

CHAPTER I

INTRODUCTION

1.1 Background

Literacy is the ability of reading and writing. Those who can read and write are called literates. Traditionally, for census taking purposes, in most countries the ability to read and write has been regarded as the minimal standard of literacy. Now a day, literacy is interpreted in a wide and comprehensive sense. UNESCO came up with the concept of functional literacy and added qualitative approach in 1965. It defined a person to be functionally literate when he/she could read and write enough to be effective in the normal activities of life.

Education is the key for development. It is the systematic instruction to gain knowledge. It is one of the fundamental means for all for alleviating poverty and bringing improvement in the standard of living through different socio economic activities. Literacy and education are similar and both are complementary to each other. Literacy enhances access to information that may be necessary to conduct various essential activities to daily life and work.

Quality education produces knowledgeable or qualified human power, which is the pillar of the nation for development. Without the progress of education it is difficult for the development of the nation.

Education develops the personality and rationality of individuals, qualifies them to fulfill certain economic, political and cultural functions and thereby improves their socio-economic status. It has been recognized as a major instrument, which societies can use to direct the process of change and development towards desired goals.

In Nepal the impetus given to education by Late Padma Shamsheer J.B. Rana is the initiative of the villagers along the Indian border in establishing their own schools and the general freedom movement combined to provide tremendous

force for the rapid expansion of education immediately after 1951 (Hugh, 1965). Many schools were opened quickly often without adequate planning, financing or facilities. Nearly all of them charged tuition and catered to the more favored socioeconomic classes.

To prevent complete chaos and provide some guidance for educational development several organizational steps were taken. These included creation of an educational ministry strengthening the educational directorate and appointment of seven school inspectors. A Board of Education was appointed, and in 1954-55, a National Education Planning Commission mapped out a long range plan for the orderly development of education in Nepal (Shrestha, 2001). With the help of American Aid, primary schools were expanded, a teacher-training program was established, adult literacy classes were opened and provision was made for the preparation and printing of text books. Colleges were established both in the Kathmandu valley and in the hinterlands. In 1962, a UNESCO team made a comprehensive survey of a decade of educational progress in Nepal and made recommendations for continued development, but with great emphasis on educational planning (Shrestha, 2001).

The description of education in Nepal today, which follows, includes the details of events after 1951 and thus they are not more fully developed here. At this point it is sufficient to note that 1951 marked the beginning of a new dynamic period in the development of education in Nepal, a period which is still continuing (Hugh, 1965).

Nepal has made significant progress in education at all levels during the past three decades. Currently 3.8 million students are attending primary school and 1.5 million students are attending the secondary schools (lower secondary and secondary together). Universal primary education i.e. enrollment of all 6-10 years old children in primary schools is the long term goal of the government. The education for All-Plan of Action (2003) has set the target of attaining universal primary education by 2015 AD (Manandhar and Shrestha, 2003).

Secondary education has also expanded rapidly, as a result of efforts of the government to provide access to secondary education and also due to increased public demand for this level of education. Higher secondary education has emerged as an alternative to PCL education provided in the campuses of Tribhuvan University. There is now a country wide network of higher secondary schools, all of which are functioning under private management. The PCL program is proposed to be phased out with the expansion of the higher secondary schools. Literacy rate has gone up steadily reaching 54.1 percent for population of 6 years and above. Expansion of primary education, and execution of various non-formal education program have contributed towards this increase (Manandhar and Shrestha, 2003).

The establishment of Department of Education (DOE) in 1999 marks an important change in the system of educational administration. The DOE was made responsible for the implementation of the Basic and Primary Education Project (BPEP), Phase II (1999-2004). At the same time, the processes of preparation of District Education Plans (DEP) and School Improvement Plans (SIP) were started under BPEP II program. The DEP and SIP planning process are considered to be important steps for promoting decentralized planning in the educational field and for raising quality education (MOPE, 2004).

The Education Regulations 2059 (2002 A.D) based on the seventh Amendment of the Education Act, 2028 allows the public schools to charge tuition and other fees on the students. The government is committed to free primary education. The tuition fees can now be charged in the Public Secondary Schools. Several new features such as Teacher Licensing System, setting up of village Education Committees, formation of school management committees with major representation of parents, have also been included in the revised regulations. Further, the new terminologies have been used to describe the types of schools. The present government aided schools are called community schools and the private schools are described as institutional schools (Manandhar and Shrestha, 2003).

Women in developing world especially rural women have typically fewer skills to offer in the labor market. Their options for gainful satisfying employment are few; their potential for contributing to the society is limited largely to the domestic sphere. And that contribution is further constrained by ignorance and lack of skills related to health, nutrition and hygiene (CERID, 1994).

The disproportionate investment in male education is often justified by the differing roles assigned to men and women. Men take responsibility for supporting the family while women contribute domestic labor. The reality however, is that fewer and fewer women in the developing world have the luxury of depending entirely on male support. The data and case studies compiled in the course of this project show very clearly that large numbers of women and not just widows and divorces are actively engaged in the work force not by choice but because they need to work to survive and support their families (King, 1993).

Women in Nepal are generally less educated than men with a median of less than one year of schooling compared with 1.4 years among males. This gap in gender has not narrowed in recent years. The net attendance ratio which indicates participation in primary schooling among those age 6-10 years and secondary schooling among those ages 11-15 years shows as 13 percent point different at primary school level and 8 per cent point difference at the secondary level (CERID, 1994).

Men are twice as likely to be literate as women (70 % and 35% respectively). As expected, literacy is as much lower among rural women and men as those living in the urban areas. A higher proportion of women 43 per cent and men 79 per cent living in the hill ecological zone are literate compared with those in the mountain and terai zones. Women living in the Western Development Region and men living in the western and mid western region are more likely to be literate than those living in the other development regions. The percentage of literate women is highest in the western hill sub region (62%), while literacy is

highest among men residing in the mid- western hill sub region (87%) (NDHS, 2001).

