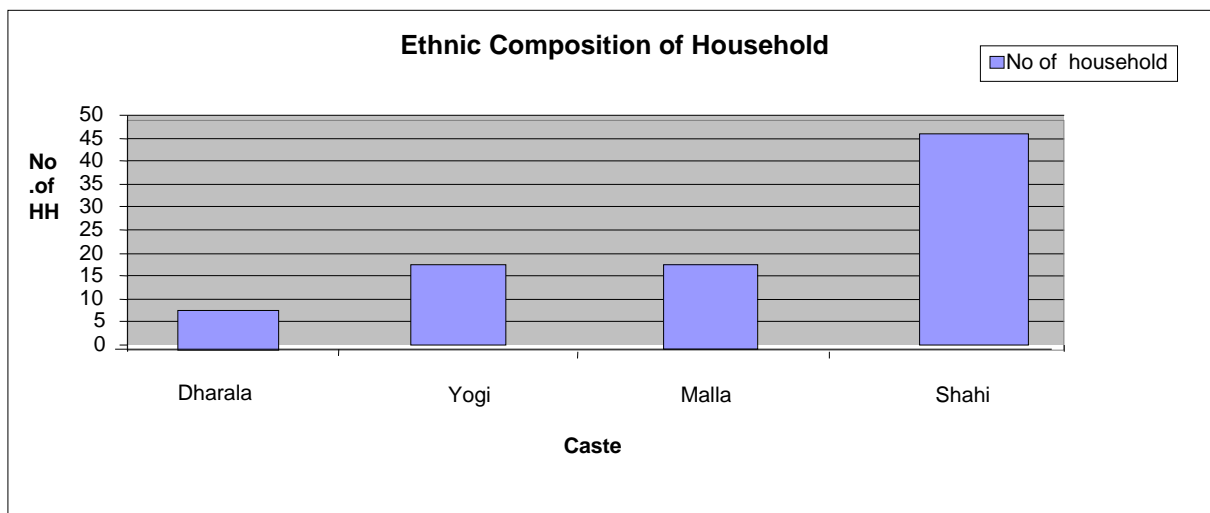


Fig 2: Ethnic Composition of Household

The table-1 shows that the dominant group is *Thakuri*, which consist of with 70.85% of the total population followed by Yogi 20.67% and Chhetri 8.47%. Among the total population of 295, male are 155 and female are 140. There are no Dalits in the study area.

In the study area, caste/ethnicity is an important socio-cultural identification of people. There are different caste/ethnic groups in the study area who have own socio-cultural norm and values which affect directly or indirectly to every social development as well as educational development of girls.

### 5.1.2 Age Structure:

Age structure is one of the most important demographic features, which affects directly or indirectly in planning economic and social development. Age also affect marriage, birth, fertility and mortality directly. It also shows dependency ratio. Age structure of the sample population has been considered as one of their important personal characteristic. Schooling and related infrastructure requirements etc. can be derived from age structure of population.

The following table (Table 2) shows the structure of age of the total population in the study area.

Table No.2: Distribution of the Population by Age

S. No.	Age group	Total	Percentage
1	Below 5	75	25.43
2	6-15	63	21.36
3	16-60	142	48.13
4	60+	15	5.08
<b>Total</b>		<b>295</b>	<b>100</b>

Source: Field survey, 2010.



Fig. 3: Graph showing age wise population

Table-2 shows that out of the total population, 25.43% consists of age group of below 5 years, 21.36% with age group of 6-15 years, which is actual school going age group. Similarly, 48.13% people are age group of 16-60 years. Among the total population 21.36% age group of 6-15 years are schooling age of the children of the study area,

additional to this the age group till 20 years are also going to school as they have started primary level in quite later rather than the normal age bar .

### 5.1.3 Family Structure:

Family is the social institution of people which gives first identity. The type of the family directly affects the socio-cultural and economical life. Members of the family give support each other in every work of the house and field. They are also dependent upon each other. So, family type influences on their activities as well as in the educational sector and in enrollment of the girls to the school. Table-3 shows the distribution of the respondents by family structure.

Table no. 3: Distribution of the Respondents by Family Structure

S. No.	Family Types	No. of HHs	Percentage (%)
1	Joint	8	17.78
2	Nuclear	37	82.22
<b>Total</b>		<b>45</b>	<b>100</b>

Source: Field survey, 2010.

Table-3 shows both joint and nuclear family structure is found in the study area but nuclear family structure consists 82.22% and joint family structure consists 17.78%. The table shows the fact of changing structure of the family in the study area.

Joint family structure is change in nuclear family structure. So, it has affected only not in agricultural production but also in other sector such as education. Because of the change of income source, joint family is formulating in nuclear family structure. Within joint family many members live together, therefore labor is divided but within nuclear family they have to go for works and also their children have to help in their economic activities as well as household chores. Many of them can not join formal schooling and some leave their studies in 5-6 grade.

