

CHAPTER I

INTRODUCTION

1.1 General Background

Social Inclusion of women is one of the most burning issues in the field of women empowerment since women have the greater roles to make a society more inclusive and just. Nepalese society is a male dominated society, where incidences of female marginalization and deprivations are rampant. Though, they are playing their roles and responsibilities very sincerely as mother, daughter, sister, wives, etc, they are not able to make their self-identity. The discrimination of women is widespread not only in the form of gender but also witnessed among caste and ethnicity.

There are various socially constructed so-called systems, which are the main responsible factors to create discrimination, prejudice against women in our society (Pandit, 2003: 4). Nepalese women are excluded due to Hindu culture and the system .The rules and practices of Hindu culture forced to women to be so-called "PATIBRATA NAARI", That is why, they cannot claim and argue for their rights and freedom. It is concluded that 'Hindu Religion' is the root cause of women's disempowerment (Bennett, 2002).

The status of women is not well, they are compelled to face various types of injustice; these all because of their low participation. Women lag far behind men in social, economic, political and legal aspects thus, restricting them from leading complete and dignified life (Pradhan, 2000:7). The right of women to own or inheritance property is limited in many countries. Women frequently lack the right or the power to make personal decisions or to participate equally with men in family decision-making. Women are seldom equally represented in political or economic power structures, even in wealthier, industrialized countries (AGI, 1995:4).

The greater participation of women in decision-making will be a greater step towards ensuring women of their rights to voluntary motherhood and in turn improve her status (Limbu, 1995:10). There is no doubt that educated and empowered women can definitely contribute substantially to the development of her life, family, society and ultimately the whole nation. Therefore, women's empowerment is promoted in all spheres of life (Pradhan, 2000:7). Without equality and empowerment for women, the sustainable development is entirely impossible.

Empowerment builds people's capacity to gain understanding and control over personal, social, economic and political forces to act individually as well as collectively to make choices about their way they want to be and to do things in their best interest to improve their life situation. It is the sharing of power to those who are marginalized, excluded and deprived.

Women's empowerment means reinforcing their capacity to participate as equal partners in cultural, social, economic and political system of a society; without empowering women, actual and effective development impossible (Baral, 2004:62). So, women's empowerment must involve women making choices that enhance their individual as well their families and communities.

Hence, social inclusion of women is the way to reach their empowerment. where," Inclusion is about reducing inequalities between the least advantaged groups and communities and the rest of society by closing the opportunity gap and ensuring that support reaches those who need it most" (<http://www.scotland.gov.uk> accessed on 3rd June 2008).

In our society, women are deprived and they need support most. Social inclusion of women means as participation of women basically socially, economically and politically; which is the indicator of empowerment. If their participation is well then they are called "Empowered".

Women's empowerment is a prominent issue in Nepal because of the continuing deprivation of Nepalese women. In spite of Nepal's constitution and International agreements signed by Nepalese government for guarantying women freedom from discrimination (ESP, 2000;1). Therefore, Empowerment process cannot become sustainable without eliminating entrenched socio-cultural norms as discriminatory practices.

Sustainable Empowerment is defined as a situation where people are empowered socially, economically and politically (UNDP, 2004:12). The Nepalese women's situation is not indicating that they are empowered. In the context of empowerment Nepalese women have limited gains in the last couple of decades. Women's educational status and visible economic participation have improved in absolute terms. But on the other hand, gender disparity in access to modern resources and power structure is increasing (Acharya, 1997:1).

Nepal have the indicators GDI is 0.520 and GEM is 0.351;where The GDI indicates that females are more excluded than males and The GEM indicates that for every 100 males only about 35 females have the same levels of empowerment in the basic dimensions of empowerment namely economic and political participation, decision-making and power over

economic resources (UNDP,2008). Therefore the proposed study has an aim of obtaining information on the social exclusion of women and their deprivation in the context of Nepal.

1.2. Statement of the Problem

For the sustainable development, the empowerment of women is very essential because men and women are two wheels of a cart; in absence of one, it cannot be driven. Women in Nepal live in an oppressive, backward and feudal environment, which is caused by patriarchal system, unequal power relation, and socio-religious and cultural norms and traditions. The religious, cultural as well as existing laws of Nepal permit male to be superior, which set free to man to govern over women. Therefore, women are largely excluded from education, legal aid and feel to have lost their own identity. Where as half of the population is represented by women but is still, treated as second citizens.

Women's access to land and property is derived through her marriage relationships. Women may not make any transaction in the property without consent of her husband. Women have not decision-making power as well as right of their own life. There is no right of parental property, which creates economic dependency of women, marginalization of women and breaks over all their empowerment.

Women's empowerment refers to enhance the capacity of the women, which is only possible by increasing their participation in every sector. Social inclusion of women eliminates the inequalities and barriers. That's why inclusion/participation of women is the way to empowering them. Women's empowerment itself is a challenging job in male dominant social structure. Empowered women can take more active roles in the household and community to confront the challenges of poverty, improve family health as well being and increase household income (Dhakwa, 2001).

The reality is that without social inclusion of women or equal participation of women, empowerment and equality of women are not possible; and without equality and empowerment of women, the sustainable development of nation is entirely impossible.

Women's lives have been dramatically changed in recent years. There is tremendous improvement in their conditions as more and more women are getting education, entering in to the labor market, and have access to health care facilities. However, gender inequality still persists; women's subordination is deep and wide –spread (Acharya, 2001: 11).

Women have remained voiceless and their representation in social, economic and political life has been minimal. Problems related to women in power and decision-making have qualitative and quantitative dimensions. The First dimension involves the capacity of women

to assert and exercise their rights, and the lack of an enabling environment in which to do this. On the other hand, some quantitative improvements have been made with the introduction of reservation of local election. The overall participation of women in decision-making position is very low and remains unsatisfactory. The statutory provisions alone do not adequately facilitate women's entry in to these positions. Quantitative growth has been horizontal and only observed at the lowest levels of representation. Higher levels, of both local and national politics, are still regarded as the "Male sector". Thus far, the political parties and legislature have failed to substantiate their commitment to ensuring women's access to powerful decision-making positions (Gurung, 2007: 4).

The main purpose of this study is to show that how the social inclusion of women plays a vital role to improve their status and also to show how inclusion is the way of empowerment. This research is guided by the following research questions:

- 1 What is the condition of women in education, occupation, employment and income sector?
- 2 What is the status of women in household decision-making, household ownership, parental property and political participation?
- 3 What are the causes and consequences of exclusion of women?
- 4 How can be women empowered?

1.3. Objectives of the Study

The general objective of this study is to show the impact of social inclusion of women for their empowerment of Badikhel and Bhattedanda VDCs of Lalitpur District. The specific objectives of the study are as follows:

- 1 To explore and analyze socio-economic status of women in the study area.
- 2 To examine the social exclusion and inclusion of women in terms of social and political participation, and decision-making of the households in the study area.
- 3 To identify the causes and consequences of gender exclusion in the study area.
- 4 To examine the relationship between literacy status of women and their participation in social, economic, political and decision making process.

1.4. Rationale of the Study

In Nepal, women are more than half of the population but their participation in social, economic and political sector is very pitiable though they have equal rights to be participated. There is impossible to achieve the expected sustainable development of the nation without

participation of women. Empowered women are able to perform their own duty with an honorable way. In our society, the Hindu culture is the root of the patriarchal systems; women are excluded from participation in social, economic and political area. Therefore to empower the women, all the barriers and inequalities should be eliminated which is possible only through their social inclusion. Social inclusion of women improves their confidence and decision-making power.

Many studies have been conducted on the issues of women's empowerment by various national and international agencies of organizations, freelance researchers, NGOs and university students. It is hoped that this study will also be another foundation in the field of social inclusion of women and their empowerment. This study focuses in women's participation in socio-economic and political area in the study area.

The specific significances of the research are as follows:

- 1 This study has analyzed the socio-economic status of women
- 2 It has explored the political awareness, participation in social activities and household decision-making power of women.
- 3 It will be useful for the concerned planners, policy makers, GOs/NGOs/INGOs, Academician, Scholars who are working in the same field.
- 4 It may be reliable and useful for the students of researchers who are interested to study in this particular field.

1.5 Limitations of the Study

This study aims to find out the socio-economic political and demographic characteristics as well the major causes and consequences of the exclusion of female in the study area. It was also micro study, which attempted to explore the major processes of inclusion and exclusion of women in the process of their empowerment. Moreover, this study aims to find out the socio-economic as well as political participation of women, which are the indicators of women empowerment and their extent of social inclusion.

This study has some of its limitations; which are as follows:

- 1 The limited and general social variables, economic variable; and political variables were chosen.
- 2 Since, this study has been based on a small sampling area; it may not show the macro view of socio-economic and political status.

- 3 This study has been concentrated to analyze the participation of women in social activities and household decision-making power.
- 4 This study has focused in selected 3 wards of Badikhel and Bhattedanda VDCs of Lalitpur District.
- 5 This study has been taken only 150 respondents.
- 6 This study has covered only married women of aged 15 years and above.

1.6. Organization of the study

This study is divided into eight chapters. The first chapter deals with “Introduction” of the study. This chapter includes general background, statement of problem, objectives of the study, rational of the study and limitation of the study as well as organization of the study.

The second chapter deals with the “Literature Review”, Which includes meaning and definition, theoretical literature, empirical literature, conceptual framework as well women’s empowerment issues under UN and women issues in Nepal five year plan.

The third chapter deals with research methodology adopted for this study. It includes sample procedure, data collection techniques and tools, data processing and analysis techniques and ethical issues of the research.

The fourth chapter analyses the demographic characteristics as well as socio-economic characteristics of the household population of the study area.

The fifth chapter analyses the demographic characteristics as well as socio-economic characteristics of the respondents of the study area. It also explores the participation of women in social, economic, political and decision making process.

And finally the sixth chapter represents the overall summary of the study, conclusions and recommendations of the study.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter presents literature on social exclusion/inclusion and women's empowerment based in available reports, articles and some web-based information prepared for particular purposes of the study.

It is mainly based on reports and research works on the related issues by national and international agencies, research institutes, research scholars and human rights organizations.

2.1. Meaning and Definition of the “Social Exclusion”

The term social exclusion and inclusion were introduced at first in France and then popularized in social polity discourse in Europe in 1970s to crisis of the welfare state and then used in other regions especially in development paradigms based on poverty reduction (Silver, 1994). Though the forms of exclusion and inclusion were emerged at first in 1970s but lots of studies have shown that social exclusion and inclusion exist from the very beginning of civilization.

Social exclusion is a concept that can describe, on the one hand, a condition or outcome, and on the other, a dynamic process. As an outcome or condition, is a state in which excluded individuals or groups are unable to participate fully in their society resulting from their social identity such as gender, ethnicity, caste or religion or from their social location such as areas that are remote, stigmatized or suffering from war, conflict or with their origin (DFID, 2005). Social exclusion is thus is used to refer to the various types of social disadvantages related to social problem arising from economic crisis and crisis of the welfare state, long term unemployment, ghettoisation, growing instability of social bonds and lack of integration on the basis of origin (Pradhan, 2006). Therefore, social exclusion said to be occurred when a group is excluded from rights or entitlements as a citizen, where rights include the social right to a certain standard of living and to participation in society (Gurung, 2007: 31).

2.2. Theoretical Literature on Social Inclusion/ Exclusion

The concept of social exclusion is about all those individuals or groups that are excluded from basic means of livelihood, but it is also about those excluded form the process of political and economic decision making, and those excluded from any conceptualization of social security. At wider level it may refer to exclusion from education health care and

ultimately the freedom that and individual must have to organize or control his/her life in a given social settings (Nayak, 1995).

Saith (2001) has defined that social exclusion as the exclusion from participation in the normal activities of society. Further Barry suggests that a group is considered socially excluded if they actually desire to participate or not. The five dimensions of social exclusion in relation to lack of participation in normal activities may be measured as the consumption activity (being able to consume at least up to some minimum level goods and services considered normal for that society), saving activity (accumulating, savings, pension entitlement or owning property), production activity (engaging in economically or socially value activities like paid work, education or training, retirement if over state pension age or looking after a family), political activity (including voting, membership of political parties and of national or local campaigning groups) (Saith, 2001:5).

Social exclusion is, thus a complex and multi faceted notion. It refers to both individuals and societies and to disadvantage, alienation and lack of freedom (Bhalla and Lapeyre, 1997:415). However, de Haan and Maxawalle (1998) have identified the key arenas of social exclusion and inclusion. They have emphasized that people are basically excluded from their rights, resources and relationships. Social exclusion refers to exclusion in the economic, social and political sphere. It goes beyond the analysis of resource allocation, mechanism and includes power relations, agency, culture and social identity (de Haan, 1998:12).

Social exclusion and inclusion are "Contested Concepts" defined from the perspective or framework of different social science paradigms and disciplinary and theoretical perspectives, political ideologies and even national discourses (Pradhan, 2006:1).

Social inclusion about participation, it is a method for social justice. It is about increasing opportunities for people especially the most disadvantages, to engage in all aspects of community life (<http://www.socialinclusion.sa.gov.au/> accessed on 3rd June 2008).

Social inclusion describes the state of being included in a community and society as a whole; a condition in which individuals and groups can access the range of available opportunities, services and resources, and contribute actions and the processes needed to transform the situations and changing the perceptions that create and sustain exclusion. The aim of having specific work on social inclusion is to support the involvement of the most excluded groups and to try or insure the betterment of the most excluded and marginalized groups.

Women are named as vulnerable, marginal and excluded groups worldwide. Gender based exclusions from access to resources i.e. in particular land rights and common property resources, employment opportunities and income control, knowledge are mainly due to

patriarchy values. Exclusion of women from the public arena and devaluation of their work have been highly realized for long. It was realized that their subordination is embedded in their role as care – taker and nurturer (Pokhrel and Mishra, 2001:3). Furthermore, women are being deprived socio-cultural, economic, legal and political rights. Economic discrimination against women is responsible for socio-cultural, legal, educational and political backwardness of women in the context of Nepal (Pradhan, 2000:62).