Nepal has an active literacy program consequently the 2001 NDHS added a question to ascertain the proportion of women and men who have attended a literacy program. Women are much more likely to have participated in a literacy program than men, with 19 per cent of women and 5 percent of men having done so.

Men are more educated than women. Nearly three in four women and two in five men have never attended school. Fifteen percent of women and 30 percent of men have some primary education only, while 9 percent of women and 20 percent of men have some secondary education and 4 percent of women and 13 percent of men have completed their school leaving certificate (S.L.C.) (NDHS, 2001).

Among both women and men, the percentage with no education is lowest in the hill ecological zone and almost of the same is the case in the terai and mountain zones. More than one third of male residing in the central region (36%) reported having no education. Among females the highest percentage reporting no education in the far western region (67%) followed closely by the central region (65%) and the mid western region (64%).

Out of every 1000 children born each year in Nepal, on an average 700 enter in class one, 70 reach class ten, 14 pass the school leaving certificate (S.L.C.) and among them only two graduates with a first division. A majority of Nepal's children about 80 percent of them are "fated" to study in government run schools, but over the years only 20% of those who get through the S.L.C. are from these public institutions. The S.L.C. examination results of the past two years have become even more dismal, with less than 10% passing from government run schools (Dixit, 2002).

The gender gap in the level of education even among the sub region, although among males, the percentage that have never been to school is less than 45 per cent in all sub regions, among females the percentage who have never been to school exceeds 50 per cent in most of the sub regions and exceeds 75 per cent in two of the thirteen sub regions (western mountain and central terai region) (NDHS, 2001).

According to Nepal Population Report (2004), education is one of the most important means of empowering women with the knowledge, skills and self-confidence necessary to participate fully in the development process. The overall literacy rate has increased substantially in the last 40 years.

Literacy among girls and women in terms of percentage points grew much faster than for boys and men during these years even then still only two fifths of female population is literate. The 2001 census indicated that literacy rate among men 6 years or older was 65 percent, while the corresponding figure for women was 42.5 percent. In other words, female literacy rate was about two-third of the male literacy rate. In a likewise manner, if one looks at the net enrolment rate for boys and girls at the primary school s/he will find that while 86 percent of the boys of primary school age are enrolled in school, the corresponding figure for girls was about 75 percent. These differentials increase further at higher level of schooling. This indicated that although improvement in girl's education was taking place, there is still quite a lot to be done in the area of education. (MOPE, 2004)

1.2 Statement of the Problem

Education is one of the fundamental means for all for alleviating poverty and bringing improvement in the standard of living through different socio-economic activities. In developing countries, women are still found on the bottom rungs of society those with the least esteem and the greatest exploitation. The literacy rate of developing country is very much low. Among this literacy rate of female is lower than male. In case of Nepal the census 2001 shows that the literacy rate of

male in Nepal is 65.5 and the literacy rate of female is 42.8 whereas an average literacy rate 54.1. Similarly in 1991 and 1981 census shows that the male literacy status was 54.5 and 34.0 and female was 25.0 and 12.0 respectively in all 6⁺ aged populations (Manandhar and Shrestha, 2003).

Women's education is very important for the development of the society. Without raising the educational status of women it is impossible for the overall development of the nation. Educational level of female is low. So, less number of females are involved in good income generating activities. Education helps the women to empower. After educating men and women equally or raising the level of education of women, the nation can progress. Most people think that women are only capable to do household activities and can care children. But it is the great mistake. By such type of thinking our nation is in backward condition. Men and women should be equally highly educated which helps to progress the nation (Manandhar and Shrestha, 2003).

The dropout rate and repetition rate of girl students is high. This is due to negative attitude of parents towards daughters should go to others house and they can not help the parents. They think that investment of money in daughters' education is wastage of money.

The participation of girls in S.L.C. examination and higher education examination is very low compared to the boys. The study is focused to find out following research questions:

-) What is the present educational status of women?
-) Why are women always lagging behind men?
-) Why do the girls/women cover the larger portion of the school and college dropouts?
-) Has the education level been able to raise the economic status of women?
-) Are the married women really under-achievers of the society?

1.3 Objectives of the Study

The Principal objective of this dissertation is to identify the educational status of married women in Putali Bazar area. The specific objectives are as follows:

1. To identify the educational achievement of married women in Putali Bazaar Municipality of Syangja District.
2. To find out the ratio of dropout of married women from the school/campus and to find out causal factor behind this.
3. To find out the reasons behind the educational status of married women.

1.4. Significance of the Study

It is important to investigate the causes of dropout of the female students from the school education and higher education and causes of no participation or illiteracy of female in education. Illiteracy and dropout rate are the hindering factors for the development of nation. After finding the causes we know that what the hindering factors for the education are. Then it is easy to remove the hindering factors by bringing different programs for awareness or by different suitable method which helps to remove the hindering factors for the education. After improving the educational status of women they know the advantages of development and they can actively participate and contribute to the national development. Without the contribution of women in the national development, only the men's contribution is not sufficient for the progress of nation.

This study shows the educational status of married women in Syanja Bazaar tole, Pragati Nagar and Badkhola. Hence, this study will provide information of educational status of women of Syanja Bazaar Tole, Pragati Nagar and Badkhola to the government NGOs/INGOs who are involved in improvement of women's status. This study helps to make plan and policies to improve the educational and socio-economic status of women of Syangja Bazaar Tole, Pragati Nagar and Badkhola.

Education is the key factor for the improvement of status of women. So, this study helps to make plan and policies for the improvement of educational status of women and to bring different programs.