## 5.2. Education:

Education increases the social status of people and also helps to increase their skill for working. Educated people play an important role in the development of rural areas. Rural people can leave their traditional attitude by the education. So, education of population is taken as important characteristics. Table-4 presents the distribution of population by education. Literate or educated family members are aware about the education of their children as well as their daughter.

Table No.4: Distribution of the Population by Education

S. No.	Education	Total	Percentage
1	Illiterate	175	59.32
2	Class 1-5	78	26.44
3	Class 6-10	28	9.49
4	Above SLC	14	4.75
<b>Total</b>		<b>295</b>	<b>100</b>

Source: Field survey, 2010.

The Table-4 shows that 175 persons (59.32%) are illiterate who cannot read and write. The numbers of literate are 120 (40.68%) out of total population among which male are 95(32.20%) and female are 25(8.47%) who can read and write. Local people are not much more conscious and aware about the importance of girls and women education because of their poor illiteracy figures.

In the study area, those people who are educated are more interested and aware about their girls' education comparatively than uneducated or illiterate people. So, illiteracy or educational status of the family influences on parents specially educated or literate mothers are aware about the education of their daughters but in the study area out of the total population 59.32% are illiterate.

### 5.2.1. School Enrollment:

There is only one government school 'Shree Bhawani Secondary School' in the Purumuru Village that provides secondary education. Table-5 presents shows the enrollment records of boys and girls in the school.

Table No. 5: Total Number of Enrollment in the School in different academic years (2062-2067 BS)

S. No.	Academic Year	Boys	Girls	Total
1	2062/63	129	40	169
2	2063/64	164	73	237
3	2064/65	186	73	259
4	2065/66	197	95	292
5.	2066/67	249	163	412
6.	2067/68	261	161	422

Source: Field Survey, 2010.

Table-5 shows that enrollment of boys is more than girls in last 6 years. The total number of students is higher than the total population the study area (ward No.5). This is because there is no any other secondary school is the VDC, so the students from other wards also come to this school. There is no doubt that except very few cases, girls of the study area have gained opportunity of education. The enrollment of girls in school has increased significantly in the last 6 years (Table-5). Some parents who have high economic status send their children (especially boys) to *Gamgadhi Bazaar* for good education. Economic condition of the HHs is an important factor for not sending their children in school.

Table No. 6: Enrollment in School from Study Area (Ward no.5) in Year 2067/68

Total population	School going boys	% of School going boys	School going girls	% of school going girls
295	30	10.17	21	7.12

Table-6 shows that out of total population (295) of the study area, only 30 boys and 21 girls are enrolled in the school despite having the school within their own ward.

### 5.2.2. Total Number of Dropouts in Different Academic Years:

Due to the various causes, the children of the village have to leave school. They leave their study even without finishing the primary education. Table-7 shows the total number of dropout in the last five years. There is a decreasing trend in the dropouts.

Table No. 7: Total Number of Dropouts in the Last Five Years.

S. No.	Academic Year	Boys	Girls	Total
1	2066/067	0	3	3
2	2065/066	2	4	6
3	2064/065	3	4	7
4	2063/064	4	5	9
5	2062/063	8	12	20
<b>Total</b>		<b>17</b>	<b>28</b>	<b>45</b>

Source: Field Survey, 2010.

Table-7 shows that in academic year 2062/063, 20 students had left the school, among them 8 were boys and 12 were girls. But, in the year 2066/067, the dropout is reduced to zero for boys and 3 for girls. The Table also shows that the ratio of dropout is reduced over the years but the ratio between girls and boys are not equal. The dropout number of girls is larger than boys. The cause of the dropout is poverty and lack of the girls' education. Among the total number of dropout (45), girls are 28 and boys are 17.

### 5.2.3. Education of Girls:

Women are the main agents of development. They play an important role in every sector of nation. They have the total responsibility of present as well as future generation. Education is the need of girls of rural areas in our nation. Education changes their social and economic life through enlightening them and it has impact not only on their lives but also in their total family and the whole generation of their family. An educated girl or woman not only acquires knowledge and skill through the education, but also understands the importance of education for the future generation and for the development of country.



In Nepal more than half 50.04% (CBS, 2001) of the population are female. There is no possibility of the progress and development of country pushing the women behind. This is fact of our country that women are lagging far not only behind of men but also far from basic needs and human rights. Access in education is a human right of all human beings but unfortunately the literacy rate of female is only (42.49%) comparatively than male (65.08%) in Nepal.