Social exclusion is the root cause of disempowerment of women. Empowerment is seen as occurring at the individual and group level and, to an important extent has to do with increasing their access to assets, capabilities and voice; and helping them to realize the power, they gain from collective action. Indian sociologist Kamala Bhasin defined, "Empowerment means the enhancement of social aspect, self dignity, self reliance and going control over resources"(Chaulagai and Others, 2003:36).

Empowerment refers transforming existing resource and power relations in favor of those marginalized, deprived and disadvantaged groups and more generally women, who have faced severe limitations in exercising power and making voluntary choice (Shrestha, 2007: 58). So, unequal power relations or lack of power is the hindrance to women's empowerment. Equality and participation of women in all sphere is mostly needed. That is why; social inclusion is as the key pathway to empowerment of individuals and has at times tended to conflate empowerment and participation (<http://hdr.undp.org> accessed on 3rd June, 2008).

DFID/World Bank (2006:9) defined, as "Social-Inclusion is the removal of institutional barriers and the enhancement of incentives to increase access of diverse individuals and groups to development opportunities. And Empowerment is the enhancement of assets and capabilities of diverse individuals and groups to function, and to engage influence and hold accountable the institutions that affect them".

Hence, Social-Inclusion and Empowerment are closely related but separate concepts that through the social inclusion process, the empowerment process operates. Bennett put her statement that social inclusion and empowerment play their contemporary role for equity and development (Bennett, 2005).

2.3. The women's empowerment issues under the UN

On the issues of women's empowerment various conventions and conferences are held. Gender equality has become a motto for all international conventions and conferences

sponsored by the institutions under UN-umbrella. All UN conferences and conventions have emphasized women's participation and their empowerment and mainstreaming. Since the 1975 UN conferences on women (Mexico) the world community has acquired or great deal of knowledge about the situation of women worldwide and gained valuable insight into process of development from a gender perspective (Acharya, 1997: 1,7).

The three world conferences of UN-Decade for women held in 1975(Mexico City), 1980(Copenhagen) and 1985(Nairobi) were important mobilizing and awareness of the valuable opportunities for organizing locally, nationally, regionally and internationally and for influencing policy making (UNIFEM, 1995: 3).

At the very first UN Human Rights conventions had proclaimed that right of the people. It treated equally men and women as human being. The UN has been doing several works for women since its establishment. As a result of continuous efforts, the UN formed a commission to study the situation of women in order to promote their political, economic and social status in 1946. Then, UN passed conventions regarding the women's rights. The UN passed convention that women should have the political right to convert citizenship in 1952. Under this convention the following conventions raised the voice in the favor of equality:

The International Covenant on Civil and Political Right (ICCPR) 1966 has stressed overall right of men and women. It has recognized that everyone have equal rights to enjoy their civil and political, as well as their economic, social and cultural rights. It stressed that everyone have to be ensured for full participation in all sector for development (Surethri, 2002: 172-187).

The International Covenant on Education, Social and Cultural Rights (ICESCR) 1966 has proclaimed that everyone have the right to enjoy economic, social and cultural rights, as well as their civil and political rights. This covenant focused woman at first. Especially, in its articles no. 3 and 7 emphasized the women's rights separately. Article-3 stressed to ensure the equal right of women as men to the enjoyment of all economic, social and cultural rights. And similarly, article-7 emphasized on the equality of women in the employment opportunities higher and lower level. It stressed to ensure the participation of women in all sectors for fair wage and equal remuneration for work of equal value without any kind of discrimination (Surethri, 2002: 195-203).

The Convention on Elimination of all forms of Discrimination against Women (CEDAW) 1979 is the first legally binding convention on the women's issues. It concerned to eliminate the obstacles to the participation of women, on equal terms with men in the political, social,

economic and cultural life. This convention purposed to ensure the human rights of women and their fundamental freedom in the political, economic, social, cultural, civil or any other field. It focused the full movement of women such as education, employment, marriage and maternity field and political, which ensures their empowerment (Surethri, 2002: 214-223).

The ICPD 1994 has emphasized women empowerment and autonomy of women and the improvement of their political, social, economic and health status is a basic ends for a country's overall development and improving the equality of people's life. Therefore, it recommends full participation and partnership of both men and women in every sector (UN, 1994: 7). The ICPD recommended that each country should strive action to advance the status of women through their full participation in social and economical development including decision-making (Dangol, 2000: 78).

The fourth World women conference (1995) was held in Beijing, was the milestone in the field of women's issues. It has identified the twelve critical concerns area of women. It has focused on women empowerment and development by promoting their social, economic and political participation. The critical areas of concern of Beijing, emphasizing that the advancement of women and the achievement of equality between women and men are a matter of human rights, social justice and women's empowerment. All the actions of Beijing and Beijing+5 review has given main focus on women's right and empowerment through their equal participation in all aspects of production, employment, income-generating activities and social activities, full involvement in decision-making and policy making activities.

The MDGs (2000) has focused that by empowering women, the sustainable development will be achieved. It forced to ensure the women's education, their reproductive, productive rights as well as combating all kinds of discriminations against women. Therefore," promote gender equality and empower women" is one of the goals of the MDGs.

2.4 Status of World's Women

2.4.1 Education Status

In much of the world, women have progressed towards equal educational enrollment rates with men at all levels of schooling, but huge gaps persist between men and women's educational achievement. Many girls and women still do not receive equal access to educational and training resources.

In Sub-Saharan Africa, Southern Asia and Western Asia illiteracy rates highest_ more than 70 percent of women aged 25 and over are illiterate. In eastern and south-eastern women aged 25 are still illiterate.

Girls' enrollments have caught up with boys' in most countries in the developed regions and in Latin American and the Caribbean. But they still lag far behind in Sub-Saharan Africa and in Southern Asia, where they have been increasing faster than boys' but from lower level base. Women increasingly are enrolling in colleges and Universities, but enormous disparities remain among countries. In the developed regions, western Asia, some countries of Southern Africa, and Latin America and the Caribbean, the numbers of women and men in high education have become nearly equal due to rapid increase in female enrollment. But by contrast, the Sub-Saharan African and Southern Asian countries enroll fewer than 30 women per 100 men in higher education (UN, 1991:45).

2.4.2 Economic Status

Although women are economically active, and female labor participation is underreported, many women are excluded from economic activities. Women are over represented in activities on land holdings often as unpaid family workers a sphere, which tends to disappear with the monetization of agriculture. Women are also active in the urban labor market, which is highly segmented and where barriers to entry are much greater for women than men. Thus, female labor market participation may mean inclusion, access to gainful activities (de Haan, 1995).

Women everywhere contribute to economic production. As officially measured, 46 percent of the world's women aged 15 years and above are economically active. At least another 10-20 percent of the world's women are economically productive but not counted as part of the labor force because of inadequate measurement.

In many parts of the developed regions, there have been increases in women's economic activity rates over the past two decades. women's highest shares in wage and salaried employment are in eastern Europe and the Soviet Union, something that could change as new economic policies create wide spread unemployment there. Women tend to be in clerical, sales and domestic services. Women hold a mere 10-20 percent of managerial and administrative jobs worldwide and less than 20 percent of the manufacturing jobs.

In every country having data, women's non-agricultural wage rates re substantially lower than men's. The average gap is between 30-40 percent; their income remains lower (UN, 1991: 4-5).

2.4.3. Political Status

Women are poorly represented in the ranks of power policy and decision-making, women make up less than 5 percent of the world's heads of state, heads of major corporations and top positions in international organizations. Women continue to be denied equal access to high-status and high-paying positions but there has been some progress since United Nations Decade for women began in 1976. Many countries have set up special offices to review complaints of discriminatory practice in political parties, parliaments, Unions and professional organizations (UN, 1991:6).

Women have the right to vote and they do, but the proportion of women in parliament is not high. In 1987 only 10 percent of countries' parliamentarians on average were women. There 3.8 percent, were headed by women at the end of 1990. Only 3.5 percent of the top of the world's cabinet ministries is a woman and women hold no ministerial positions in 93 countries of the world (UN, 1991: 31-32).

Women's political participation at the political level is very less even in highly developed countries such as America, Europe. The United State of America, which has been preaching practices of democracy, equality and human rights to the world, is very conservative regarding women's participation in politics. The participation of women in the world politics, there is only 13.7 percent. As per UNDP statistics, there is 43 percent women participation in politics in Sweden, 37 percent in Netherlands, 35.8 percent Norway and 30.4 percent in Finland. Women's participation in politics has become an issue of serious contemplation since the UN World conferences on women and Development in 1975 to the fourth world women's conference in Beijing, China in 1995(Dhital, 2005: 97-100).

Women are grossly underrepresented in economic decision-making. Rarely found in high positions in finance ministries, central banks or foreign trade departments. Administrative and managerial workers including legislative officials, government administrators and managers make up elite of 2 to 3 percent of all workers. That proportion averaged 18 percent in the developed regions, 13 percent in Africa and 10 percent in Asia and Pacific (UN, 1991: 35).

2.5. Women Status in Nepal and Empirical Literature

Men and women are situated in society not only differently but also unequally – women get less of the material resources, social status power and opportunity for self-actualization and

this inequality results from organization of the society not from any biological or personality differences between men and women. The subordinated status of women in the context of Nepal can be viewed from the study on women and poverty, education and training status, women and health, violence against women, women and economy, women in power and decision making, and institutional arrangement of women. The other areas of concern should be women and media, the human rights of women, and inclusion of women in the sectors, which necessarily would result in empowerment of women in private and public life as well. In Nepal only a few (14%) of women are household heads (NLSS, 2004) and only 17 percent of women own either house land or livestock (CBS, 2002). Large proportion of women are engaged in agriculture (49.3 %) and 43.6 percent are engaged in elementary works (Pradhan, 2004: 55). The adult female literacy (15 years+) is accounted only to be 34.9 percent (CBS, 2003), which shows the pathetic social condition of women. The women participation in the local election (19.33 %), professional jobs (18.75 %), women share in income (0.302%) and GDI and GEM of 0.452 and 0.391 respectively shows the lowered social condition in Nepal (UNDP, 2004).

Nepalese women have got the voting rights as well as stand for election in 1951 but women in government at ministerial level only 7.4 percent (UNDP, 2008:326-332). Women's representation in political and administrative offices is very poor. There is a strong tendency among political parties to confine themselves to the constitutional minimum (5%) when it comes to fielding candidates in elections. Similarly in the judiciary, women judges all out for only 1.3 percent of the total no. of judges. The Supreme Court has only one women-judge. In other constitutional bodies women occupy some positions at the middle management level, leaving all decision-making positions for men. The public service commission has one women member. The NPC has never women member. Poor representation of women can also be observed in the cabinet (CEDAW, 2002:4).

In recent times, the social and political participation of women has slightly been increased when the state formed a policy of positive discrimination but which is not in a satisfactory condition. The interim constitution of Nepal 2007 has provided 33 percent reservation in all ate mechanism based on the caste/ethnic composition of women through the amendment of relevant laws and policies. It has also repealed of all discriminatory laws as according to the Nepalese international commitments. The state has taken the policy of increasing the access to and control over natural resources, making National Women Commission (NWC) autonomous, eliminating all discriminatory social norms to women and building women's capacity by providing modern skills and training are some positive actions to improve the

condition of women in Nepal. Furthermore, property rights, sexuality rights, abortion rights and marriage and family laws after the 11th amendment of Civil Code in 2002 and further improvisation by Interim Constitution 2007 are important benchmarks in the process of women empowerment.

2.6. Institutional mechanism for the advancement of women

A number of institutional arrangements have been made as an effect of the Beijing Conference for the advanced of women. They include:-

- 1 Establishment of separate ministry of women and welfare (renamed MWCSW).
- 2 Establishment of the National Commission on women.
- 3 Formation of the National Women Co-ordination Committee under the chairpersonship of the minister for MWCSW.
- 4 Establishment of an informal caucus of women parliamentarians.
- 5 Creation of Child Welfare Committees in all 75 districts.
- 6 Separate women cells at the police headquarters and in some districts.

2.7. Women's Issues in Development plans of Nepal

Nepal has ratified all the international conventions on the issues of gender equality, women's participation and women empowerment. Nepal government is trying to manage the fundamental changes in its traditional institutional structure, attitudes and practices called for by those international commitments (UNFPA, 2007: 35).

The plan to uplift the status of women began with sixth five-year plan. The sixth five year plan attempted to increase empowerment for women through creating opportunities both formal and informal educations involving women in agricultural training, cottage and other small industries as well as population control activities. Similarly, the seventh five-year plan stated the legal reforms would be affected to remove provisions hindering women's participation in national development (Pantha, 2004: 4).

The eighth plan promises to include program designed to enhance women's participation in economic and social sectors such as agriculture, forestry, industry, education and health (Acharya, 1997: 23). It also emphasized increasing women representation at decision-making levels in the government, non-government, at semi-government sectors (UNFPA, 2007: 35).

A gender approach to development was reflected fully only in the ninth plan. The plan adopted mainstreaming, eliminating gender inequality and empowerment has its major strategies. In policy terms it promised to integrate gender in all sectors at the regional and

national levels and to eliminate gender inequality. For the empowerment of women it included mandatory representation of women in formulating policies and programs at all levels and ensuring equal rights in ownership of land and the services others services.