1.5. Limitations of the Study

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

1. This survey covers only Syangja Bazaar , Pragati Nagar and Bahad Khola of the Putali Bazaar Municipality., which may not represent nationally.
2. Only married female respondents have been selected, so it may not cover the overall status of female education.
3. Disregarding the age and sex, few household members of respondents' houses have been studied only in limit variables.
4. Due to the lack of financial support and time this study has condensed.

1.6 Organization of the Study

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

Chapter I gives introduction, historical background of education system of Nepal along with the status of women education. Similarly, objectives, statement of the problem, significance, limitations of the study are included under this chapter.

Chapter II deals about the literature review focusing on the status of women education and national policies and programs regarding women education.

Chapter III deals about the methodology of the study. Methodology includes the study area, sample population, selection procedure, and questionnaire design as well as data analysis procedure.

Chapter IV deals with general characteristics of the study area. This chapter consists of the background characteristics of study area and household characteristics of study population (including sample population but not

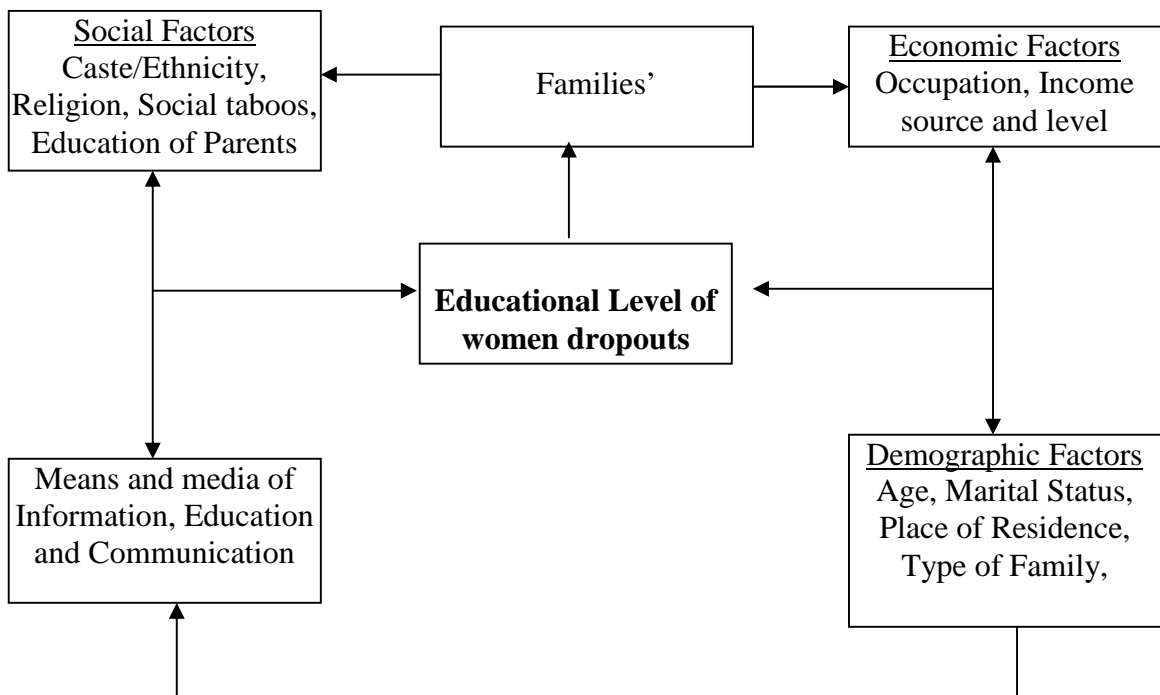
separately). This chapter also deals with educational as well as socio-economic and demographic characteristics of total sampled population's household.

Chapter V deals with the status of literacy, educational level, drop out level, causes of drop out, causes of school non-going etc.

Chapter VI is the conclusive chapter. It gives the findings, conclusion and conclusion of this dissertation.

1.7 Conceptual Framework

Fig. 1 Conceptual Framework



Education is the basic and fundamental need of human beings and a major tool for development. Women who have covered half sky cannot be its exception. Educating women means educating family, community, society, country and nation. There is importance of women education not only for their individual development but also for the development of the nation.

In these days the movement for improving women's status has always emphasized education as the most significant instrument for social change.

In developing countries specially, in Nepal various factors affecting primary and secondary education for female are social factors like; caste/ethnicity, religion, social taboos, education of parents, economic factors like; occupation, income source and level of income, demographic factors like age, marital status, place of residence, type of family, which may affect more adversely than boys. Because girls are under more pressure to engage in household and farm work they are absent from school more often than boys. When they fail examinations the family perceives that its educational investment has soured and withdraws them. Entering school late, repeating grade and withdrawing at puberty contribute to low levels of attainment.

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Review

All over the world, the movement for improving women's status has always emphasized education as the most significant instrument for social change. The social reformers of the 19th century tried to use education more to ameliorate the position of women socially. They were able to awaken the consciousness of the nation to the evils of child marriage, sati, polygamy, enforced widowhood, dowry system, etc. Since the new western education which developed during the 19th century invariably meant a method of learning and since women were not required to earn, it was not considered necessary for women to be educated. Learning to do household work was sufficient for her and so the parents were not keen to incur any expenditure in educating the girls till very recently (Pillai, 1995).

Women's education in developing countries explains that in South Asian countries factors affecting primary and secondary education for female are family and community influences, cultural norms, family's income, distance to school, physical facilities, female teachers, other barriers and incentives. Under the other barriers and incentives, rigid examination policy is one which may affect girls more adversely than boys. Because girls are under more pressure to engage in household and farm work which causes their absence from school more often than boys. When they fail examinations the family perceives that its educational investment has soured and withdraws them.