Girls are bonded with their birth by socio-cultural norm and values of society. “Since daughters go others home after marriage, there is no need of giving them education” such as prejudice are still rooted in the society of rural area. Many people or parents think that no need of good education for daughters because they have to work within house. Such prejudice of people, gender bias between son and daughter and socio-cultural norm and values are restriction, which keep girls far from the right of education. Caste (ethnicity), economic status of family, household chores, engaging in earning activities also affect in girl's education.

### 5.3. Caste/Ethnicity:

Nepalese society is highly stratified in caste hierarchy. It is most visible and still rooted in society of Nepal. Different kind of socio-cultural norms and values are rooted in different caste/ethnic group, which affect directly in girls' education. Table-8 shows the school enrollment of girl child on the basis of their caste/ethnicity.

Table No. 8: School Enrollment of Girls by Caste/Ethnicity

S.No.	Description	Boys	%	Girls	%	Total	%
1	Thakuri	74	28.35	85	52.80	159	37.69
2	Chhetri	103	39.46	34	21.11	137	32.46
3	Brahman	12	4.60	7	4.35	19	4.50
4	Yogi	3	1.15	2	1.24	5	1.18
5	Dalits	69	26.44	33	20.50	102	24.17
<b>Total</b>		<b>261</b>	<b>100</b>	<b>161</b>	<b>100</b>	<b>422</b>	<b>100</b>

Source: Field survey, 2010.

In the study area, group of Yogi is dominated group; they have not sufficient land for production and also no other sources of income. Because of the poor economic condition their children cannot get opportunity to enroll in the school. Because of the lack of awareness, education of daughters is considered not necessary. In these community, girls engage in household chores.

Table-8 shows the school enrollment of girls is found highest in *Thakuri* group (52.8%) whereas the lowest is for Yogi group (1.18%). In the study area, based on ethnicity, Yogi has a low status than other caste. Those who has higher social status; they have higher percentage of school enrollment of girls. This is justified by the enrollment of Thakuri girls in the study area which has higher social status and position in the society.

## CHAPTER - 6

### FACTORS AFFECTING GIRLS' EDUCATION

#### 6.1. Economic Condition:

Economic condition is a major factor affecting enrollment of girls' at school. Because of the low level of economic condition, people have to engage as a farm or labor and they are compelled to think only about their own day to day problem. They are always trying to solve their main problem of feeding to their family. Therefore, they cannot give attention towards the education of their children especially of their daughters because daughter always get second priority in the family.

#### 6.1.1. Occupational Composition:

Occupation indicates economic status of people. The parents who have a good service at government or private organization are aware about girls' education. They also have good income for investing in child's education. Agriculture is main occupation in the study area. Table-9 presents the distribution of respondents by their occupation.

Table No. 9: Distribution of Respondents by their Occupation

S.No.	Occupational types	No. of Respondent	Percentage (%)
1	Agriculture	34	75.56
2	Service	8	17.78
3	Business (general shops)	3	6.66
<b>Total</b>		<b>45</b>	<b>100 %</b>

Source: Field survey, 2010.

Table-9 shows that 75.56% people are engaged in agriculture, which proves that agriculture is the main occupation of the study area. Majority of people are engage in farming with their children. Some of them cannot attend class regularly and majority of them are in household chores as well as in farming. The service holders and businessman children are more enrolled at school than other occupational people.

The regular job holding (service holders) is only 17.78% whereas 6.66% people are engaged in small types of business. Though the main occupation is the agricultural, the people work as the labour during free time in the infrastructure activities, working for the private construction and other labour based activities to earn some money. Going to India and in the Terai especially the male people for the seasonal employment is the other option to earn some income to fulfill the minimum requirements of the family.

### 6.1.2. Types of the Lands and Land Holdings:

Land holdings determine the income and food sufficiency of the people. The study area covers the plain area consisting of the fertile soil. As cultivation land, *Khet* and *Bari* are most important and fertile land. There are irrigated lands and farmers are heavily dependent upon these lands for the more production. Seasonable crops like Paddy, Wheat in *Khet* and Maize, Dal and Barley in the *Bari* are cultivated. So *Khet* and *Bari* are main productive land in this area. Table-10 shows the land holding of the HHs.

Table No. 10: Land Holding of the HHs

S. No.	HHs	Total Khet (Ropani)	Khet/HH (Ropani)	Bari (Ropani)	Bari/HH (Ropani)	Total (Ropani)
1	Thakuri (28)	106.5	3.8	360.2	12.9	466.7
2	Chhetri (6)	12	2.0	104.0	17.3	116
3	Yogi (11)	45.5	4.1	150.2	13.7	195.7
<b>Total 45</b>		<b>164</b>		<b>614.4</b>		<b>778.4</b>

Source: Field Survey, 2010.