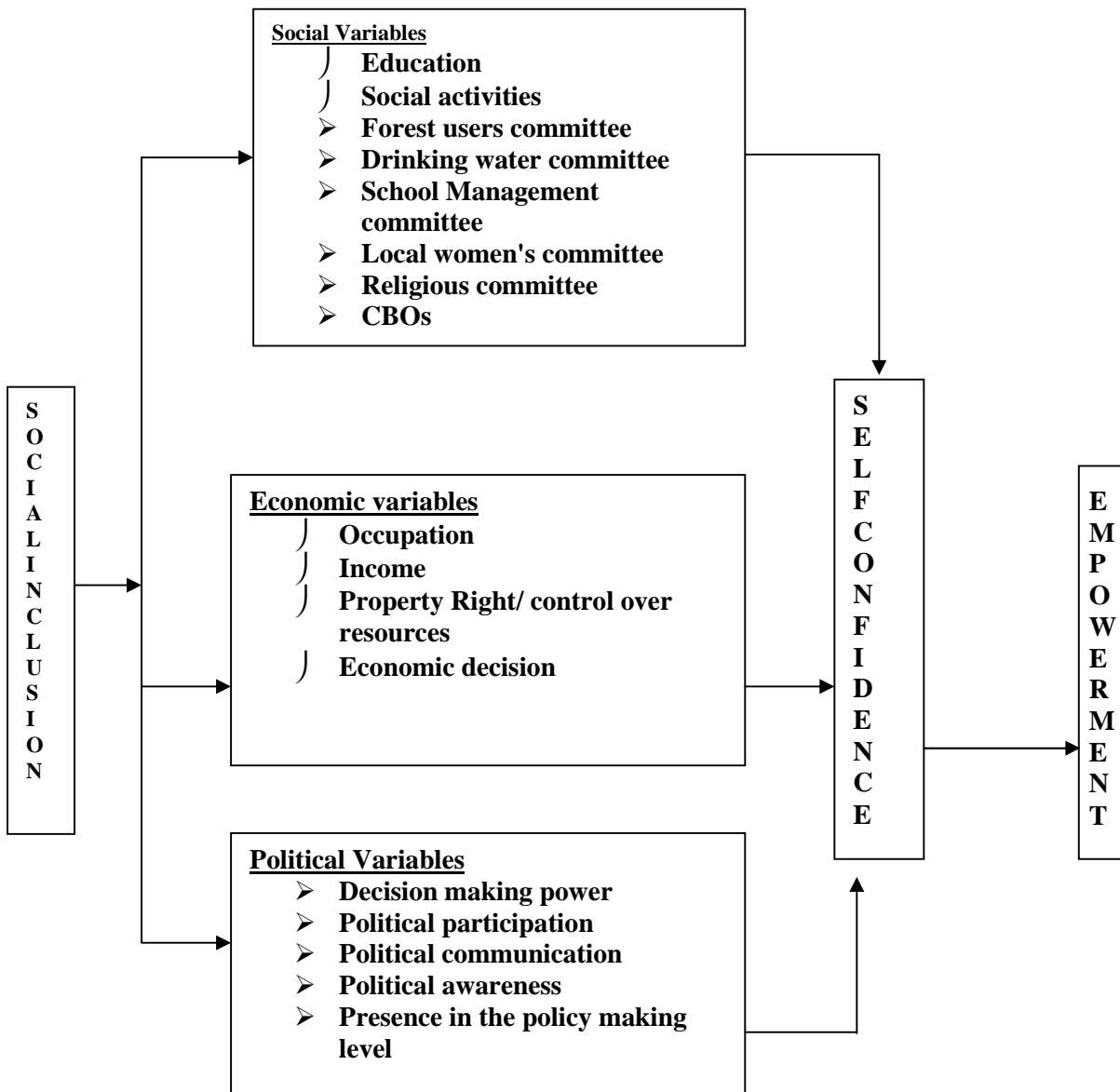
The tenth plan has integrated gender concerns in the program of some major sector traditionally accepted as important for women; including agriculture, education, health and local development, public administration and decision-making positions of government services.

2.8 Conceptual Framework

Empowerment of women is determined by their participation. Social inclusion as the participation, therefore social inclusion of women is the key pathway for the empowerment.

In the framework, Social inclusion of the women is the independent variables that determined their empowerment. Social, Economic and Political participation of the women play the significance role to strength their self-confidence that ultimately leads toward their empowerment.

The social variables such as Education, Social Activities; FCC, DWC, SMC, LWC, RI and Others, the economic variables such as Occupation, Income, Property ownership, Economic decision and Agriculture decision, And the political variables such as Political participation, Political communication, Presence in the policy making level and decision making power are observed as the intermediate variables.



CHAPTER III

RESEARCH METHODOLOGY

This chapter represents overall research methodology, which had been applied for this study in order to meet the research objectives.

The proposed study is based on the primary sources of information. Information had been collected using both qualitative and quantitative tools. Several techniques such as household survey and focus group discussion with married women 15 years and above had been conducted meeting them personally. However, the female aged 15 years and above were the respondent of the questionnaire; some selected male young males were also used for the crosschecking and verification of the information.

3.1. Sample Area

The sample design applied here reflects a determination to conduct a situation analysis of social inclusion of females and their empowerment with respect to the female participation, decision-making process and economic independence of women. For the depth study on the related issue the proposed study area was Bhattedanda and Badikhel VDCs of Lalitpur District, which are the adjoining villages near to the capital city of the country, where the process of discrimination and exclusion are rampant.

Wards had been selected purposively based on consultative meeting with the CBO, GOs working in the sector of women empowerment and with the key political and social personnel of the Bhattedanda and Badikhel VDCs.

3.2. Sample Size

Determining the sample size is the most important and difficult task of the field study. This study has been focused on the process of inclusion of women and their empowerment in the city areas from the policymaking level as well as within the social structure. For this research study, the total sample size was 150 households of 6 selected wards of two VDCs. The respondents were the married women of aged 15 years and above. The selected 6 wards were wards 3, 5 and 7 of Bhattedanda VDC and wards 1, 6 and 9 of Badukhel VDC. Among 150 households, each ward covers 25 Households. And from each household, a woman of age 15 years and above was interviewed.

All the households of the sampled wards had been included for administering the household interview schedule.

A three-staged interview was proposed. In the first stage, all the sampled households in the cluster had been interviewed to generate household level basic information such as number of family members in the household, literacy status, economic status, marital status, etc. The first stage household interview had identified the respondents' status in the society. Such household was; then, went through the second stage of the detailed investigation, which had been focused on the aspects needed to meet the objectives of the study. For administering the individual questionnaire at least a women in the household had been asked for the response. Such individual schedules had been asked separately to any one female members of the household who were eligible to respond. In the third stage, focus group discussions (FGDs) were carried out to assess the qualitative aspects of social exclusion/inclusion in the areas. The data had been collected from direct interview and focus group discussion (FGDs).

3.3. Nature and Sources of Data

This study depends mainly upon primary data. Primary data had been obtained from the field survey through household survey, observation, and informal interview. From field survey primary data had been collected in the study area. Secondary data had also been used wherever necessary.

3.4. Sampling Procedure

Due to the nature of the study, Multistage-sampling procedures had been adopted. In the first stage, Bhattedanda and Badikhel VDCs had been chosen to be the area of this research considering time, resources and distance. The three wards from each VDC had been selected purposively in consultation with stakeholders, local people and relevant offices.

In the sampled wards, the researcher visited the area and consultation had been made with the local people. Since the study concentrated to bring out the main issues of Social Inclusion of women and their Empowerment, it was randomly decided to select 25 households from each ward. In this way, 150 households have been selected from the six wards.

In the final stage of sampling that was for selection of the respondents, it was decided to ask one of the married women aged 15 years and above identified in the sampled household irrespective of her caste/ethnicity, religion, and occupation and education status. Therefore, 150 respondents had been selected for the detail interview regarding this study.

For collecting the information, a two-staged interview had been carried out in the sampled household. In the first stage, information on the households in the sampled wards has been received by interviewing with household head (either male and or female) or other knowledgeable people of the house. This sort of interview mainly aimed to generate household level basic information such as family size, and their demographic and socio-economic status.

In the second stage, the detailed investigation had been carried out which was focused on the aspects needed to meet the objectives of the study. The information had been collected from married women aged 15 years and above. And finally, a focus group discussion (FGDs) in two wards among the selected females had been carried out to assess the qualitative information of the study.

3.5. Data collection Techniques and Tools

Household Survey

Interview had been conducted to receive information for the households, the socio-economic and demographic characteristics of the household members and perception of the respondents on the research issues. For this research, the questionnaire was the basic tool of the study. During the research study, the data were collected with the help of both structured and semi-structured questionnaires. The researcher, based on the answers received from the respondents, had filled the question sheets.

The questionnaires has been prepared to obtain general information, socio-economic conditions and their participation in social activities, participation in decision-making, which mainly explore their empowerment conditions. There were two separate questionnaires for the household and individual information of the respondents.

The main contents of the questionnaire were as follows:-

- 1 Education
- 2 Marital Status
- 3 Occupation/Income
- 4 Property Ownership
- 5 Political Participation
- 6 Participation in Social Activities
- 7 Decision-making power and involvement in decision on socio-economic aspects
- 8 Agriculture decision-making power

9 Knowledge about their rights

Observation

A simple observation had been also arranged on the life styles of family and their subsistence pattern. The researcher interacted with the respondents' parent in-law, husband, son/s, daughter/s and other member of the household on various rounds so as to validate the information to receive from other tools.

Focus Group Discussion (FGDs)

In order to access the qualitative information on the process of social inclusion of women, only 2 separate FGDs in each VDC had been conducted. The participants had been identified in the process of interview. From FGDs, the level of the feelings of social inclusion and empowerment of women has been found.

3.6. Data processing an Analysis

The Data were collected trough various tools, instruments and sources. The collected data have been processed using computer based applications, which were required for the reliability of analysis of social science research. Based on the software, the collected data were analyzed and statistically interpreted by using methods such as simple frequency distribution, percentage distribution, cross tabulation wherever necessary. Figures had been also used to analyze the information. Most of the data were calculated and tabulated with simple percentage.

3.7. Ethical Issues of the Research

Ethical Issues are critical aspects for the conduct of research, which are moral principles or beliefs about what is right or wrong. They are also associated with the power relationship between the researcher and those who grant access to information. During the research period, the following ethical issues had been considered:

- 1 The respondents were clearly informed about the purpose of the study.
- 2 The researcher had considered the social and cultural values of the study area.
- 3 The respondents had been participated as their willingness and confidently; not any kind of forces used.
- 4 The respondent's identity and privacy have not been disclosed in any way.

CHAPTER IV

INTRODUCTION TO HOUSEHOLD POPULATION

This chapter represents the socio-economic and demographic characteristics of the household population of the study area.

4.1. Age-sex composition of the household population

The age-sex composition of a population is important in demographic analysis. A population's age and sex composition is considered as a map of its demographic history. If age composition is destroyed, all age-specific information of vital events is eventually destroyed. The various demographic events differ in different age and sex. Therefore, age-sex composition has significant implications.

Information on age and sex of each household member were obtained from the married women of age 15 years and above. In 150 sampled households, the total population was 836 with 386 male and 450 female populations (Table 4.1).

Table 4.1: Distribution of the Population by age and sex (Age and Sex Structure of the population)

Age Group	Sex				Sex ratio	Total	
	Male		Female			No	%
	No.	%	No.	%			
0 - 4	35	9	29	6.4	120.7	64	7.66
5-9'	31	8.1	37	8.3	83.8	68	8.13
10-15	36	9.3	48	10.7	75.0	84	10.05
15 - 19	53	13.7	64	14.2	82.8	117	14.00
20 - 24	39	10	64	14.2	60.9	103	12.32
25 - 29	37	9.7	53	11.8	69.8	90	10.77
30 - 34	36	9.3	29	6.4	124.1	65	7.78
35 - 39	24	6.2	34	7.5	70.6	58	6.94
40 - 44	22	5.6	23	5.1	95.7	45	5.38
45 - 49	23	5.9	25	5.6	92.0	48	5.74
50 - 54	17	4.4	14	3.2	121.4	31	3.71
55 - 59	11	2.8	9	1.9	122.2	20	2.39
60 - 64	12	3.1	11	2.4	109.1	23	2.75
65 - 69	2	0.6	4	0.8	50.0	6	0.72
70 +	8	2.2	6	1.3	133.3	14	1.67
Total	386	100	450	100	85.8	836	100.00

Source: Field Survey, 2008

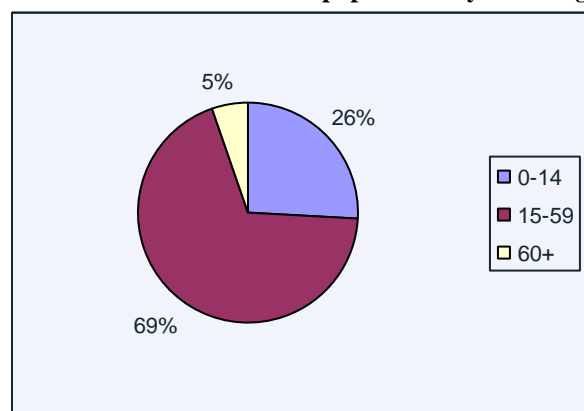
The majority of the population was found in age group 15-19 years (14.0%) and lowest in age group 65-69 years (0.7%). The proportion of female population was highest in age groups 15-19 and 20-24 years with 14.2 percent and 14.2 percent respectively followed by age group 25-29 years (11.8%). Similarly, the highest proportion of male population was found in age

group 15-19 years (13.7%) followed by age group 20-24 years (10.0%). The lowest proportion of male and female population was found in age group 65-69 years (0.6% and 0.8% respectively).

The sex ration in the study population was found to be low. This indicates that the number of females is higher than males. However the sex ration was found irregular in every age group. It is high in the age group 0-4 and is also high in the age 30-34. Similarly it is high in the age group 50-54, 55-59, 60-64 and 70 and above. Similarly, the overall dependency ratio was recorded to be 30.13 and child dependency and old age dependency was found to be 37.66 and 7.53 respectively (Table 4.1 calculation not shown).