Entering school late, repeating grade and withdrawing at puberty contribute to low levels of attainment. It is suggested for compulsory enrollment at the prescribed age to ensure more years of schooling. Forced withdrawal of girls from school by their parents may become more difficult the longer the student has been in school. (Khan, 1993)

In general, women in Nepal have less access to income, wealth, employment, education and facilities than men. They are suffering from higher rate of malnutrition and morbidity and have fewer legal rights than men especially in property and family matters. Nepal has one of the highest rate of male preference, which is associated with low status of women. Women perform more labor and bear more domestic responsibilities than men, but receive less education, nutrition, health care and opportunities to play and leisure. Women are exploited and girl children are discriminated against from the time they born (Thapa, 2003). A son is the one who continue their lineage.

The role of women has great importance in terms of socio economic development. It will be certainly difficult to achieve sustainable development with out full participation of women. But the status of women in Nepal is in miserable condition. Most of the research works show that different aspects of living standard likewise education, wealth and other facilities of women are poor. Though the levels of living standard of women have been increased day per day but the situation is not satisfactory (Thapa, 2003). Status of women is an important factor, which affects the socio – economic, development of a country. As we known that status is not a fixed rigid concept, it changes with time. So the status of women also changes with time. Status has been defined in different ways. As cited by the population monograph – the United Nations has given the definition of women’s status as “ The conjunction of position a women occupies as a worker student, wife, mother of the power and prestige attached to these positions and of the right and duties she is expected to exercise” (CBS, 2001). Society is a web of human relationship. Educational environment, social nature, health, status and many other such factors determine the status of society. In Nepal women are treated as second-class citizen, this itself explain how pathetic social position they have. They are born, as daughter became sister, wife and mother. They don't have their self-identity. They are denied property right, political right and power. Women have not control over her own body. No matter

how hard they work for their family and country they are put into lowest rank. They are restricted to be part of public life.

To Marx (1873), the most basic human activity is the production of necessities such as food, clothing and shelter and the focused on two key questions about that process: How do necessities produce goods and services and how does the relationship between people and the ways in which goods are produced affect their lives. In any society, Marx argued the production process determines social relationship and to understand social life we must pay attention to people's positions in those relationships. Those who control the means of production also control jobs, while workers must sell their labor power for whatever wage they can get or not work at all. When the means of production are privately owned, the capitalist class is in a position to exploit workers and accumulate wealth and power. Marxist feminism argues that the causes and cures of gender inequality run much deeper, that women can't achieve equality without challenging the capitalist system that profit from their exploitation (Marx, 1873). The economic system has made the subjugation of women an integral part of its functioning and the fact that equality may enrich the lives of both men and women is not enough to bring it about.

The distribution of power is the most important structural difference between socialist and capitalist societies. Under socialism the party and its government officials decide what wages are paid for each kind of work, which goods and services are produced and in what amount and how goods and services are distributed, they should be non economically based social conflict in socialist societies because the state supposedly act in the best interests of everyone. In existing socialist societies, however there is a conflict between the workers the state that tries to control them. Labor power is less likely to be sold as a commodity in socialist countries than it is in capitalist societies (Johnson, 1989 cited in Shrestha, 2003).

A patriarchy is a society in which men dominate women, children and major social institutions. Men control business and banking, government, religious organizations, the mass media, school and universities, legal and creational systems, prestigious professions such as law, medicine and science, the military and most of the nation's wealth, women's power is more likely to be focused on traditionally female concerns such as child care than on male-dominated areas such as economic policy. Women also derive power from their unique position as a minority, for while virtually all other minorities are segregated from those who dominate them, intimate relationship between men and women lie at the heart of the most universal of all social institutions, marriage and the family. Although women are a minority, most women also live in relationship in which they depend on men and men depend on them. Social structure distributes power unequally between women and men in complex ways (Johnson, 1989 cited in Shrestha, 2003).

Educating women

Lessons from Experience of Rosemary T. Bellew and Elizabeth M. King explain that expanding education, especially basic education, has been a policy objective in developing countries for the past three decades. The reasons for this are clear. Basic education is after considered a right which governments have a responsibility to guarantee to each generation. And the benefits of education are by now well established. Education improves the quality of life. It promotes health, expands access to paid employment, increases productivity in market and non- market work, and facilitates social and political participation.

The evidence is also convincing that these benefits are especially large for women. Educated women have smaller families, fewer of their children die in infancy and children who survive are healthier and better educated. Moreover educated women are better preferred to enter the paid labor force which is critical to the welfare of the many female headed household in developing countries. It is not surprising, then that countries where school enrollment among girls and

women has been comparatively high enjoy greater economic productivity, lower fertility, lower infant and maternal mortality, and longer life expectancies than countries where female enrollment rates have not been as high.

A better educated mother has fewer and better educated children. She is more productive at home and in the workplace. And she raises a healthier family, since she can better apply improved hygiene and nutritional practices. Education can even substitute for community health programs by informing women about health care and personal hygiene. Important is the influence of mother's education on children's health and nutritional status that it reduces mortality rates (King and Bellew, 1993).

Women's education and social development (1992) reported that education has been regarded both as an end in itself and as a means of realizing other desirable ends. It develops that personality and rationality of individuals qualifies them to fulfill certain economic, political and cultural functions and thereby improves their socio-economic status. It has been recognized as a major instrument, which societies can use to divert the process of change and development towards desired goals. It provides for vertical mobility and can thereby help to equalize status between individuals coming from different strata. The Universal Declaration of Human Rights regards it as one of the basic rights of every human being.

The movement for improving women's status all over the world has always emphasized education as the most significant instrument for changing women's subjugated position in society.