Table-10 shows that the largest landholders are *Thakuri* groups who have 106.5 ropani having accessibility of irrigation and 360.2 ropani *Bari* whereas *Yogi* have 45.5 ropani *Khet* and only 150.2 ropani *Bari*. Whereas the average landholding per household is highest for *Yogi* group (4.1 ropani *khet/HH*) and for *Chhetri* group (17.3 ropani *Bari/HH*). This indicates the status of the poor people like *Chhetri* groups who are

farmers having limited Khets (irrigated lands) face difficulties in producing enough to feed their families whole the year round.

Because of insufficient land for production among poor people, they have to depend upon other sources also. Some local people domesticate livestock as an income source which is also their important income generating source. Animal husbandry is also a part of agriculture, which supports in agricultural activities and production. As a farmer, people domesticate the oxen for ploughing the lands and other animal like cow, buffalo, goat, sheep and chicken for milk, meat, eggs and compost.

### 6.1.3. Income of the Households:

Income of the household presents family's economic and social status in society. Majorities of the people are farmers. Who have fertile lands, their income is depended upon more agricultural production. And who have not sufficient lands, another income is wage labor. Similarly, some people's income sources are business such as general shops. Table-11 shows the income of households.

Table No. 11: Income of HHs in the Study Area

S. No.	Annual Income (in thousands)	No. of HHs	Percentage (%)
1	Below 5	5	11.11
2	6-10	10	22.22
3	11-15	11	24.45
4	16-20	5	11.11
5	21-25	6	13.33
5	Above 26	8	17.78
<b>Total</b>		<b>45</b>	<b>100</b>

Source: Field survey, 2010.

Table-11 shows that there are 11.11% (5) households whose annual income below NRs 5000, 22.22% (10) households have income in between Rs 6,000 – Rs10,000 and there

are 24.45% (11) households income is Rs 11,000 – Rs 15,000. Similarly there are 5 household (11.11%) whose income is in between Rs 16,000 – 20,000 and (13.33%) 6 household having income range from Rs 21,000-25000 and there are only 8 households (17.78%) having annual income of more than Rs 26,000.

The different level of income of HHs has its effects on education of children in the study area. Because low-level income family is compelled to think only about their major problem of feeding to the family, they can't give the first priority to education for their children, especially to the girls. Very few girls have got this opportunity but most of them have to leave school because of their family's economic problem. Yogi community and other low income HHs which are engage in earning activities, rarely get chance to read and write.

#### **6.1.4. Economic status:**

Family property reflects the socio-economic status of household in the society. Land, livestock, agricultural production, business and services are properties of HHs. To find out the economic status of HHs, those all kind of properties and assets of family are taken into consideration. For the identification of the economic status of households, the measures are taken as high, medium and low. Table-12 presents the distribution of the respondent by economic status.

Table No. 12: Distribution of the Respondents by Economic Status

<b>S. No.</b>	<b>Economic status</b>	<b>No. of HHs</b>	<b>Percentage (%)</b>
1	High	8	17.78
2	Medium	11	24.45
3	Low	26	57.77
<b>Total</b>		<b>45</b>	<b>100</b>

Source: Field survey, 2010.

Table-12 shows that among the total population of HHs, 17.78% HHs are in high economic status, which has sufficient agricultural production for living and earning extra income from that. The percentage of medium economic HHs is 24.45% who have sufficient food for one year. Those who have food sufficient for less than 6 months are in low economic status (57.77%).

Economic status of household is a main affecting factor in girls' education. Because of the low level of economic condition, people are compelled to think only about their own household problem of feeding to their family. So, they don't pay attention about the education of their daughters. Due to lack of income, most of them send their daughters as well as sons to rich households for labor. Most of the girls are engage in agricultural activities. They have to help their parents in farming or other related works. Some parents send their children in school but they cannot afford the price of children's education materials such as admission fees, pencil, uniform etc.

All the people are not wealthy; poor cannot produce sufficient food grains to feed the family. This situation has forced them to look for wage labor and girl child and women have to manage all the household responsibilities.

Most of the people are always engages in farming. They have to cultivate seasonable crops in their land and have to look after it. They are heavily depending upon agricultural production to feed their family. One of the respondents, Mr. Jiba Nath Yogi, 55 years old said, "I send my daughter in school but I cannot pay money for her copies and other materials so she left school in grade 3". This is the case of the study area; high rich families send their children in District Headquarter Gamgadhi and in boarding school in cities like Kathmandu, Nepalgunj and Surkhet. On the other hand poor people cannot send their children in government school because of their poor economic condition.

## 6.2. Lack of Educational Status of Parents:

Education gives consciousness to ignorant people. Lack of education of parents affects directly on their mind. Parents must be conscious and aware about the education of their children and they have to support their children to get education. Table-13 presents the distribution of parents (both father and mother) by educational status.