Figure 4.1: Age distribution of the household population by broad age

If we examine the age composition in economic term, people below 15 years and 60 years above are supposed to be economically inactive that means “Dependent population” and age 15-59 years is economically active population. In the study area, the economically active population age 15-59 years were found 69 percent where the remaining population was found as dependent population (Fig. 4.1).

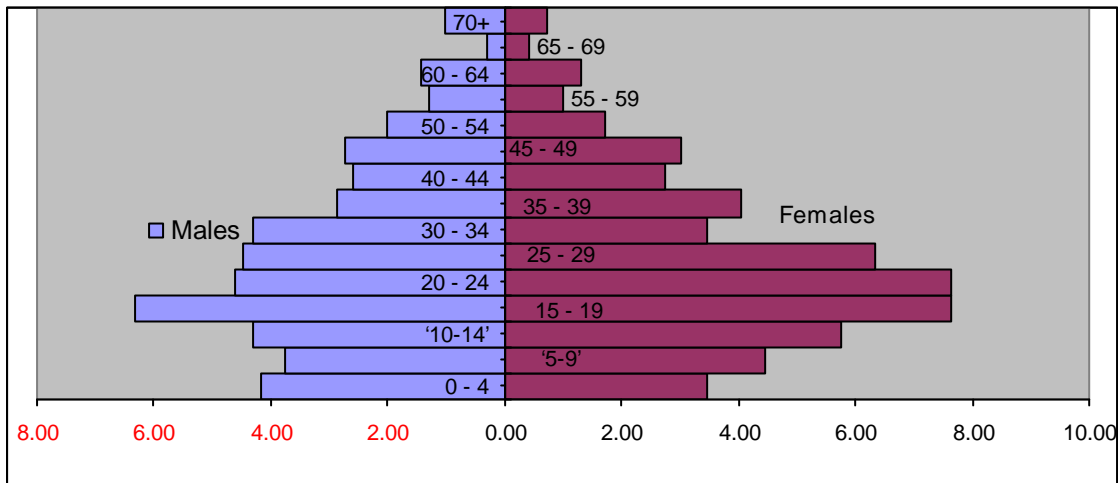


4.1.1. Population pyramid

In general population pyramid is a kind of sliding bar chart which graphically represents the population of defined geographically regions. It is believed that a pyramid represents whole status of any region.

The pyramid of the study area represented that, there were high economic active population. The dependent population was low than the independent population. This pyramid showed that in study area fertility rate was declining and, infant and child mortality were also declining. It was also shown that life expectancy at birth was increasing because its apex was quite wide. (Fig. 4.2)

Figure 4.2: Population pyramid of the household population

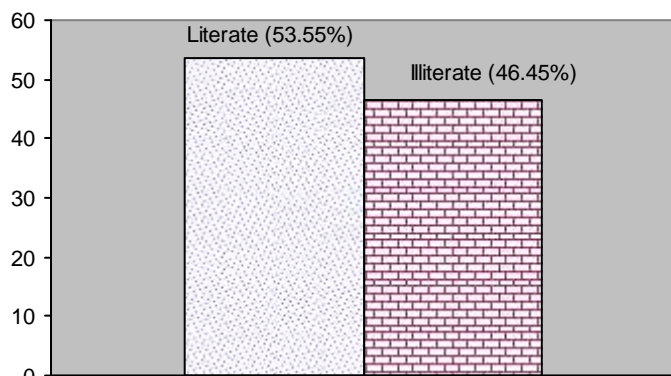


The age structure of the pyramid shows that the population in the younger age group is also declining but the population in the age group 15-19 and 20-24 shows that there is the possibility of population expansion in the near future.

4.2. Educational Status of the Household Population

Education plays a vital role to bring changes in socio-economic status of the people as well as a nation. The higher literacy status and educational attainment affects the people's Participation in socio-economic, developmental as well as in policy making level. Education enhances the ability and capacity of human being to judge for right and wrong. Out of the total household population of six year and above, around 54 percent of the population were literate and around 46 percent were illiterate (Figure 4.3).

Figure 4.3: Population distribution by their literacy status (6 years +)



Educational attainment of the population ranges from grade one to masters and above. Among the literate population, 53.8 percent population had primary or no education at all. Around 34 percent of the population was in between grade 6 to 10 followed by 8 percent in SLC or Intermediate and around 3 percent in Bachelor or above than that. (Table 4.2).

Table 4.2: Distribution of population six years and above by their literacy status

Literacy Status	Sex				Total	
	Male		Female		No.	%
	No.	%	No.	%		
Literate	209	60.40	198	47.83	407	53.55
Illiterate	137	39.60	216	52.17	353	46.45
Total	346	100.00	414	100.00	760	100.00
Educational Attainment						
Primary No Schooling	95	45.45	124	62.63	219	53.81
Some secondary(6 to 10th Grade)	77	36.84	63	31.82	140	34.40
SLC /Intermediate	25	11.96	8	4.04	33	8.11
Bachelor Plus	12	5.74	3	1.52	15	3.69
Total	209	100.00	198	100.00	407	100.00

Source: Field Survey, 2008

Education by sex was found unequal among the study population. Female literacy is far lower than that of males (60.4% and 47.83% respectively). Female educational attainment seems to be high in primary level or they are literate through informal education. The proportion of female population in primary or level is accounted to be around 63 percent as against around 45 percent of male. But in higher classes the female proportion continues declining. And there were only three persons having education bachelors and above. So, it can be concluded that still women were excluded from higher educational opportunities.

4.3. Marital Status of the Household Population

Marriage is universal in our society. In Nepal, marriage is compulsion for both men and women. Marriage determines the social roles and responsibilities of the people. So it is called social institutions.

Table 4.3: Distribution of population 10 years and above by their marital status

Marital Status	Sex				Total	
	Male		Female		No.	%
	No.	%	No.	%		
Never Married	125	39.1	112	29.2	237	33.70
Married	193	60.2	243	63.2	435	61.84
Widow	3	0.8	22	5.7	24	3.47
Divorced			1	0.3	1	0.16
Separated			6	1.6	6	0.85
Total	320	100	384	100	704	100.00

Source: Field Survey, 2008

In the household population age 10 years and above, majority of the population were married (61.8%). Similarly 33.7 percent were unmarried followed by 3.4 percent widow. The proportions of divorced and separated were 0.2 percent and 0.9 percent respectively (Table

4.3). The highest proportion of married population was females (63.2%) because their marital life begins early and the highest proportion of unmarried population was males (39.1%). The proportion of widow among males seems negligible (0.8 %) because of the tradition of remarriages and lower life expectancy. Females widowed are far higher than the males. (Table: 4.3).

4.4. Occupation of the household population

Occupation is an indicator of economic condition of a person. Overwhelming proportion of household population age 6 year and above were engaged in agriculture (37.24%) followed by students (16.84%). Other occupations identified in the household populations were household work (14.34%), daily wages (non agriculture) (11.32%), daily wages (agriculture) (9.34%) and service (2.24%). The involvement of female was much of less than male in income generating occupation. Broadly, the population engaged in non agricultural activities including service, business, wage (non agriculture) student, teaching, foreign labor, household work and currently not working comprised around 44 percent of the total occupation. Only females (23.43 %) were household workers which seem to be relevant to say economically active population.

Table 4.4: Distribution of population six years and above by their occupation

Occupation	Sex				Total	
	Male		Female			
	No.	%	No.	%	No.	%
Agriculture	152	43.93	131	31.64	283	37.24
Service	14	4.05	3	0.72	17	2.24
Business	7	2.02	6	1.45	13	1.71
Daily Wage(Agriculture)	27	7.80	44	10.63	71	9.34
Daily Wage (Non-Agriculture)	54	15.61	32	7.73	86	11.32
Physically Not able to work	4	1.16	11	2.66	15	1.97
Student	54	15.61	74	17.87	128	16.84
Currently Not working	1	0.29	1	0.24	2	0.26
Household work	12	3.47	97	23.43	109	14.34
Teaching	5	1.45	1	0.24	6	0.79
Foreign Labor	14	4.05		0.00	14	1.84
Social worker	1	0.29	1	0.24	2	0.26
Don't Know		0.00	1	0.24	1	0.13
Not Stated	1	0.29	12	2.90	13	1.71
Total	346	100	414	100.00	760	100

Source: Field Survey, 2008

Female participation in household work (23.43%) and daily wage (agriculture) (10.63%) and student (17.87%) were higher than males but in income generating activities such as

agriculture (43.93%) services (4.05%), business (2.2%) and in teaching (1.5%) male participation is higher. The list of the category shows that only males were gone for the foreign labor (4.05%) (Table 4.4).

CHAPTER V

INTERPRETATION AND ANALYSIS OF DATA

This chapter deals with the socio-economic and demographic characteristics of the study population and also deals with their political participation, political awareness and decision making characteristics.

5.1 Demographic characteristics

5.1.1. Age-composition of the respondents

The age structure plays a significant role in demography whether it influences the values, roles, social mores, responsibilities, social relation and fundamental social hierarchy. In the study from the 150 sampled respondents, their ages were broadly grouped as 15-29, 30-49, 50-64 and 65+ years of age.

In the sampled population, 46 percent respondents were found in age group 30-49 years, where 32.67 percent respondents were in age group 15-29 years. Only 5 respondents above 65 years were included in the study (3.33 %) and the mean age of the respondents was recorded to be 38.77 years (Table: 5.1.1).

Table 5.1.1: Distribution of the respondents by broad age group

Age group	No.	%
15-29	49	32.67
30-49	69	46.00
50-64	27	18.00
65+	5	3.33
Total	150	100.00
Mean age of the respondent		38.77

Source: Field Survey, 2008

5.1.2. Marital status of the respondents

Marital status is another important determinant, which changes the life cycle of a woman. As we know, marriage is essential and universal in our society. It determines women's position within family as well as her status within society. Females' roles are increased in family only after her marriage and her decision making power is accepted if she is considered to be married. Out of 150 respondents, 90 percent respondents were married followed by widow (9.33%) and separated (0.67%) (Table 5.1.2).

Table 5.1.2: Distribution of the respondents by marital status

Marital Status	No.	%
Married	135	90.00
Widow	14	9.33
Separated	1	0.67
Total	150	100.00

Source: Field Survey, 2008

5.1.3. Age at marriage of the respondents

The age at marriage is also an indicator of socio-health status of the women. In this study, the age at marriage of the respondents were categorized into 5 groups such as; <10 years, 10-14 years, 15-19 years, 20-24 years and 25+ years. It was observed that half of the respondents (50%) had got married at the age 15-19 years followed by age group 10-14 years (20%). This study had shown that more than three quarters of female had got married within their teenage period (Table 5.1.3).

Table 5.1.3: Distribution of the respondents by their marital age-group

Marriage age-group of the respondents	No.	%
<10	2	1.33
10-14	30	20.00
15-19	75	50.00
20-24	33	22.00
25+	10	6.67
Total	150	100.00
Mean Age of Marriage		18.91

Source: Field Survey, 2008

5.2. Social characteristics

5.2.1. Caste/ethnicity of the respondents

Nepal is a state of multi cast and ethnicity. In the sampled area various caste and ethnic groups were found. Among these identified caste and ethnicity, they were categorized into 5 broad caste groups i.e. Brahmin, Chhetri, Newar, Hill Janajati and Hill Dalit.

In Chhetri caste group, Sanyasi and Yadav caste groups are also included and for the ease of the analysis the Hill Janjaties are included in the lump sum category i.e. Tamang, Magar, Rai, Lama, Gharti, and Hayu and in Hill Dalits, Damai and Kami were included in the analysis of the data based on the broad caste and ethnic group.

Table 5.2.1: Distribution of the respondents by their caste/ethnic group

Caste group	No.	%
Brahmin	38	25.33
Chhetri	44	29.33
Newar (including Newar Dalits)	39	26.00
Hill Janajaties (Includs Tamang, Sherpa Lama, Rai and Gurung)	20	13.33
Hill Dalits (includes Damai, and Kami)	9	6.00
Total	150	100.0

Source: Field Survey, 2008

The majority of the respondents were from Chhetri (29.33%) and Newar (26%) caste groups. Other caste groups were Brhman (25.33%), Hill Janajaties (13.33%) and Hill Dalits (6.0%) (Table 5.2.1). The table exhibits the study area is full of Khas. Around 55 percent of the respondents were from the Khas ethnic group.

5.2.2 Religion of the respondents

Religious composition is the important social characteristics of population. Religion also plays a vital role to unite a society and keep solidarity among its members. It is also a factor that determines the role and responsibilities of a woman; because different religious groups have their own traditional values and systems which govern people beliefs.

In the sampled population, four religious groups were found. The majority of the respondents from Hindu religion (76%) followed by Buddhist (20.67%). Out of the 150 respondents, only three people were found in Kirant and two people in Christian religious group. (Table: 5.2.2).

Table 5.2.2: Distribution of the respondents by religion

Religion	No.	%
Hindu	114	76.00
Buddhist	31	20.67
Kirant	3	2.00
Christian	2	1.33
Total	150	100.00

Source: Field Survey, 2008

5.2.3. Educational status of the respondents

Education is the main part of personal as well as societal development. It has a multidimensional significance. Education is also considered to be an indicator of women empowerment. Greater participation of women in education is the backbone of their empowerment.

Only 60.67 percent of the respondents were found to be literate and remaining 39.33 percent were illiterate. Among the literate respondents, the majority of the respondents had attended the primary level of education (32.97%). Very negligible percent of the respondents had attained higher education. Over 90 percent of the respondents had the educational status below SLC, Intermediate or equivalent. Only two respondents had secured university education (Table 5.2.3 (a)).

Table 5.2.3 (a): Distribution of the respondents by Educational status

Literacy Status	No.	%
Literate	91	60.67
Illiterate	59	39.33
Total	150	100.00
Educational Attainment		
Below grade one	24	26.37
Primary	30	32.97
Lower Secondary	13	14.29
Secondary	18	19.78
SLC, IA or equivalent	3	3.30
Bachelor	1	1.10
Masters +	1	1.10
Not Stated	1	1.10
Total	91	100.00

Source: Field Survey, 2008

After marriage, only 12 percent (18) respondents had taken education. Remaining 88 percent had not taken any formal or informal education. In almost all caste/ethnic groups, the educational attainment after marriage seems equal. Table 5.2.3 (b)).