The expansion of education and health services in the twentieth century however precipitated a need for women teachers and doctors and resulted in the incorporation of these two non formal vocations in the programs for women's education. (Bhatt, et. al., 1992)

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

2.2 Women in Economic Activities

The contribution of women to economic activities in various fields was no less than that of men. To understand the actual economic condition of women obstacle that continues to make recognition of women's full potential steams from obstinately held narrow concepts regarding women. In a patriarchal society rather we envision a human society of men and women where the other does not dominate the personality of one sex. The mere difference in physical structure does not make it necessary for one sex to lose complete human identity and live in surrender to the other sex in order to bring about true gender equality in the attitudes of the family and society towards women. This can only be brought about when the women themselves-their own ideas and feelings. Such sharing of real feelings among women will bring them into the process of empowerment. Nowadays development workers have started talking a lot about women's participation because they have finally realized how important women's involvement is, in every aspect of daily life (Johnson, 1989 cited in Shrestha, 2003).

In respect of studying "Women of Nepal" Women Development SAARC Division Under Ministry of Labor Social Welfare Published in 1987 indicates that as in other developing countries women in Nepal are mostly engaged in house – hold work and employed in lower and have to bear double burden of house and office due to various reasons (Chauhan, 1996). Meena Acharya

compiled a book titled “The Status of Women in Nepal”. She says that traditionally in Nepalese society, caste, clan and family alliances are predominant factors in social interactions. This factor influences women’s status in different ways. However, in her study, Acharya found that women in government services as well as government institutions seem to be concentrated at lower levels in the gazetted posts and at higher levels in non-gazetted posts. Women generally have middle level or higher education so they enter the government service at higher clerical and lower gazetted (or officer levels). There are a number of factors related to women’s expected social role such as household and child care responsibilities, limitation on mobility and late entry into service, all of which limit women’s opportunities to improve their qualification and hence diminish their prospects for promotion usually freezing them at the lower levels (UNO,1997). Unit’s declaration for plan action states that women are not minority group numerically; women constitute half of the total population of the world. By limiting women participation in development, societies deprive themselves of the full talent by half of their number (UNO, 1999).

Women are economically less secured than men partly because their role as wife or daughter-in-law is limited to household activities. The number of economically active female population was 72,716 in Kathmandu city (Women in Nepal, 1994). The concept of men as breadwinner has been widely accepted in Nepali society. Nepal’s main economy is overwhelmingly subsistence agriculture and because women predominate in this sector, their total contribution to the household income remains at 50 percent as opposed to only 44 % for males and 6% for children between the ages of 10 to 14 (UNICEF, 1992). More and More Nepalese women are entering into job market today either because economic necessity or in search of new career. If one looks into the occupational distribution of families from 1971 to 1991 census, one would find in considerable increase in the proportion of women employed in services, professional and technical and sales services (Pradhan, 1979).

In today's the cost of living is very high, so the added source of income earn by women from jobs outside the house is very helpful indeed. Once the women start earning, their socio-economic status will also improve and this will help them to maintain decent standard of living. For this reasons women have started to take up jobs outside while continuing to perform their traditional household chores as a housewife. The changing socio-economic conditions of women are taking place. In the modern developing society a man does not perform a dual role. But the modern society has created such a situation for women that she has to play dual role of working women and a housewife (Acharya and Benette, 1982).

However despite the dearth of employment opportunities the range and cover, which the woman's in Nepal show even now, is ended quite respectable. From self-employed subsistence level farming to village and urban small scale entrepreneurship is a big jump, and professional level, government jobs beginning from the post of peon and non-gazette posts to decision making levels and ambassadorship aboard, teacher to professor, midwifery to medical doctor and consultants, agricultural extension workers to agricultural export in different branch of agriculture and social workers to minister, police constables to police inspector etc. In addition, women are found coach in sports, trainer in carpet and textile weaving, basketry and pottery, workers in small industrial sectors and non- governmental enterprises. In the urban areas, quite a few women are self-employed in the service sector (Khanal, 1998). In the industrialized world women perform half of all service jobs although the figure falls to 27 percent in the developing countries. Women are on average paid less than men, even in industrialized countries. Generally, women are a large of the clerical, sales and services labor force but are largely excluded from manufacturing, transport and management (The World's Women, 1970-1990).

Agrawal (1997) has analyzed the status of women is intimately connected with their economic position which in true depends upon rights, roles and opportunities for their participation in economic activities. The economic status of women is now accepted as indicator of a society's stage of development.

However, all developments do not result in improving women's economic activities patterns of women's activities are affected by prevailing social ideology and differ according to the stage of economic development (Agrawal, 1997).

2.3 Women and Decision Making

According to Hugh (1965), in this study, "In the working and the middle class the working life exerts more influence in family decision making than the non-working wife" (Hugh, 1965). Shrestha (2002) had conducted a study on "Women Employment in financial Institutions" The objectives of the studies were as follows:

- 1) To portray the ratio of male and female employees in the total employment of the financial institutions.
- 2) To assess the employment opportunities for female.
- 3) To have a look at the attitudes of employers on women employment.
- 4) To assess the attitude of female employees towards their job.

In Nepal, the civil code (Mulukiya, 1904) guaranteed right to women by abolishing untouchable ability of caste, sex discriminations, child marriage, polygamy an incompatible, marriage, however gender discrimination still widely persist both within the law and in its customary application. Its amendment in 1976 greatly enhance the cause of equal rights for woman by amending law in governing marriage, divorce, property rights and inheritance. Now the civil code 1994 has eleventh amendment to give an equal property right for daughter with her brothers, but not shows the reality in our societies (Thapa, 2003)

Nepali women of the present society know that they have equal rights as men. The new civil code of 2020 and the 6th amendment of the new civil code have given them equal rights (Shrestha, 1982). This change has given them legal opportunities to develop self-confidence.