Table No.13: Parents by Educational Status

S. No.	Education	Father	%	Mother	%	Total	%
1	Literate	10	22.22	4	8.89	14	15.56
2	Illiterate	35	77.78	41	91.11	76	84.44
	<b>Total</b>	<b>45</b>	<b>100</b>	<b>45</b>	<b>100</b>	<b>90</b>	<b>100</b>

Source: Field survey, 2010.

Table-13 shows that percentage of literate parents is 15.56 among which fathers are 22.22% and mother are 8.89% among who can read and write. Illiterate parents' percentage is 84.44% among which fathers are 77.78% and mothers are 91.11% who cannot read and write. This data is taken as the basis of considering that the existing seniors of the members as the head of the family.

Lack of education among parents is also a main affecting factor in girl's education. The educated people are interested and aware about the importance of education. They know about the consequence of the girls' education in family and also in society. They are well known about the importance of education. In the study area more parents are illiterate, they cannot read and write. So, they are not aware about important role of education in their life. Most of the backward people are uneducated, because of ignorance; they do not care about the girls' education as well as boys.

A home or family is a first school of the children. Education of parents is important for the socialization of children. Education guides people to develop their personality mentally as well as physically. Education of parents improves the social status of whole family. Educated parents can be a good advisor of the children. In the study area, literate



parents who can read and write are also not aware about girls' education. Some respondents said, "Why to do to give education to daughter, they should go others home?". Because of the uneducated parents, girls of study area cannot get opportunity to go schools. If some girls achieve this opportunity but they cannot continue further study, they have to leave because of the other reasons such as parents are interested to get marriage their daughters than further study.

Parents who are literate favor the schooling of both boy and girl child but who are uneducated in rural area think that girls' education is not so useful and necessary comparatively than boys because daughters should go their father-in-law's house. In the study area, most of the parents are illiterate who are unknown about the importance of education of girls. So, the school enrollment of girls' child is low in the school as comparatively to the boys. Therefore educated parents help them to enroll at school. Where educated parents there are is possibility to enroll more then illiterate parents, therefore enrollment depended on parent's educational status.

### **6.3. Schooling Distance:**

Because of the insufficient number of schools in rural area, the distance from home to school in many areas has become very far. The children have to walk long distance to the school. If school distance is near then there is more possibility to increase girls enrollment and if school distance is far then there are less possibility for girls' enrollment at school. Table-14 shows the opinion of distance to school.

Table No.14: Opinion of Distance to School

S. No.	Distance to school	Number of Student	Percentage (%)
1	Far	11	24.44
2	Not far	34	75.56
<b>Total</b>		<b>45</b>	<b>100%</b>

Source: Field survey, 2010.

Table-14 shows out of the 45 HHs, 24.44% respondents stated that the distance to school is far (nearly 1hour walk from their home) and 75.56% of the respondents did not consider the distance to school far from the home.

Parents do not allow their child, specially the girl child to walk long distance alone as well for their security also. At the study area, majority of respondents think that school is far from their houses. Because of the household chores and security reason parents don't feel comfortable to send daughter to school.

#### 6.4. Schooling Facilities:

Women are far behind than men in every sector. A boy gets first priority in his family and also in the society but a girl gets always second position in the society. In this view, the parents' attitude and practice is taken as characteristic of the respondents. Do you provide school facilities to both your son and daughter equally? This question was asked to parents. The following table presents the distribution of respondents on the basis of providing school facilities equally.

Table No.15: Providing School Facilities to both Son and Daughter Equally

S. No.	Providing school facilities both equally	Number	Percentage (%)
1	Yes	18	40
2	No	27	60
<b>Total</b>		<b>45</b>	<b>100</b>

Source: Field survey 2010.

Table-15 presents that out of 45 respondents, 40% of respondents are in favor of providing school facilities equally to both son and daughter. But, 60% of respondents are in not favor of equal facilities. Because of the poverty, gender bias attitude and ignorance people are in favor of their boy child. Poor parents cannot provide school facilities to all their children and they choose first boy child because of their traditional attitude. Because of the not providing school facilities, girls' enrollment at the school is very low. Actually daughters do not get priority for the education from their parents and also at class room the boys get more priority than girls.

#### **6.5. Socio-cultural Norm and Values:**

Women are limited in private sphere in rural areas. It is assumed that they can only do household works. Because of the patriarchal society, socio-cultural norm and values restrict to girls in all sectors. In rural society of Nepal, girls are restricted to participate in out-door activities and confined only within the household boundary. The accepted social norm is that they should do household works and they are always dependent on others.

Girls or women are treated as second citizen in our society, whose value is often defined by their capacity to produce children. Patriarchal structure and philosophy never accept the right and freedom of woman. The study area also has not still come out from such as prejudice. So, a family give priority to son's education but household chores is given priority for daughters. The society passes remarks when girl wants to continue study because it is assumed that more education is not necessary for the girls.