Table 5.2.3(b): Distribution of the respondents by education of attainment after marriage

Education After Marriage	No.	%
Yes	18	12
No	132	88
Total	150	100

Source: Field Survey, 2008

Among the reasons for not taking education after marriage, 21 percent of the respondents said that they had no interest for further education. One forth (25%) of the respondents had the response that their family members didn't like to send them to educational institutions after marriage and the same proportion (25%) of them indicated the reason of early marriage. Around 15 percent of the respondents said that the traditional belief that the women shouldn't get education after marriage was the main reason for not taking the education after marriage.

They also reported that because of economic reasons (9.09%), early pregnancy (11.36%), and household activities (18.88%) for which they were not getting opportunities for further study after marriage (Table 5.2.3 (c)).

Table 5.2.3(c): Distribution of the respondents by reasons for not taking education after marriage

Reasons for not taking education after marriage	No.	%
Not Interested for further Study	28	21.21
Husband/family didn't want	33	25.00
Due to Early Marriage	33	25.00
Economic Reasons	12	9.09
Traditional Belief	20	15.15
Due to Early Pregnancy	15	11.36
Left without reasons	11	8.33
No School Nearby	4	3.03
Household Activities	24	18.18
Due to illness	1	0.76
Total	181	-

Source: Field Survey, 2008

Only 30.67 percent of the respondents had reported that they were not satisfied with their current educational status whereas 69.33 percent said that they were mildly or fully satisfied with their educational status (Table 5.2.3 (d)).

Table 5.2.3(d): Distribution of the respondents by satisfaction with current educational status

Satisfaction With their education	No.	%
Yes	104	69.33
No	46	30.67
Total	150	100.00

Source: Field Survey, 2008

5.2.4. Family types of the respondents

The family background determines the future of an individual. Family plays an important role to determine the career of a woman because of the social structure. In our society, a woman should fully depend upon their family, and without their permission and decision she is helpless to do anything on her own. It is believed that in nuclear family, a woman can get some extent of choices to do something freely than in a joint family.

Less than a quarter of the respondents (22.4%) were from the joint family and remaining 76 percent respondents were from nuclear family and 2 percent were living in extended family (Table 5.2.4).

Table 5.2.4: Distribution of respondents by their family types

Family type of the respondents	No	%
Nuclear	114	76
Joint	33	22
Extended	3	2
Total	150	100

Source: Field Survey, 2008

5.2.5. Head of the household of the respondents

Head of the household receives higher respect in Nepalese society. Generally, the eldest male member of household is regarded as head. Being male dominated society, most of households reported the male members to be the head of the household regardless of their age, social position and economic activity within household.

In the study area, out of 150 sampled households, only 27 female-headed households were reported where remaining 123 households were male-headed household (Table 5.2.5).

Table 5.2.5: Distribution of the respondents by household head

Head of the HHs	Male		Female		Total	
	No.	%	No.	%	No.	%
	123	82.	27	18	150	100.0

Source: Field Survey, 2008

5.3. Economic characteristics

5.3.1. Engaged in income generating activities

In the study area majority of the respondents had not engaged in any kind of income generating activities. Out of 150 respondents, only 44.67 percent had reported that they had been contributing to the household income by being engaged in some kinds of activities but 55 percent of the respondents were not accounted to be engaged in any kind of income generating activities. This could be the reason that household activities including some minor agriculture activities were not taken as income generating activities by the respondents. In all caste/ethnic groups, majority respondents had reported that they had not participated in any income generating activities so far (Table 5.3.1).

Table 5.3.1: Distribution of the respondents by engaged in income generating activities

Engaged in income generating activities	Total	
	No.	%
Yes	67	44.67
No	83	55.33
Total	150	100.00

Source: Field Survey, 2008

5.3.2. Sources of income

Among 44.67 percent respondents who were involved in income generating activities, majority of the respondents' sources of income was agriculture of livestock (28.36%). Nearly one fifth of the respondents (19.40%) responded that labor in non agriculture sector was the main source of their household income. other major source of income in the place of residence were service (17.91%), business (16.42%) and teaching (14.93%) in governmental and non governmental school (Table 5.3.2).

Table 5.3.2: Distribution of the respondents by sources of income

Sources of income	No.	%
Agriculture/ Livestock	19	28.36
Business/beauty parlor/	11	16.42
Labor in non agriculture	13	19.40
Job/ Services	12	17.91
Teaching	10	14.93
Tailoring	2	2.99
Total	67	100.00

Source: Field Survey, 2008

5.3.3. Monthly income level of the respondents

The income level of the respondents was not found well in the study area, almost above the level of poverty level. Around 48 percent of the respondents' income level was below 10,000. This category ranges from 500 or lower than that to 10,000 monthly. Around a quarter of the respondents (25.37%) of the respondents had the income level in between 10,000-20,000 per month and only 8 persons (11.94%) were able to earn above 25,000s monthly from different occupations. This shows that income generating activities and level of income is not only subsistence based. The proportion of the respondents in the income levels might be imperfect because of the perceived fear to tell their income level to the new interviewer. The real income level of the respondents might be higher than that (Table 5.3.3).

Table 5.3.3: Distribution of the respondents by their level of income

Income level	No.	%
Below 10,000	32	47.76
10,000-20,000	17	25.37
20,000-30,000	10	14.93
30,000+	8	11.94
Total	67	100.00

Source: Field Survey, 2008

5.3.4. Reasons for not engaging in any income generating activities

More than half of the respondents (57.83%) reported that they were not engaged in any kind of income generating activities due to the household chores. Household work is seen as a barrier to be engaged in any kind of activities. More than a quarter (28.92%) percent reported that they were not able to be engaged in any type of the income generating activities because of the lack of ability to enter in the job market. Around 17 percent had no opportunity to do job and 10.84 percent were still students and said that study made them busy to be engaged in any kind of income generating activities (Table 5.3.4).

Table 5.3.4: Distribution of the respondents by reasons for not engaging in income generating activities

Reasons for not engaging in income generating activities	No.	%
Due to Household Work	48	57.83
Due to Agriculture Work	11	13.25
No Education	14	16.87
No Proper time	5	6.02
Unwilling to work	7	8.43
Not able to do work	24	28.92
Due to poverty	4	4.82
No Opportunities got	23	27.71
Due to small baby	1	1.20
Due to busy in study	9	10.84
Total	83	

Source: Field Survey, 2008 (Note: the percentage may increase 100 due to the multiple responses)

5.3.5. Having “PEWA” livestock

Having PEWA is also a kind of indicator of economic status. It is believed that having PEWA shows the sound socio-economic status. Most of the people put livestock/cattle as their PEWA. Among the respondents, it was found that very few women had PEWA livestock but 88.60 percent respondents didn’t have “PEWA” livestock (Table 5.3.5).

Table 5.3.5: Distribution of the respondents by having “PEWA” livestock

Having personal livestock	No.	%
Yes	17	11.33
No	133	88.67
Total	150	100.00

Source: Field Survey, 2008

5.3.6. Ownership of the land by the respondents

The study had shown that 80.67 percent respondents’ family had land and 19 percent had no land at all. Among the respondents having land, 45.45 percent respondents had land on their own name and 54.55 percent respondents didn’t have land on their own name. Thus, it can be

concluded that most of the women were excluded from their legal rights on the land holding (Table 5.3.6.).

Table 5.3.6: Distribution of the respondents by ownership of the land

Having Land	No.	%
Yes	121	80.67
No	29	19.33
Total	150	100.00
Ownership of the Land	No.	%
Yes	55	45.45
No	66	54.55
Total	121	100.00

Source: Field Survey, 2008

5.3.7. Ownership of the house by the respondents

Ownership of the house also represents the socio-economic status. The study had shown that most of the respondents had their own house. More than seventy percent respondents were living in their own house. Among the respondents having own house, 26.85 percent of the respondents were legal owner of the house and 42.59 percent said that their husbands were the legal owner of the house. Parents also possess some 18 percent of houses on their own name. Other categories like dual ownership of husband and wife (2.78%) and brothers and sisters (3.70%) were negligible for the analysis (Table. 5.3.7).

Table 5.3.7: Distribution of the respondents by ownership of the house

Type of the House	No.	%
Own	108	72
Rented	36	24
Relatives	6	4
Total	150	100
Ownership of the House	No.	%
Husband	46	42.59
Parents	19	17.59
Self	29	26.85
Husband and Wife Both	3	2.78
Brothers and Sisters	4	3.70
Sons/daughter	7	6.48
Total	108	100.00

Source: Field Survey, 2008

5.3.8. Keeping household income

For sound and healthy family life, male and female both are equally responsible. They need to share benefits in family. The study had shown that 42 percent women kept their family income where 22 percent kept both of them. The result shows that little number of respondents had engaged in any kind of income generating activities and negligible percent

of women had land or houses in their own name. Quite contrarily, most of the income is kept by them. This shows that the female right to handle household property is not fully accepted in the study area (Table 5.3.8.).

Table 5.3.8: Distribution of the respondents by keeping the household income

Household income keeper	No.	%
Husband	32	21.33
Parents	17	11.33
Self	63	42.00
Husband and wife Both	33	22.00
Sons and Daughter	5	3.33
Total	150	100.00

Source: Field Survey, 2008

5.3.9. Having saving accounts

The study had shown that 54 percent respondents had opened saving accounts and among them 39.51 percent responded that their parent hold the account. Among them, nearly one fifth (22%) of the respondents were affiliated with saving accounts in their own where 30.86 percent their husband. There were 45.68 percent both husband and wife was equal owner of the saving accounts. They also opened the saving accounts on their children's name (14.08%) (Table: 5.3.9).

Table 5.3.9: Distribution of the respondents by having saving bank account

Saving Account	No.	%
Yes	71	47.33
No	79	52.67
Total	150	100.00
Whom the saving accounts belongs to	No.	%
Husband	21	29.58
Parents	5	7.04
Self	37	52.11
Husband and wife Both	9	12.68
Son And Daughter	10	14.08
Total	71	-

Source: Field Survey, 2008 (Note: the percentage may increase 100 due to the multiple responses)

5.4. Political participation

In the context of women's role and influence in the society, political participation needs to be analyzed from several angles. Conventionally, politics is understood to cover the science of governance in the public arena only. But in women's context it is imperative that politics

includes gender politics within family and in the domestic scene, because that is where they are intensively exploited, repressed and excluded.

Women’s political participation is defined as participation in social activities, participation in decision making roles within the domestic scene as well as in the community.

Involvement in political movements and political parties forms another dimension of women’s political participation. Awareness/knowledge about their rights and access to inheritance property are conceptualized as women’s political empowerment.

5.4.1. Participation in community based organizations (CBOs)

Participation in any community based committees helps women strengthening their capacity and confidence power. It also shows inclusion of females in development activities where a female share equal right and opportunity as that of male.

In the study area some community based organizations (CBOs) were found like Forest Consuming Committees (FCC), Drinking Water Committees (DWC), School Management Committees (SMC), Local Women’s Committees (LWC), Religious Institutions (RI) and Other Committees.

Table 5.4.1: Distribution of the respondents by their participation in CBOs

Institutions	Regular/full		Sometimes		Never	
	No.	%	No	%	No.	%
FCC	17	11.33	27	18.00	106	70.67
DWC	23	15.33	32	21.33	95	63.33
SMC	21	14.00	32	21.33	97	64.67
LWC	28	18.67	32	21.33	90	60.00
RI	23	15.33	38	25.33	89	59.33
Other	4	2.67	-	-	-	-

Source: Field Survey, 2008

Among those committees, most of the women had no regular participation. The highest proportion of women were never participated in such committees, very few women had participated regularly. In those committees, the highest percentages of women (18.67%) were regularly participated in LWC whereas 14.00 percent respondents participated in SMC. In other committees 11.33 percent in FCC, 15.33 percent in DWC and 15.33 percent in RI, the respondents had participated regularly. Thus, it can be concluded that the regular participation of women was higher in LWC than other committees. The never participants were high in all committees in the study area (Table 5.4.1).

5.4.2. Political participation and political awareness

In the study area, out of 150 respondents more than 58 percent reported that they didn't have membership of social institutions but 42 percent had been a member. Nearly a half (49.33%) percent reported that they were willing to participate in any social activities (Table 5.4.2).

Around 83 percent of the respondents had been utilizing their political rights by voting to any of the political parties in the past elections including the election of the Constituent Assembly. Around 25 percent of the respondents had the membership in any of the political parties and 40.67 percent had a willingness to be a local representative.

Table 5.4.2: Distribution of the respondents by their political participation and political awareness

Political participation and political awareness	Yes		No	
	No.	%	No.	%
Having membership of any Social-institutions	63	42.00	87	58.00
Willingness to participate in any Social-activities	74	49.33	76	50.67
Voting to any political parties	125	83.33	25	16.67
Having membership of any political parties	37	24.67	113	75.33
Willingness to be a local representative	61	40.67	89	59.33
Having knowledge about the constitution	133	88.67	17	11.33
Having knowledge about the fundamental rights	116	77.33	34	22.67
Having knowledge about the property rights	128	85.33	22	14.67
Having knowledge about the divorce rights	136	90.67	14	9.33

Source: Field Survey, 2008

To collect the necessary information on the political and social awareness of the respondents, a set of questions was asked in the field. Nearly 90 percent of the respondents said that they were conscious about the constitution and constitutional provisions relating to women. Knowledge about fundamental rights (77.33%), female property rights (85.33%) and divorce rights (90.67%) show that the level of political consciousness is higher among the respondents irrespective of their utilizations (Table:5.4.2).