2.4 Education and Women's Status

Limbu (1995) showed the importance of education as key factor for opening the door to women's life. Education is the most important tool to increasing aspirations including economic development, awareness of rights and duties among the people that affect their education which permits the optimal utilization of individual potential and enable women to reach decision making position in household as well as educational and administrative structure in the country. She further showed that education provides employment opportunities for women on equal footing with men. So education is most important tool for household decision-making power of women. Nepalese society is regarded as the male dominated one. There is a wide gap between the status of male and female in terms of education income, decision-making and health concerns.

It is true that education is the major factor to change women's perception and affect their decision-making power. But different researches showed that not only education can improve women's status but there are different other factors which play vital role in women's life to change their situation.

In the third world countries like Nepal majority of women who are educated but are limited only in household chores and it is due to different reason that might be lack of employment opportunities or due to traditional or culture beliefs, where women are not allowed to work outside the home.

Also the lack of access to, and control over productive resources is one of the major factors that hamper women's equal participate in economic activities and the decision making process. It is generally seen that decision-making power is high in employed women rather than unemployed housewife so the economic factor is another important key to elevate women's status.

In the conducive we can say that women's status is low due to lack of an enabling environment.

Acharya and Benett gave a wider overview of women's status in their decision making power in household. They claim that economic factor affects women's role in decision-making both directly and indirectly. If a woman has a greater economic participation she has a greater power of decision-making. Similarly, social and demographic factors also influence the role of decision-making e.g. small size of children imply higher economic participation and consequently greater decision-making power for women (Acharya and Benett, 1981).

Moser N. Caroline (1989) "Gender Planning in the third world" The United Nations Decade for women (1976-85) has played a crucial part in highlighting and publicizing the important, but often previously invisible, role of women in the economic and social development of their countries and communities, and the "plight" of low-income women in Third World economies. Researchers have moved away from a preoccupation with the role of women within the family, toward an understanding of the complexities of women's employment. Research on both waged workers and those in the informal sector, in urban and rural areas, have assisted in identifying both the importance and the diversities to Third World economies. Policy makers have begun to shift their focus from a universal concern with welfare-oriented, family centered programs, which assumed motherhood as the most important role for women in the development process, to diversity of approaches emphasizing the productive role of women. The so-called women in development (WID) approach adopted by the United States Agency for International Development (USAID) with its underlying rationale that women are an untapped resource that can provide an economic contribution to development and had an important influence in popularizing income-generation projects for women.

Indeed the vast majority of policies, programs and projects directed at women world-wide are concerned with women within their engendered position in the sexual division of labour, as wives and mothers, and are intended to meet their practical gender needs.

While the room for maneuver for addressing gender needs varies within each specific socio-political and strategic gender needs and the identification of the triple role of women may provide useful methodological tools for planning. It may be helpful for policy makers responsible for meeting the practical gender needs of women, in assisting their adoption of more challenging solutions. The number of interventions in such sectors as employment, housing and basic urban services, illustrate the potential and limitations of different planning practices to reach practical or strategic gender needs within specific planning contexts (Caroline, 1989).

Acharya showed that household income, workload and the concern with the purity of the female body leading to the early marriage are important variables in the females' education. As long as there is no resource crunch in the family, the primary school age girls may get to go to school. But as soon as the resource constraint arises, the first casualty is the female Childs education. Girls in lower income groups get little opportunity to go to school at all. Those who got school get little opportunity to further their education beyond the secondary school (Acharya, 1994).

Shrestha shows that there are so many obstacles in women's education, they are two kinds: educational and non-educational.

The first include not enough schools for girls, no separate schools for girls, distance of schools, none or few teachers, inflexible school timing, gender-insensitive curricula, lack of literate environment and that girls' education is not taken to pay off her future security of parents. The non-educational obstacles, on the other hand, are poverty, social and cultural tradition, early marriage, concerns about girls and women, load of household work and illiteracy among parents (Shrestha, 2001).

The UN states education is one of the most important means of empowering women with the knowledge skills and self-confidence necessary to participate fully in the development process. But there are 960 million illiterate adults in the

world and two thirds are women illiterate of them. There are 130 million children who are not enrolled in primary school and 70 percent of them are girls (UN, 1999).

Ghimire found that the girls' enrollment in primary level, in spite of equal level population was lower than that of boys in both districts. The main causes were found to be the poverty, negative parental attitude, girls' involvement in farming and household work and lack o educational awareness in parents. He also found girls a decreasing trend of enrollment from primary to the secondary level. Though high rate of enrollment were found in primary levels, the proportion of girls' enrollment even at this level was only 38 percent as against 62% of the boys (Ghimire, 1997).

UNICEF states that the level of women' education is low in Nepal and lowest in SAARC countries. The adult female literacy is 34 percent for Nepal compared to Srilanka (94%), India (58%), Bangladesh (53%) and Pakistan (48%). The campaign for improving women's status has influenced the role of education. It is believed that education will bring about a reduction in the inequalities between sexes and uplift women's subjugated position in the society. Education of women has a higher social status and stable family size (UNESCO, 1995).

MOH indicated that women and men residing in the mountain ecological zone are least educated, while those residing in the hill zone are most educated. One third of women and two thirds of men residing in the hills have some education. Women residing in the western region are more likely to have some education than women residing in the other regions while those residing in the far-western region are the least educated. Similarly, men residing in the western region are most likely to be educated, while men residing in the central and mid-western region are least educated. Educational differences by sub regions are marked. The proportions of women who have never attend school ranges from low of 53 percent in the western mountain sub region. The proportion of men having no education ranges from 28 percent in the western hill sub region to 51 percent in

the western mountain sub region, indicating similar pattern for both men and women. In the central hill sub region, 8 percent of women and 20 percent of men completed at least secondary education, which is highest among all sub regions (MOH, 2001).