#### **6.6. Engage in Household Chores:**

Rural women, who spent their more time in their household and agricultural works, workload of woman is comparatively higher than man. So, a mother needs help especially from her daughter. Family gives importance in household chores for the girls than education because girls have to do household chores later in their life. So, it is

assumed that girls should be well trained and skillful in household chores. As the study area is a rural village, girls have to do household and agriculture activities, they have to help their parents in houses and also in fields. Table-16 shows the need of girls in HH chores.

Table No.16: Need of Girls in Household Chores

S. No.	Need of girls in HH chores	No. of HHs	Percentage (%)
1	Yes	35	77.78
2	No	10	22.22
<b>Total</b>		<b>45</b>	<b>100.00</b>

Source: Field Survey, 2010.

Table-16 shows that in 77.78% of household girls are required for household chores. Whereas in 22.22% of household doesn't need help of girls in household chores. These findings determine the need of girls' help in household chores and their engagement in HH activities.

In the study area, women care for children, engage in everyday kitchen management, collect fire woods and water, grow crops, prepare food, maintain home, care the old family members. These are generally regarded women's duty and daughters help their mother in these activities. Hours of daily sibling care, domestic and farm work reduce girls' attendance and leave girls less time than boys to study. The need for girls to work at home is a strong casual factor for the high dropout rate and school enrollment. Dropout from school not only decreases of literacy rate but also influences on health and other sector. Girls become far from the education, knowledge and skill in their life.

### **6.7. Engage in Earning Activities:**

Poverty is deep-rooted in the country and many children are forced to dropout from school or non enrollment in school. Because of the poor economic condition of the people from low caste and ethnic group, they are forced to send their children in wage

labor. Most of people send their daughters in rearing the animals, searching for NTFPs from the jungle during the seasonal period. They have to graze animals daily in afternoon time. Table-17 shows the need of girls in earning activities in HHs.

Table No 17: Need of Girls in Earning Activities

S. No.	Need of Girls in Earning Activities	No. of HHs	Percentage (%)
1	Yes	35	77.78
2	No	10	22.22
<b>Total</b>		<b>45</b>	<b>100%</b>

Sources: Field survey, 2010.

Table-17 shows that among total HHs of the study area, 77.78% HHs need girls in earning activities and 22.22% HHs are do not require girls to engage earning activities.

One of the respondents, Kaida Dharala, 35 years old women said that she cannot do all household works alone thus, she needs her daughter's help in those works. According to her, she have to go to field and her daughter, 13 years old Tara Dharala, have to do works in kitchen and she cares of her younger brother. This is the case of study area. Due to work load on girls, they cannot go to school. So, household chores have been one of the main affecting factors in girl's education. Farm and domestic work pull girls out of school.

Poor people who have more children cannot feed all of them and for the economic supports of family, parents are forced to send them in others house to work. On the basis of observation and findings, the engagement of girls in earning activities is found main affecting factors in girls' education of the study area.

### **6.8. Awareness towards Girls' Education:**

In the study area, there is lack of awareness among the local people about the importance of education in their life. They are not fully conscious about the important role of education. Mainly, poor and low caste people are not aware and conscious, so they don't

give attention in girls' education. How much important is education for their girls child, they don't know properly about it because they think that education is useless for the girls. The illiterate parents and people are unknown about the actual meaning of education. They give preference to early marriage of their daughters than their education. If some people give education to their daughters, they also afraid that an educated girl will have a harder time finding a husband. Others believe that co-education classes or walking more than short distances to school compromise their daughters' reputation and marriage prospective. And they are not aware about the facilities offered by the government to girl students.

#### **6.9. Gender Discrimination:**

Gender is a dynamic concept, historically and culturally determined social construct created by men and women to define their relationships with each other. Gender bias is world wide phenomenon, but is still deeply rooted in the rural areas of Nepal.

In the study area, girls' participation in education is very less because of several factors which affect to the participation of girls and another main affecting factor is gender discrimination among girls and boys children. Gender balanced participation is essential for any sector, but even though girls' education is often stresses, it is not translated into practice.

In the study area, when families choose which children will or will not be educated, sons are preferred. Similarly, when families choose which children will have better educational opportunity, girls are ignored and sons are preferred. Educating a son is investing for the old age while educating a daughter is considered a no-return investment. Both opportunity and cash costs of education dock girls out of schools in the study area. One of the respondents, Lal Bahadur Shahi 50 years old father said, "My daughter passed 4 grades, this education is enough for her, she can read and write. What will she do getting more education, she have to go her husband's home". In the study area, most girls get married before they reach 15 years of age. Their parents are hurried to get their

daughter married. So, among the girl student who wants to continue their study, they also have to leave school for marriage. When a girl is married, she becomes another family's asset. In a traditional society, parents do not give priority to the education of girls. The attitude and practice of parents towards education of the girl child influence participation of girls in education.