5.4.3. Reasons for being a local representative

Out of 150 respondents, 61 respondents reported that they were interested to be a local representatives. Among 61 respondents, 44.26 percent said that they wanted to address women's issues' by being involved in local politics while 81 percent had the will to assist for the development of their village. 22.95 percent responses favored that being a local representative is a way to build up a self confidence, 18 percent wanted to be in a local position for the purpose of mere learning and 14 percent of the respondents wanted to be a local representative to uplift the women's status (Table 5.4.3).

Table 5.4.3: Distribution of the respondents' views to be a local representative

Do you want to be a local representative?	No.	%
Yes	61	40.7
No	89	59.3
Reasons for being a local representative	No.	%
To Address the women's issues	27	44.26
To Uplift the women Earning	9	14.75
For Learning	11	18.03
To build up the confidence	14	22.95
To assist village development	50	81.97
Total	61	-

Source: Field Survey, 2008 (Note: the percentage may increase 100 due to the multiple responses)

5.4.4. Knowledge about the constitutional provisions relating to women

It was found that 133 respondents had heard of constitutional provision relating to women. Among them, 62.41 percent reported that they had known about women's equal property rights ensured in the constitution. Similarly, 61.65 percent reported "33 percent reservation" for women in all governmental sectors, 30.08 percent citizenship rights, 27.07 percent equal education rights and only 9.02 percent divorce rights which were ensured by constitution. Some nine percent (12.78 %) reported that they didn't know about the constitutional provisions though they had heard about it (Table 5.4.4).

Table 5.4.4: Distribution of the respondents' views about constitutional provisions

Do you know about the constitutional provisions?	No.	%
Yes	133	88.7
No	17	11.3
Knowledge about the constitutional provisions relating to women	No.	%
Equal Property rights	83	62.41
Equal Educational rights	36	27.07
33percent Reservation	82	61.65
Citizenship rights	40	30.08
Share from husband	17	12.78
Don't know	17	12.78
Equal rights to do work	25	18.80
Divorce rights	12	9.02
Total	133	-

Source: Field Survey, 2008 (Note: the percentage may increase 100 due to the multiple responses)

5.4.5. Knowledge about the fundamental rights

Fundamental rights are the asset of the human beings but most of the human beings especially women are excluded from their fundamental rights. In the study area 116 respondents reported that they had heard about the fundamental rights. Among them, 73.28

percent reported equal education to be a fundamental right of women. Similarly, 27.59 percent reported that decision on marriage also falls within the fundamental right of women. Some 37.07 percent reported ‘right to basic needs’, 56.90 percent ‘Right to economy/property’, and 15.52 percent reported ‘freedom rights’ as fundamental rights. Similarly, 2.59 percent reported that right of love and care from parents was also a fundamental right. Whereas around seven percent (6.03%) reported that they didn’t have any idea or knowledge about the fundamental rights (Table. 5.4.5).

Table 5.4.5: Distribution of the respondents’ views about the fundamental rights

Do you know about fundamental rights?	No.	%
Yes	116	77.3
No	34	22.7
Knowledge about the fundamental rights	No.	%
Right to Equal Education	85	73.28
Right to Marriage	32	27.59
Right to Speech	21	18.10
Property Rights /rights to Economy	66	56.90
Equal right for all	24	20.69
Right of Self Decision	7	6.03
Right to basic Needs	43	37.07
Freedom rights	18	15.52
Right to move freely	9	7.76
Don’t know	7	6.03
Rights for love and care from parents	3	2.59
Total	116	-

Source: Field Survey, 2008 (Note: the percentage may increase 100 due to the multiple responses)

5.4.6. Knowledge about the property rights

Access to property of women helps to be economic independent. But the property right to women is still lacking despite the legal provisions.

Among 150 respondents, 128 respondents reported that they had heard about the property rights. Most of the respondent, 66.41 percent reported that equal share from husband when separated was the property rights where 53.91 percent reported that equal share for son and daughter from their parent as their property rights (Table 5.4.6).

Table 5.4.6: Distribution of the respondents’ views about the property rights

Do you know about fundamental rights?	No.	%
Yes	128	85.3
No	22	14.7
Knowledge about the property rights	No.	%
Equal Share for Son and daughter	69	53.91
Share from husband when separated	85	66.41
Don’t know	5	3.91
Total	128	-

Source: Field Survey, 2008 (Note: the percentage may increase 100 due to the multiple responses)

5.4.7. Knowledge about the divorce rights

It was reported that 136 respondents had heard about the divorce rights. Among them, 64.71 percent reported that if husband brought another wife, then she could give divorce to her husband and 40.44 percent reported that she could give divorce to her husband if she felt neglected in the family. Similarly, 37.50 percent reported if frequent quarrel, 25.74 percent reported if tortured, and 23.53 percent if husband shows bad character and 9.56 percent reported if husband didn't respect for her self-dignity, then she would give divorce. There were also reported that if husband is not fecund (8.09%), if husband is living separately for 3 years (2.94%), if not satisfied with husband (15.44%) and if husband is mentally not well (0.74%), then a woman can give divorce to the her husband (Table. 5.4.7).

Table 5.4.7: Distribution of the respondents' views about the divorce rights

Do you know about divorce rights?	No.	%
Yes	136	90.7
No	14	9.3
Knowledge about the conditions, in which a women can give divorce	No.	%
If step wife is brought	88	64.71
Frequent quarrel	51	37.50
If Neglected /Not respected in the family	55	40.44
If not fecund	11	8.09
If Husband lives separately for 3 years	4	2.94
If no respect for Self-Dignity	13	9.56
If tortured	35	25.74
If not satisfied with husband	21	15.44
If husband shows bad character	32	23.53
If husband is mentally not well	1	0.74
Don't know	2	1.47
Total	136	-

Source: Field Survey, 2008 (Note: the percentage may increase 100 due to the multiple responses)

5.5. Women in decision making process

5.5.1. Decision on their marriage

It might be the patriarchy society; it was found most of the respondent's parents decided their marriage. There were 65.19 percent respondents' parents took decision on their marriage and 14.81 percent had made the decision themselves (Table 5.5.1).

Table 5.5.1: Distribution of the respondents' decision on their marriage

Decision makers	No.	%
Father	14	10.37
Mother	7	5.19
Both Parents	88	65.19
Self	20	14.81
Brothers/Sisters	3	2.22
Relatives	3	2.22
Total	135*	100.00

Source: Field Survey, 2008; * No. of married women 135. (Note: the percentage may increase 100 due to the multiple responses)

5.5.2. Decision on taking education after their marriage

It was found very few respondents had taken education after their marriage. While taking education after their marriage, majority of them had self decision for their further study whereas their parent in law also decided to continue their education (Table 5.5.2).

Table 5.5.2: Distribution of the respondents' decision on taking education after their marriage

Decision Makers	No.	%
Husband	3	16.67
Parents	4	22.22
Self	3	16.67
Husband and wife both	6	33.33
Brothers and Sisters	1	5.56
Sons and Daughters	1	5.56
Total	18*	100.00

Source: Field Survey, 2008. * Only 18 women had continued their education after marriage.

5.5.3. Decision on having children

It was found that almost 86 percent respondents had given a live birth. Among them most of the couple (husband and wife both) 75.79 percent decided to have children. The dual decision to bear a baby may be considered to be good but self decision (6.98%) is a right to be pregnant shows that they were not fostered the right of pregnancy. She alone was not able to decide on when, how much and how often should she be pregnant. Respondents were also liable to bear a baby on the decision of husband alone or because of the parents desire to have a grandchild (Table 5.5.3)

Table 5.5.3: Distribution of the respondents' decision on having children

Decision on Having Children	No.	%
Husband	14	10.85
Parents	8	6.20
Self	9	6.98
Husband & wife Both	98	75.97
Total	129	100.00

Source: Field Survey, 2008

5.5.4. Decision on using of family planning methods

Out of 150 respondents, only 117 respondents had used family planning devices. Among the 117 respondents, 53.85 percent couple had made decision together. Around one fifth (21.37%) decisions on using FP methods were taken by their husband and only 24.79 percent of the respondents decided to use the FP methods on their own (Table 5.5.4).

Table 5.5.4: Distribution of the respondents by decision on using of family planning methods

Decision on using of family planning methods	No.	%
Husband	25	21.37
Self	29	24.79
Both	63	53.85
Total	117*	100.00

Source: Field Survey, 2008. * Only 117 women had used family planning methods.

5.5.5. Decision on buying or selling surplus food

Buying or selling surplus food in the house is the most important decision. Most of the Nepalese women have involved in household activities. Among 150 respondents, 42.00 percent respondents had made decision to buy or sell any surplus food (Table 5.5.5).

Table 5.5.5: Distribution of the respondents by decision on buying or selling surplus food

Decision on buying or selling surplus food	No.	%
Yes	63	42.00
No	87	58.00
Total	150	100.00

Source: Field Survey, 2008

5.5.6. Decision on buying or selling livestock

Decision on buying or selling livestock, it was found that comparatively very less women had made decision to buy or sell any livestock in the household. Only 30 percent respondents had made decision by her (Table 5.5.6). Around 70 percent of the women had no right of buying or selling their foods, livestock or any other household assets.

Table 5.5.6: Distribution of the respondents by decision for buying and selling livestock

Decision on buying and selling livestock	No.	%
Yes	45	30
No	105	70
Total	150	100

Source: Field Survey, 2008

5.5.7. Decision on visiting the relatives

Visiting relatives is also a social affair. In this study, it was found that often the respondent's husband decided to visit their relatives. There were 32 percent respondents had followed their husband's decision. While 28.67 percent both couple decided for visiting their relatives and 28 percent respondents had taken self-decision to visit relatives (Table 5.5.7).

Table 5.5.7: Distribution of the respondents' decision on visiting relatives

Decision on visiting relatives	No.	%
Husband	48	32.00
Parents	17	11.33
Self	42	28.00
Husband and Wife Both	43	28.67
Total	150	100.00

Source: Field Survey, 2008

5.5.8. Decision on participating in social activities

Most of the women were engaged in domestic/household chores. They are, to some extent, restricted to go out side and take part in any social activities due to the social and culture settings.

While taking decision to participate in social activities, women seem to be free to some extent. Around 24 percent of the respondents decided themselves whether to participate or not. In other cases, a female needs her husband's approval (26.74%) to take part in such activities. Only 19.77 percent of such decisions were made in mutual understanding between husband and wife. Sometimes, parents, relatives, and son or daughter remain the decision makers in such cases (Table 5.5.8)

Table 5.5.8: Distribution of the respondents' decision on participating in social activities

Decision on participating in social activities	No.	%
Husband	23	26.74
Parents	4	4.65
Self	21	24.42
Husband and wife Both	17	19.77
Relatives	5	5.81
Son and Daughter	2	2.33
Other (friends)	14	16.28
Total	86	100.00

Source: Field Survey, 2008

5.5.9. Decision on to be member of political parties

Political membership helps increasing the social movement of the people. Political awareness helps people to know their rights and responsibilities. It was found that very less women had taken membership of political parties. However, 40 percent respondents had taken her-self decision to be a member of political parties. While (72%) their husband and (44 %) their friends encouraged them to be a member of political parties. Similarly, 14.29 percent respondents took decision on to be a member of political parties in cooperation with their husband (Table 5.5.9).

Table 5.5.9: Distribution of the respondents' decision on to be member of political parties

Decision Makers	No.	%
Husband	18	72
Self	10	40
Husband and wife Both	7	28
Relatives	4	16
Other (Friends)	11	44
Total	25	-

Source: Field Survey, 2008 (Note: the percentage may increase 100 due to the multiple responses)

5.6. Causes and consequences of exclusion of women

This Study had concentrated to identify the causes of the social exclusion of the women and its impact. But it was found that causes themselves are the consequences of exclusion.

In the study area, exclusion of women exists in every sector that is why their participation was found very low. These kinds of exclusion affect women's social, economic, political and domestic status. And they are the blockade to uplift their status and their participation, leaving women in the condition of selflessness, powerlessness and isolation.

The some causes were identified in the study area:-

- 1 Discriminating nature of parent
- 2 Low level of education

- 3 Economic dependency
- 4 Socio-cultural settings and practices
- 5 Lack of awareness among women
- 6 Poor mechanism and system of government to implement laws, policies, plan and programs

These all causes were identified in research field and also the FGDs participants reported. Majority of the participants reported that discriminating nature and practices between male and female were the main cause of women's backwardness. They further put socio-cultural practices and conservative thinking as the causes of women's low status in society. Some participants also reported that women herself responsible for her backwardness because they were not active and had no courage to fight against discrimination.

They reported that due to busy household schedule and lack of education were main reasons to less participation or involvement of women in social, economic and political sectors. They also added that they were not participated due to their economic dependency.

The participants were only males were not responsible for women's development. To extent, women were also responsible for their low social status. But all the participants agreed that women have full courage to run not only their household but also the nation as a whole.

Most of the participants said that government's policies and programs were like "Haati Ko Dekhaune Danta".It was not implemented seriously. They said that lack of strong mechanism and system of the government was the main hindrances to implement the programs.

The participants reported that to uplift women's status and empower them; awareness programs should be conducted to break and transform the existing traditional and socio-cultural practices, which were most hindrances of women's development. Further they added the government should strongly implement laws, policies and programs to enhance women's status. And all the rights of women should be ensured practically.

Lastly, all the participants agreed that for women's empowerment, women should aware and active themselves and also family and community should encourage them and should include in all level of development sectors then only after women can contribute to build "New Nepal".

5.7. Women in decision making process

The section mainly deals the respondents' social, economic, political and decision making participation by their literacy status. The results from the Focus Group Discussion are also included for the detailed cross verification of the quantitative nature of data.