Pradhan found decision-making role within household system as an indication of the status of women. The high status of women is expected to reduce fertility rate, while opposite for those of lower status of women. They found that in communities, which encourage women to participate in gainful employment, women would have a higher status as compared to where those activities are restricted. They also found decision- making role as solely confined to household head. This is because of the cultural norms and low level of income (Pradhan, 1989).

According to Sherstha the decision-making power of women may increase with an equality of participation at all levels of planning and policy making not as recipient beneficiaries, labour and input contribution and consultants but as active change agents at the concerned level. It does not mean the involvement of one of two women or the wives of the leaders, but the involvement of women and men in the same proportion in decision making as their proportion in the communicates at large.

According to her, women of Nepal are so dependent to men, if the partners of members deny giving shelter to them; it is a question of basic survivals. This system has made women helpless, houseless and dependent that without men they will not survive (Sherstha, 2001).

UNFPA showed that women must struggle to reconcile activities outside the home with their traditional roles. They cannot participate fully in economic and public life, have limited access to position of influence and power and have narrower occupational choices and lower earnings than men. In the majority of countries, women comprise 10 to 30 percent of managers and occupy less than 5 percent of the very highest economic position. In addition, there have been

significant improvements in the percentage of females among managerial and administrative workers. Individual countries report significantly higher percentage: in the United States, Botswana and Guatemala, for example, women constitute 40, 26 and 32 percent of these positions respectively (UNFPA, 1995).

Improvement of the status of women also enhance, their decision making capacity at all levels in all spheres of life. This, in turn, is essential for the long-term success of population programmes. Experience shows that population and development programmes are most effective when steps have simultaneously been taken to improve the status of women (UN, 1999)

The status of women is represented by the level of education, occupation, political attainment and economical condition. It is categorized in terms of a) making food b) Children future prospects c) Household work d) Agricultural and economic field. e) Give childbirth.

Women's public life is culturally restricted to the degree that it is casually related to the patriarchal social system, which confines them to subordinated position. Religion, ethnicity, culture, law tradition, history and social attitudes place severe limits on women's participation in public life, and also control in their private life. These factors have both shape the cultures worldview and governed individual self-image, subsequently affecting the understanding and practice of development. This fact is largely evidenced by the reality that negligible numbers of Nepalese women are involved in professional management and decision making position (Shrestha, 2000).

Acharya stated that conventional social custom is one of the major reasons obstructing women from participation fully in economic development, which result low decision-making power in the women's hand. Higher the participation of women for economic development, higher will be the decision making power of women. On the other hand, the social conception those only women are responsible for the reproduction of human beings, conception, delivery and upbringing of the child has made it extremely difficult for women to participate

in the development process as equal member of society. Due to all these reasons their status compared to male is very low. Even political social and cultural development follows the economic development of a country. In this context, the committee constituted by United Nations in the status of women trying to gain for equal rights for women in various field of their social and economic life, suggestion for removal of gender inequalities in legal economic, social and educational matters (Acharya,1997).

WHO in its report shows that the different roles that men and women play in a society and the rights and responsibilities associated with those roles is a powerful force. In many countries gender roles make it difficult for men and women even to discuss family planning men often dominate decision-making and so can seriously harm or help women's reproductive health. Communication plays a key role in new approaches to men. Communication can help promote equity between partners. Encouraging aging couples to discuss contraceptive use and other reproductive decisions can lead to and healthier practices.

WHO showed that when a women shares decision-making power, she is better able to bring up and discuss family planning and sexual relation with her sex partner. Education may increase a woman earning capacity and household decision-making power.

In particular, better-educated women communicate more easily with their husband. A woman who has some economic power also may be more likely to discuss family planning with her husband because they can decision about sexual relation with her husband, childbirth and family size.

WHO indicated the gender roles, power imbalances between women and cultural norms concerning sexuality have important implications for a women's ability to avoid unwanted pregnancy. Women's vulnerability to rape, violence and sexual abuse puts them at high risk of unwanted pregnancy, as well as other sexual and reproductive health problems.

Opposition from her partner or other family members can make it difficult for a women to use family planning methods to delay or space pregnancies (WHO, 1998).

Pokharel showed that Nepalese women, especially in rural villages spend long hour for physically demanding labour. Village women typically work more then hours a day. Lack of household decision-making power makes them poorer physically and mentally than men. In spite of the laborious nature of their lives only half of population survives below the poverty lines, consuming less than 2250 calories (Pokharel, 2001).

MOH indicated that household decisions made within the rural household are divided in five categories farm management, domestic expenditure, education, religious and social travel and disposal of household products and transactions. It showed that women's participation in household decision-making increase with age. It shows that women's employment status is also related to level of participation in household decisions. Women who are employed and earn cash have more say in household decision making then women who do not work and women who work but not earn cash income (MOH, 2001).

2.5 Status of Women With Reference to Nepal

According to the constitution of Nepal, all citizens of Nepal are equal under the law, regardless of sex, caste and ethnicity, Nevertheless, the actual practice, illiteracy, poverty deep-rooted socio-cultural values and traditions, especially cast prejudices, and political factors have all often combined to prevent women from exercising their human rights. While human rights are common to men and women, there is a large area in the human rights of women that are either not recognized or neglected (UNFPA, 1995).

The United Nations has defined the status of women in the context of their access to knowledge, economic resources, and political power, as well as their personal autonomy in the process of decision-making. When Nepalese women's status is

analyzed in this light, the picture is generally bleak. In the early 1990s, Nepal was a rigidly patriarchal society. In virtually every aspect of life, women were generally subordinate to men.