#### **6.10. Poor Institutional Structure:**

Poor institutional structure of the schools is also affecting factor in school enrollment of children. It also increases dropout rate of schooling children. It is observation of the government school that there are not enough materials like benches, tables and also game materials which reduces the interest of children to go to school. Some benches and tables are not in good condition, those are broken, students face problems to get seat, so some student have to sit on the floor. The facility of proper toilets in school is also a determining factor for girls enrollment in schools.

The school environment and infrastructure is not bad compare with the human resource. They don't have enough teachers compare with students volume. Even the teachers are not very qualified and they don't have any formal training according to the time demand.

## CHAPTER - 7

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### 7.1 SUMMARY:

This research study is conducted with the objective of describing about the education of girls child in the rural Nepal, analyzing of its condition in education development of village in rural area of Nepal and providing the recommend action for policy implication.

This is the study of Purumuru and Khaisha village, ward no. 5, which lies in Jima VDC of Mugu district. The major objective of this study are to find out the girls' educational status in the study area, to examine girls' enrollment, dropout status and find out the affecting factors in girls' education. This study and providing reference material will be useful for further studies or researches. An exploratory cum descriptive research design is applied for the study. There are total 45HHs and 100% sampling is carried out. There is simple sampling method is used for field survey. Respondents of HHs are key informants of data collection. Both primary and secondary data are used to get information. Questionnaire, observation and interview are the techniques of data collection of the study.

In the study area where as *Thakuri* group predominate (70.85%) followed by *Yogi* (20.68%) and *Chhetri* (8.47%). Hindu is major religion of the village. Nepali is the mother tongue and after Nepali, local dialects are also spoken. Both joint and nuclear family type is prevailed in this area. Agricultural is the main occupation where 75.56% people are engaged in agricultural production. As cultivation land *Khet* and *Bari* are most important fertile land of the village. Paddy, Maize, pulses and wheat are the main production of the village. Animal husbandry is also a part of agriculture and which is also income source of local people. Majorities of people are illiterate (59.32%) who cannot read and write among which male percent is 25.42% and female 33.90%. The numbers of literate are 40.68% out of among total population male are 32.20% and female 8.47% who can read and write. The percentage of people in the study area who had ever enrolled in school or currently going to school is 17.29% among which male is 10.17% and



female is 7.12%. Educational status of parents also affects girls' education. In the study area, percentage of literate parents is 15.56% among which fathers are 22.22% and mother are 8.89%. Illiterate parent's percentage is 84.44% among which fathers are 77.78% and mothers are 91.99%.

Economic status of HHs is categorized as high, medium and low. Those who have sufficient agricultural production for living and earning extra income from that are in high economic status, which is 17.78%. The percentage of medium economic status HHs is 24.45% who have food sufficiency for one year and who have food sufficiency for only 6-8 months, they are in low economic status with 57.77%. Majority of people are farmers and they are heavily depend upon agricultural production. Some people are engage in service and small business.

The total number of enrollment of children in school is 422 among which boys are 261 and girls are 161. Boys' enrollment is higher than girls in school of study area. Some parents send their children (especially boys) out of the village who are economically rich. The dropout status in study area is high among girls comparatively boys. In the last five years, from Shree Bhawani Secondary school Purumuru, Mugu 28 girls left school due to various reasons.

Education is a need for girls of rural area in Nepal. Education changes their social and economic life through enlightening them. It impacts not only their life but also in their total family and the whole generation of their family. An educated girl or woman not only acquires knowledge and skill through the education but also understands the importance of education for the further generation. In rural areas of Nepal there is no satisfactory enrollment of girl child in education. Similarly, in the study area, girls' enrollment to school and their educational status is low than boys. Socio-cultural norm and values, caste/ ethnicity, economic status, household chores and other various factors influence the education of girl.

## **7.2 CONCLUSION:**

From the review of situation and analysis of data of the study area the following conclusions can be drawn.

Educating a man is to educate an individual but to educate women is to educate whole family and then society. In the context of Nepal more than half of its population is female and their literacy rate is low than that of male. Thus, there is also big gap between urban and rural literacy rate of female. Rural women of Nepal are far from the education, and lack of education they are suffering from many problem in their daily life.

Girls' education produces immediate improvements in the society. Education helps end gender disparity, improve their own and families lives and share in democracy and economic prosperity in this 21<sup>st</sup> century. The most effective way to rescue girls or women from problems is to provide them educational opportunities, make them self reliant and give them a sense of dignity and self respect.

School enrollment of girl's child is lower than boys in rural areas of Nepal. Many educational programs have been implemented by government or non governmental sector in some rural areas but girls' educational status is still lack behind the boys. This study tries to find out the affecting factors in girls' education of the study area. The enrollment figure is higher of boys compared to girls. In the secondary school of the study area, the total number of boys and girls enrollment is 422 of which 161 are girls. Girls are lagging behind socially, economically and ethnically. Girls are underestimated in society for giving priority in education. Most of the parents prefer to their son's education, they choose their son against daughter to send to school. Girls' become the first victim of any bad events in the family, so they rarely get opportunity for the education.