Women in the process of decision making are another most important or the basic indicator of their empowerment. Household decision, decision of their own marriage, decisions of the schooling after marriage are some of the primary rights to be enjoyed by women for the overall empowerment of females. If females are failed in those matters, the talk of women empowerment is a buzz talk only. The dual role of women in home and outside, minimum time to be engaged in the matter of society, no legal framework of the empowerment, and their physical conditions including other various factors are the determinant of the down trodden women status in case of Nepal.

5.7.1. Women in decision making process in their marriage by literacy status

Only 13 percent of the literate women had the decision on their marriage by themselves and 63 percent of the respondents were married by the joint decision of their parents.

Table 5.7.1: Distribution of respondents' decision making of their own marriage by their literacy status

Literacy Status	Decision on marriage of the respondents		
	Decision makers	No.	%
Literate	Father	7	7.69
	Mother	3	3.30
	Both Parents	63	69.23
	Self	13	14.29
	Brothers/Sisters	2	2.20
	Relatives	3	3.30
	Total	91	100.00
	Illiterate	Father	8
Mother		10	16.95
Both Parents		28	47.46
Self		13	22.03
Total		59	100.00

Source: Field Survey, 2008

the other decision makers were father (7%), mother (3.30%), brother/ sister and relatives by 2 and 3 percent respectively.

Among the illiterate, the decision on their own marriage is higher than those who were literate. Around 22 percent of the illiterate respondents had their marriage decision on their own and 47 percent of the respondents had their marriage decision by their parents (Table:5.7.1).

5.7. 2. Women in Decision Making Process in taking education after their marriage by literacy status

The decisions on the education of the respondents were taken by different household authorities. Among the literate respondents, 27.78 percent of the respondents had taken the decision of their education themselves after marriage and the same proportion of the respondents had the chance of getting education by the decision of their parents. And interestingly, 5.56 percent of the decision on their education was taken by their children (Table.5.7.2).

The participants of the FGD also stressed that literate women poses the logical bargaining power and they also see the need of education after marriage. The literate women are married to the literate men and there is higher understanding between both of the parties in decision making. Since the study area is remote and underdeveloped area in terms of social and human capital, the need of extended education for the empowerment of women is not realized by their family members. Husbands and their relatives also fail to raise the voice of their education after their marriage because of the nature of works the women are entitled.

Table 5.7.2: Distribution of respondents' decision making of their education by their literacy status

Literacy Status	Decision on taking education after marriage of the respondents		
	Decision Makers	No.	%
Literate	Husband	4	22.22
	Parents	5	27.78
	Self	5	27.78
	Husband and wife Both	2	11.11
	Brothers and Sisters	1	5.56
	Sons and Daughters	1	5.56
	Total	18	100.00

Source Field Survey, 2008

5.7. 3. Women in decision making process in having children, using FP methods and children's schooling by literacy status

Decision on having children, it was found that most of the literate women had discussed and decided with their husband. More than 81 percent literate women and nearly 45 percent of illiterate women decided in mutual understanding with their husband. But on taking self-decision, only 5.17 percent literate and 18.31 percent of illiterate women were accounted. This shows that the decisions on those matters are strongly taken by illiterate than the literate

one. This supports the idea that primary education in case of childbearing negatively affects the situation.

Similarly, on using FP methods, the study had shown that 31.67 percent literate women decided in cooperation with their husband but among illiterate women mostly their husband had decided. It was found 31.58 percent illiterate women's husband decided. But on taking self-decision more illiterate women were ahead of literate women (Table 5)

Table 5.7.3: Distribution of respondents by decision on pregnancy, using FP and children's schooling

Literacy Status		Having children		Using FP methods		Children's schooling	
		No.	%	No.	%	No.	%
Literate	Decision Makers						
	Husband	5	8.62	20	33.33	8	15.09
	Parents	3	5.17	12	20.00	4	7.55
	Self	3	5.17	9	15.00	11	20.75
	Husband and wife both	47	81.03	19	31.67	30	56.60
	Total	58	100.00	60	100.00	53	100.00
Illiterate	Husband	15	21.13	18	31.58	34	41.98
	Parents	11	15.49	9	15.79	8	9.88
	Self	13	18.31	4	7.02	25	30.86
	Husband and wife both	32	45.07	26	45.61	14	17.28
	Total	71	100.00	57	100.00	81	100.00
Grand Total		129	100.00	117	100.00	134	100.00

Source: Field Survey, 2008

The participants of the FGD stressed the importance of education while making decision on having children. As the illiterate women are far more unknown to the hazards of too many, too often and too frequent pregnancy, the complication during delivery, and the post delivery care, their health condition may deteriorate for ever. Husband often decide of force them to have children which in almost invincible to them so are ready to bear children. While using the family planning methods and sending their children to the school also, husband plays a major role. These all incidents are the outcome of the patriarchal society and cannot be removed from the society easily.

5.7.4. Women in Decision making process in visiting relatives, to be member of Social-Institutions and political parties by literacy status

Most of the illiterate women decided themselves while visiting relatives. Around a quarter of the women made the decision on their own while making decision on visiting relatives followed by 26.37 percent by their husband. But among literate women, very few of them took decision in cooperation with their husband. Only 13.56 percent made decision in mutual

understanding with their husband whereas 23.73 percent women took self decision to visit their relatives (Table 5.7.4).

Most of the literate women had self-decision to be member of any social institutions. Among illiterate women their husband took decision mostly. Thirty five percent literate women decided themselves to participate in social institutions whereas only around 4 percent of the illiterate women decided. Among the illiterate women, the matter is often decided by their husband. Nearly one third (30.43%) of the respondents had been the member of social institutions by the decision of their husband (Table 5.7.4).

Among the participants of FGD, almost all stressed on the importance of education for the full and easy participation in social and political organizations. A woman does not need to consult her husband whether she can participate in any political or social organizations, but in the case of women, the approval from her husband is almost compulsory. This event often takes place because of the sensitive nature of politics in the context of current Nepal. Males are not ready to involve their women in such organizations because of the fear that the wrong message will be delivered by the illiterate females.

Table 5.7.4: Distribution of the respondents on decision making by literacy status

literacy Status		Visiting relatives		To be member of Social-institutions		To be member of Political parties	
		No.	%	No.	%	No.	%
Literate	Decision Makers						
	Husband	24	26.37	9	22.50	3	17.65
	Parents	10	10.99	1	2.50		0.00
	Self	23	25.27	14	35.00	6	35.29
	Husband and wife both	34	37.36	7	17.50	3	17.65
	Sons and Daughters			1	2.50		0.00
	Others			8	20.00	5	29.41
	Total	91	100.00	40	100.00	17	100.00
Illiterate	Decision Makers						
	Husband	24	40.68	14	30.43	2	25.00
	Parents	13	22.03	5	10.87		
	Self	14	23.73	2	4.35	5	62.50
	Husband and wife both	8	13.56	1	2.17		
	Relatives			11	23.91		
	Others (Friends)			13	28.26	1	12.50
	Total	59	100.00	46	100.00	8	100.00
	Grand Total	150	100.00	86	100.00	25	100.00

Source: Field Survey, 2008

To be the member of political parties, literate women do not need to take approval to their husband. Among 17 literate members being participated in political parties, 6 (35.29%) had decided themselves. The proportion of illiterate women participating in the political parties

on their own decision is far less than that of literate. Around one fifth and one third of literate and illiterate respondents respectively were encouraged by their husband. (Table 5.7.4).

5.7.5. Participation in local community committees of women by literacy status

It was found that literate women had participated more regularly than illiterate women in any social institutions. The local community committees, such like; in Forest Consuming Committee, 64.71 percent literate women participated regularly. Similarly in DWC 73.91 percent literate women, in LWC 85.71 percent literate women, in RI 86.96 percent literate women and other institutions 75 percent literate women participated regularly and rest were illiterate women (Table 5.7.5).

In the local level community, the participation of the women is low compared to that of men as according to the participants of focus group discussion. The government and political parties has brought some gender inclusive policies in their manifestoes so the gender inclusion in such organizations is somehow increased in the present Nepal. Though the females are included, the situation of the illiterate women seems unchanged. So the participants stressed on the need of education to those who do not have education and awareness campaign to protect their political culture and social rights

Table: 5.7.5: Distribution of the respondents' participation in local committees by literacy status

Literacy	FCC		DWC		SMC		LWC		RI		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Literate	11	64.71	17	73.91	17	80.95	24	85.71	20	86.96	3	75.00
Illiterate	6	35.29	6	26.09	4	19.05	4	14.29	3	13.04	1	25.00
Total	17	100.00	23	100.00	21	100.00	28	100.00	23	100.00	4	100.00

Source: Field Survey, 2008

5.7.6. Political participation and political awareness of women by literacy status

The study had shown that political participation and political awareness were higher among literate women than illiterate women. Participation in any social activities and political parties were lower among illiterate women.

In the study area around 84 percent literate women were the member of any of the listed social institutions, 81 percent literate women had willingness to participate in any social activities, 75.76 percent literate women were a member of any political parties and 73.77 percent literate women had willing to be a local representative and rest were the illiterate women. Similarly, more than 66 percent of literate women had heard about the fundamental

rights but only around 34 percent illiterate women had heard about such kind of the rights (Table 5.7.6).

Lack of education, socio-cultural setting, family background, and the policies adapted by the government were taken as the main hindrances of the lower political and social participation of women by the participants of the focus group discussion. To change the present scenario of women status in the study areas, they focused on the female- friendly policy intake by the responsible authorities. They also stressed on the awareness programs in the families of rural areas and programs for the alternative capacity building among the women of the areas. Local women organizations, women welfare organizations or any type of organizations that work to increase the participation in public life should be established. Women should not be dependent fully to the family, they should enjoy the rights provisioned by the constitution, national or international women rights instruments, and should be able to lead half of the social responsibilities were mainly focused in each of the focus group discussions. In many focus group discussions, gender discrimination was focused by the participants. Gender discrimination is the practice whereby one sex is given preferential treatment over the other sex. In most societies of Nepal, gender discrimination is observed as discrimination favoring men and against women. Women are discriminated since their childhood to old age. In their childhood, they have to live under the control of their parents, in adulthood or after marriage they have to live under the control of her husbands.

Table: 5.7.6: Political participation and political awareness among respondents literacy status.

literacy	Member of any Social-Institutions		Willing to participate in any Social activities		Member of any Political parties		Willing to be a local representative	
	No.	%	No.	%	No.	%	No.	%
Literate	53	84.13	56	75.68	25	67.57	45	73.77
Illiterate	10	15.87	18	24.32	12	32.43	16	26.23
Total	63	100.00	74	100.00	37	100.00	61	100.00

	About Constitution		About Fundamental rights		About Property rights		About Divorce rights	
	No.	%	No.	%	No.	%	No.	%
Literate	77	57.89	77	66.38	71	55.47	79	58.09
Illiterate	56	42.11	39	34.55	57	44.53	57	41.91
Total	133	100.0	116	100.0	128	100.0	136	100.0

Source: Field Survey, 2008

A Mother has to bear the same pain while giving birth to a boy or a girl. But discrimination starts from treatment. They have separate responsibilities given to them. Not only at home, the discrimination starts from the society, relatives, political parties, other organizations and club also. Therefore, to eliminate such problems from society and empower women, they preferred democratic policies favoring females.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the findings of the study and it also includes conclusions and recommendations of the study.

8.1. Summary of the findings

Socio-economic characteristics of the household population

-) Of the total 836 household population, 386 were male and 450 were female population. Majority of the population were found in age group 15-19 years (14%) and lowest percent found in age group 65-69 years (0.7%).
-) It was found 68.95 percent economically active populations i.e. age group 15-59 years.
-) Out of total household population, 53.55 percent were literate. Among the literate population, attained secondary level of 34.4 percent had the education
-) Females' educational attainment was low in higher level education while males' was high.

Demographic characteristics of the respondents

-) Of the sampled 150 respondents, 46 percent respondents were from age group 30-49 years followed by 32.67 percent respondents from age group 15-29 years.
-) Majority of the respondents were married (90 %) where 6.4 percent widow and 2.4 percent separated respondents.
-) More than three quarters of female had got married within their age 10-19 years where as 50 percent respondents had got married at the age group 15-19 years. And the mean age of marriage was 18.91 years of the respondents.

Social characteristics of the respondents

-) By caste/ethnicity, the Brahmin (25.33%), Chhetri (29.33%) and Newar (26%) were the major caste group of the respondents. Among other castes, 13.33 percent of Hill Janajati and 6 percent Hill Dalit respondents were found.
-) Majority of the respondents were from Hindu religion (76.0%) followed by Buddhist (20.67%).
-) Among 150 sampled households, only 27 female headed households were found and the remaining 123 households were male headed households.

-) Majority of the respondents had attended the primary level education (32.97%). Only 2 percent respondents had attended Bachelor or Masters level education.
-) Most of the respondents (69.33%) reported that they were not interested for further study due to economic problem, traditional belief, because of her family and husband; they had not got the opportunity to study. Early marriage, Early pregnancy and busy in household works were also reasons for not getting chance to study.

Political participation and political awareness of the respondents

-) It was found that majority of the respondents had never participated in local community based committees.
-) Among the regular participants, majority of the respondents had participated in Local Women's Committee (18.67%) where as 14 percent in School Management Committee, 11.33 percent in Forest Consuming Committee, 15.33 percent Drinking Water Committee and in Religion Institutions.
-) There were 42 percent respondents were a member of social institutions.
-) It was found that 88.67 percent had heard about Constitution, 77.33 percent Fundamental rights, 85.33 percent Property rights and 90.67 percent Divorce rights.
-) It was reported that 66.44 percent respondents said that 'Equal share from husband' was the property right of a woman where 53.91 percent reported 'Equal share from parents' was the property rights of a woman.

Decision making process of the respondents

-) There were 14.81 percent respondents had taken decision on their marriage though majority of them their parent had decided.
-) To take education after marriage, majority of the respondents nearly one quarter of them had taken decision on their education.
-) Majority of the respondents had taken decision on their children's education in cooperation with their husband.
-) Majority of the respondents had taken decision to buy or sell any surplus food in the household
-) It was found that 24.42 percent respondents took her decision to participate in any social activities. Where 26.74 percent respondents' husband encouraged them to participate in social activities.