Caste/Ethnicity is a main affecting factor in girls' education. In the study area, there is low enrollment of girl child in Yogi and Chhetri community comparatively to other higher caste. Economic status of household is also a main affecting factor. Poor parents'

cannot send their girl child because of their poverty. One of the main affecting factors is socio-cultural norm and values, which barriers to participate in public space to girls.

Lack of parents' education is another affecting factor. Due to lack of education, parents do not understand the importance of education for their daughters and give priority to household chores. Household chores are generally regarded women or girls' duty. House of daily domestic and farm work reduce girls' attendance and leave girls less time than boys to study. The need for girls to work at home is a strong causal factor for the high dropout rate. Because of the poor economic condition of family, girl child have to engage in earning activities. Some girls from poor family cannot admit in school and who admit they also have to leave school to generate income of family.

Similarly in the study area, gender discrimination is also a main affecting factor in girls' education because daughters always get second chance in the family. When families choose which children will have better education opportunity, sons are preferred. Most of the parents are in hurry to get marriage their daughter before girls reach 15 years of age. Thus, poor institutional structure of schools reduces the interest of children's to go schools.

### **7.3 RECOMMENDATION:**

Educating girls' is one of the socio-economic imperatives of the nation. Unless and until girls are educated properly neither they can contribute to the country nor could they do something for their individual life as an active member of the family. This is more real for the girls who live in the rural areas of the country.

The government of Nepal and other non governmental organization have offered various plan and policy for the development of girls' education but it is clear that, is not fairly reached to the target area, specially in the rural area of Nepal where there is still girls' enrollment is low than boys. There are many affecting factors in the educational development of girls. At first, major problem and actual facts should be investigated. The policy of government for compulsory education for all children should be strictly followed and monitored. Gender discrimination in society is also main affecting cause for girls' education. Therefore government, non government organization, public society and concerned authorities should conduct awareness raising program for girls' education in rural areas of Nepal.

#### **Here are the some recommendations for the improvements of the girls' education:**

- Mass awareness should be mobilized among local people.
- Both formal and non- formal education should be given for the parents.
- Awareness about the gender equality would be positive for the local people to realize the need and importance of girls' education
- Regular monitoring of educational program should be adopted by government to make success of the educational programme.
- Income generation activities should be given priority in the non-formal education classes and such program should be implemented.
- Providing female teacher in the school could be effective for the school enrollment of the girl child.

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**Annex: 1****Interview Schedule - 1**

1. Name of the respondent:

Age:

Sex:

Education:

Religion:

Occupation:

Cast/Ethnicity:

2. Family description:

Name	Age	Sex	Educational status	Occupation

Types of family of sample HHS:

No. of HHS	Joint	Nuclear	Total
Total			

3. Economic status:

3.1 How much land do you have?

Type of land	Land in Ropani
Khet	
Bari	
Other	



3.2 Production from land. What and how much?

Types of crops	Production in Kg.
Paddy	
Wheat	
Maize	
Mustard	
Total	

3.2.1 How long it is sufficient for your family:

3 months                  6 months                  9 months                  Sufficient with surplus

3.2.2 What is your income source?

Income source	Income (in rupees)
Agriculture	
Business	
Service	
Labor	

3.2 How many livestock do you have?

Kinds of animal	Number /Total
Cow/Oxes	
Buffalo	
Goat	
Pig	
Other	
Total	

4. Educational status:

4.1. Number of children of school going age (6-15 years)

S.N.	Age	Sex	No. of school years	No schooling	If left, dropout age

4.1 Do you need your child to help in household chores?

Yes No

4.2 Does your child engaged in earning activities?

Yes No

4.3 Do you think the distance of school from house is far?

Yes No

If yes, how far is it (in time hrs. / Kilometers) .....

4.4 Do you think that both girl and boy child should get equal opportunity in education?

Yes No

4.5 If not, why do you think so? Please describe.

4.6 Do you provide school facilities to both your son and daughter equally?

Yes No

4.7 If you are not sending your daughter to the school, give the reason.

**Annex: 2**

**Interview Schedule - 2**

Name of the school:

Date of the establishment:

Type of school:                      Primary                      Middle                      High

Total number of student:                      Male                      female

Total number of boys and girls enrolled during the last five years in the school:

Year	Boys	Girls	Dropout
I			
II			
III			
IV			
V			

Describe government incentives/programme for facilitating girls to enroll and retain at the school:

To increase girl's enrollment and minimize dropout rate, what should be done?

Any further suggestion or remarks.

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