-) Nearly 40percent respondents had taken self-decision to be a member of political parties while 72 percent their husband decided.
-) The socio-cultural settings and practices were the main causes of exclusion where lack of education, economic dependency, lack of awareness among women and poor mechanism of government were also seen the cause of women's exclusion.

8.2. Conclusions

This study has focused on examining the social exclusion and inclusion of women in terms of their socio-economic, political and decision making process and its impact on their empowerment.

It has concluded that majority of the respondents were excluded from decision making in socio-economic aspects as well their political participation community and decision making process.

On an average all the respondents' socio-economic status were seen not good, majority of them were excluded from their higher level education as well as income generating activities. They were compelled to busy in only household activities.

This study has also concluded that majority of the respondents were not participating in any local committees and other social activities regularly though they had willingness to participate.

Most of the respondents had heard about their rights, which ensured by constitution but in practice they were totally excluded from their basic rights.

Due to exclusion of women, they were lag far behind to make self-decisions. However it was seen that educated women were more aware about their rights and also participated in social activities, income generating activities and decision making process than illiterate women. So, it is concluded that "EDUCATION" is the main factor of inclusion and participation of the women. Women's participation/inclusion is a good indicator of their empowerment.

Therefore, it is essential to improve educational status as well increase their participation in all sectors of the society and development then only women will be empowered.

8.3. Recommendations

On the basis of findings of the study the following recommendations are made to improve the women's status and to increase their participation in socio-economic, political and decision making process.

Recommendations are divided into two parts. One for policy implications and other is for research.

8.3.1. For Policy Implications

- 1 Government should give priority to increase women's educational attainment with the help of proportional policies and programs.
- 2 The Government as well as private sector should provide reservation system for women in service sectors to increase the access of women for gainful economic activities.
- 3 Equal property rights and their access over land should be ensured.
- 4 GOs/NGOs/INGOs concentration should be focused on awareness program about women's rights and responsibilities.
- 5 Empowerment program and policies should be facilitated for women to enable for them equal access to participation in social, economic and political aspects.
- 6 It is also recommended that family and society should encourage and provide them opportunities to participate in various social activities.
- 7 Policy maker should share the ideas of women and should be participate them in development activities as well as decision making process.

7.3.2. For Further Research Area

Social exclusion/inclusion is the very vague terms however empowerment's indicators are socio-economic and political participations. This study has been taken some selected variables of social exclusion/inclusion in terms of empowerment. So, this study couldn't cover all forms of exclusion and inclusion. This study is mainly based on quantitative tools (used open ended and close ended questionnaires both) however also used Focus Group Discussions (FGDs) method but it is not enough for qualitative research. It has only covered 150 sampled households of Bhattedanda and Badhikhel VDCs of Lalitpur District.

So, upcoming researchers are requested to study on this area to find out more information about social exclusion and inclusion. If time, money and manpower are favorable, it is requested to conduct various tools of qualitative methods, include more variables of social exclusion and inclusion and increase the sample population to get real situation of women.

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APPENDIX 1

Social Inclusion of Women Empowerment Questionnaire

Section A: General information

01. District 02. VDC/Municipality..... 03. Ward No. 04. Name of locality (Tole).....

06. Name of household head.....07.Name of respondent.....

08. Caste/Ethnicity 09. Sex (1: Male; 2: Female)..... 10. Religion of the household head...(1: Hindu; 2: Buddhist; 3: Kirant 4: Islam; 5: Christian) 6. Other (specify)

11. Type of the family: (1. Nuclear; 2. Joint)

Section B. Household Schedule

SN	Name	Relationship to the household head	Sex	Age	Education (To be asked aged six years & above)		Marital status (10 years and above)	Main occupation (To be asked aged six years & above)
					Literacy status (1: Lit; 2: Illit)	Class passed (see code)		
	(Lets begin with the name of the head of the HH head)	(see code)	Is this person male or female? (1: Male; 2: Female)	How old is this person? (completed year)			(see code)	What is the person's current occupation? (see code below)
01	02	03	04	05	07	08	09	10
1								
2								
3								
4								
5								
6								
7								
8								
9								
1								
1								
1								
1								
1								
1								

Please add sheet if needed.

Codes

03: Relationship		08: Class passed	09: Marital status	10: Main occupation
Head...01	Parent in law...07	Below grade 1 ...00	Unmarried...1	Agriculture...1
Husband/wife...02	Brother/sister...08	Grade 1 completed...01	Married...2	Cottage industries...2
Son/daughter...03	Other (specify).....	Grade 2 completed...02	widow...3	Service...3
Daughter/ son in law...04	Not a relative...11	Grade 9 completed...09	Divorced...4	Business...4
Grand child...05	Don't know...98	Class 10 completed...10	Separated...5	Daily wages (agriculture)...5
Parent...06	Not stated ... 99	SLC...11	Don't know ... 98	Daily wages (non-agriculture)...6
		Intermediate...12	Not stated...99	Physically unable to work...7
		Bachelor ...13		Student...8
		Masters and above ... 14		Currently not working...9
		Don't know ... 98		Household work...10
		Not stated... 99		Other (specify).....
				Don't know...98
				Not stated... 99

Section C: Individual Schedule (female aged 18 years and above as identified during household survey)

I. General Information

Q.N.	Questions	Coding Specifications	Go to the Q. No
301	What is your marital status?	Unmarried.....1 Married.....2 widow.....3 Divorced.....4 Separated.....5 Don't know ... 98 Not stated.....99	
302.	What was your age at marriage/? (Age in completed years).....		
303	Who did decide your marriage?	Father1 Mother2 Both parents.....3 Self4 Brothers/ sisters.....5 Other (Specify.....)6	
304.	What did you do at the time of marriage?	Study 1 Services 2 Self activities3 Household activities4 Other (Specify.....)5	
305.	What was your educational status at the time of marriage? (see code 8)		

306	Are you taking any formal or informal education these days?	Yes1 No2	If no go to Q. No 308
307.	If yes who decided for your education?	Husband1 Parents.....2 Self3 Husband and wifeth.....4 Brothers/ sisters5 Other (Specify.....6	
308.	If no, why didn't you get the opportunity to study?	Not interested for further study...1 Husband/ family didn't want2 Due to early marriage3 Economic reasons.....4 Traditional belief5 Other (Specify6	
309	Are you satisfied with your education?	Yes1 No2	
Question to the Married women only (Please circle the appropriate answer)			
310.	Have you ever given any birth to live child?	Yes.....1 No.....2	
311.	If yes how many children were born to you alive?	Total No. of sons..... Total No. of daughters.....	
312.	Of these how many children are living with you?	No. of sons..... No. of daughters.....	
313.	Of these how many children are living else where?	No. of sons..... No. of daughters.....	
314	How many children born alive but died later?	No. of sons..... No. of daughters.....	
315.	Have you ever heard of family planning methods?	Yes1 No2	
316.	If yes, from which source did you hear?	Radio1 Television2 Newspaper3 Husband4 Friends/ neighbours5 Others (Specify.....6	
317.	Have you ever used family planning methods?	Yes1 No2	If no go to Q. No.319
318.	If yes who made decision on using methods?	Husband1 Self2 Both3 Other (Specify.....4	
319.	If no, why didn't you use?	No FP methods nearby.....1 Husband doesn't like2 Need more children3 Menstruation blocked4 Nuisance while using5 Husband is out of home6 Pregnant currently.....7 Other (Specify8	

320.	Does your son/s go to school?	Yes1 No2	If no go to Q. No.322
321.	Does your daughter/s go to school?	Yes1 No.....2	If no go to Q. No.323
322.	If sons do not go to school why?	1..... 2..... 3.....	
323.	If daughters do not go to school why?	1..... 2..... 3.....	
324.	Who makes decision of going to or not going to school?	Father1 Mother.....2 Both parents3 Self4 Brothers/ sisters5 Other (Specify.....)...6	
325.	Do any of your children go to school?	Yes1 No.....2	If no go to Q. No.401
326.	If yes, who decides for it?	Father1 Mother.....2 Both parents3 Self4 Brothers/ sisters5 Other (Specify.....)...6	

Questions Related to property ownership and decision making (Please circle the appropriate answer)									
401.	Does your family own any land?	Yes1 No2	If no go to Q. No. 404						
402.	How much of land is your family using?	Bigha Kathha Dhur <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>							
403.	Do you have any land in your own name?	Yes1 No2							
404.	What is the type of house you are living?	Own1 Rented2 Others (Specify.....)3							
405.	If it is yours, who is the owner?	Husband1 Self2 Both3 Parents4 Other (specify.....)5							
406.	Do you have your parental property?	Yes1 No2	If no go to Q. No. 408						

407.	Who owns the parental property?	Father1 Mother2 Both parents.....3 Husband4 Self5 Brothers/ sisters6 Other (Specify.....)7	
408.	Are you engaged in agricultural activities?	Yes1 No2	If no go to Q. No. 410
409.	Who makes decision on cropping?	Husband1 Self2 Both3 Parents4 Other (specify.....)5	
410.	Did you sell or buy any extra food by your own decision during the last year?	Yes1 No2	
411.	Did you have any cattle as PEWA?	Yes1 No2	
412.	If yes which animal do you have?	Cow/Buffalo/Yak number... Goat/Lamb number... onkey/Horse numbe... Pig number... Chicken number... Other (specify.....	
413.	Did you buy or sell any livestock by your own decision during the last year?	Yes1 No2	
414.	Are you engaged in any income generating activities?	Yes1 No2	If no go to Q. No. 417
415.	What is the main source of your income/	Agriculture/ livestock.....1 Business2 Labour3 Job/services4 Others (Specify.....)5	
416.	What is your monthly income?	Income in Rs.....	
417.	If no, what are the reasons?	1. 2. 3. 4.	
418.	What is the main source of income in your family?	Agriculture/ livestock.....1 Business2 Labour3 Job/services4 Others (Specify.....)5	
419.	What is your family's monthly income?	Income in Rs.....	
420.	Who keeps the household income?	Husband1 Self2 Both3 Parents4 Other (specify.....)5	
421.	Have your family opened any saving accounts?	Yes1 No2	
422.	If yes, who the saving accounts belongs to?	Husband1 Self2	

		Both3 Parents4 Other (specify.....5	
423.	Is your family income sufficient for household expenses?	Yes1 No2	
424.	Who usually decide the relatives?	Husband1 Self2 Both3 Parents4 Other (specify.....5	
425.	Is it compulsory to ask permission to visit relatives/	No1 Always2 Sometimes3 Others (Specify.....4	

Question related to social and political participation

50 1.	What is your participation in the social activities of following social institutions?				
	SN.	Name of social institutions	Regularly	Sometimes	Never
	1.	forest consuming committee	1	2	3
	2.	Drinking water committee	1	2	3
	3.	School management committee	1	2	3
	4.	Local women's committee	1	2	3
	5.	Religious institutions	1	2	3
	6.	Others (Specify...	1	2	3
50 2.	Are you a member of any of the above mentioned social institutions?	Yes1 No2			If no , go to Q. No . 50 4
50 3.	If yes, who makes decision in participating on such social activities?	Husband1 Self2 Both3 Parents4 Other (specify.....5			
50 4.	If no, do you have willingness to participate?	Yes1 No2			
50 5.	Have you ever voted to the political parties in any elections?	Yes1 No2			If no , go to Q. No .
50 6.	If no, why?	1..... 2..... 3..... 4.....			

50 7.	Have you ever been a member of any political parties?	Yes.....1 No.....2	If no , go to Q. No . 509
50 8.	Who encourage you to be a member of the political party?	Husband1 Self2 Both3 Parents4 Other (specify.....5	
50 9.	Have you any willingness to be a local representative?	Yes.....1 No.....2	
51 0.	If yes, why do you want to be a local representative?	1..... 2..... 3..... 4.....	
51 1.	Have you ever heard of our constitution?	Yes.....1 No.....2	
51 2.	If yes, what are the constitutional provisions relating to women's welfare and empowerment?	1..... 2..... 3..... 4.....	
51 3.	Have you ever heard of your fundamental rights?	Yes.....1 No.....2	
51 4.	What do you think are the fundamental rights?	1..... 2..... 3..... 4.....	
51 5.	Have you any idea about property rights?	Yes.....1 No.....2	
51 6.	What does the right of property talk about?	1..... 2..... 3..... 4.....	
51 7.	Have you any idea about your divorce rights?	Yes.....1 No.....2	
51 8.	In which situation can a woman give divorce to her husband?	1..... 2..... 3..... 4.....	

APPENDIX 2

Checklist for the FGD participants

SN	Name of the participants	Caste	Age	Sex	Education	Occupation	Social affiliation	Political affiliation
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								

Questionnaire for the FDG participants

Q No.1	What may be the causes of fewer education among women(Probe: based on caste/ ethnicity, language, religion, social and economic origin, color and sex)
Q. No. 2	Why females are still backwards compared to males? (Probe : based on physical strength, courage, heredity, participation, and decision making)
Q.No.3	Why female participation in social, economic and political sector is less?
Q. No. 4	What should be the policy of the state to empower the status of the women (Probe: based on region of residence, caste/ethnicity, religion, social practices such as dowry related issues, child marriages, accusation of witchcraft, etc.)
Q. No. 5	Are males blockade to the societal development of the women? Why or why not?
Q. No. 6	Do women have the courage to run the households, community, state or the nation?
Q.No.7	Despite several policy reformation, why women still behind? What are the hindrances?
Q. No. 8	Are the government programs in this locality enhancing the women's status? If so how do you think the help strengthening the women's status?
Q. No. 9	What should be the role of women in the process of forming the New Nepal?
Q. No. 10	What should be the status of women in Nepal after 10 years?