Women's relative status, however, varied from one ethnic group to another. The status of women in Tibeto-Nepalese communities generally, was relatively better than that of Pahari and Newari women. Women from the low caste groups also enjoyed relatively more autonomy and freedom than Pahari and Newari women (UNESCO, 1995).

The senior female member played a commanding role within the family by controlling resources, making crucial planting and harvesting decisions, and determining the expenses and budget allocations. Yet women's lives remained centered on their traditional roles--taking care of most household chores, fetching water and animal fodder, and doing farm work. Their standing in society was mostly contingent on their husbands' and parents' social and economic positions. They had limited access to markets, productive services, education, health care, and local government. Malnutrition and poverty hit women hardest. Female children usually were given less food than male children, especially when the family experienced food shortages. Women usually worked harder and longer than men. By contrast, women from high-class families had maids to take care of most household chores and other menial work and thus worked far less than men or women in lower socioeconomic groups.

The economic contribution of women was substantial, but largely unnoticed because their traditional role was taken for granted. When employed, their wages normally were 25 percent less than those paid to men. In most rural areas, their employment outside the household generally was limited to planting, weeding, and harvesting. In urban areas, they were employed in domestic and traditional jobs, as well as in the government sector, mostly in low-level positions (UNESCO, 1995).

One tangible measure of women's status was their educational attainment. Although the constitution offers women equal educational opportunities, many social, economic, and cultural factors contributed to lower enrollment and higher dropout rates for girls. Illiteracy imposed the greatest hindrance to enhancing equal opportunity and status for women. They were caught in a vicious circle imposed by the patriarchal society. Their lower status hindered their education, and the lack of education, in turn, constricted their status and position. Although the female literacy rate has improved noticeably over the years, the level in the early 1990s fell far short of the male level.

The level of educational attainment among female children of wealthy and educated families was much higher than that among female children of poor families. This class disparity in educational attainment was also true for boys. In Nepal, as in many societies, education was heavily class-biased (UNESCO, 1995).

In the early 1990s, a direct correlation existed between the level of education and status. Educated women had access to relatively high-status positions in the government and private service sectors, and they had a much higher status than uneducated women. This general rule was more applicable at the societal level than at the household level. Within the family, an educated woman did not necessarily hold a higher status than her uneducated counterpart. Also within the family, a woman's status, especially a daughter-in-law's status, was more closely tied to her husband's authority and to her parental family's wealth and status than anything else (Encyclopedia of Women's History - from Jone Johnson Lewis)

Women in Nepal, as elsewhere, hold the triple work responsibilities of reproduction, house holding and farm work. However, reproduction is not treated as work and house holding is not considered as productive work by government system. Women also suffer from discriminatory practices in opportunities for education, personal mobility, which is required among other for skill development and independent decision-making (UNFPA, 1995).

Gender inequality still permeates Nepalese life whereby women lag far behind men in economic, social and political positions. Women's traditionally disadvantaged status in the areas of education, health and economic participation has restricted their mobility and deprived them the basic needs/ tools necessary for political participation (Upreti 1999).

Nepali women are daughters, wife and mothers, but not recognized as individuals with their own identity, despite the fact that they are as human as men. Society has relegated women to the lowest rank and to a submissive role, confined to the home and farm and their responsibilities there due to their maternal function. They are discouraged and prevented from taking part in public life (Subedi, 1991).

Equality in society cannot be achieved either through slogans, demands, and conflicts or through wishes and blessings alone. Experience has also shown that laws and regulations are not adequate. What is indeed required is a climate of public opinion where feeling of equality emanates from the hearts of all. Women are bounded by socio-cultural norms. Even parents discriminate against the girl child. This is because of lack of knowledge, awareness and education.

So if the nation wants to gain something from women, their first duty should be to give equal opportunity of education, health, empowerment etc. And control of family, by the use of family planning measures and drastic change will come in the nation automatically in every field like economic development, status of women, women's decision-making power etc.

2.6 National Policies and Programs on Women Education in Nepal

The sixth plan (1980-85) was the first government plan which officially addressed the issue of women's role in national development (Nepal Government, 1980). Although it recognized women's role in development theoretically, it included no concrete programs for that. In 1981, the Women's Social Coordination Committee (WSSCC) was formed to formulate a national

plan of action for women's development. This committee came up with a number of programs which covered various fields of women's development like education, health, employment, agricultural, forestry, cooperative development and the legal system. Even these programs were not significantly included in the next government plans and policies. Similarly, the seventh plan also stated that the role of women was important for the overall development of the country. Therefore, it stressed on greater participation of women in the development process. (HMG, Nepal, 1985)

The seventh five year plan had laid emphasis on qualitative improvements in education in order to maintain high educational standards. Besides, several policies measures were adopted for upgrading curricula and textbooks, provision of trained teachers, reforms in the supervision and examination systems, the creation of a competitive atmosphere in the education sector, establishment of model school of regional centers and arrangements for training and educational materials for English. There was a plan to provide teachers training to all primary school teachers by the year 2000 AD. However within the plan period, the 150 hour training was imparted to 11,554 similarly 2,239 teachers were trained through the Radio Education Teacher Training Program and 988 teachers through the women's education project.

In the eighth five year plan (1985-90) special emphasis was given on increasing the participation of girls in education. Special programs such as the distribution of school uniforms, provision of scholarships and awards to schools attaining high female enrollment were extended in order to attract girl to be admitted into schools, and to develop the habit of regular school attendance without dropping out. The policy of giving priority to appointment of female teachers in primary schools was pursued and the appointment of at least one female teacher in a primary school was made mandatory. Various programs were conducted with the aim of attaining universal primary education, increasing enrolment of girls in school, encouraging a maximum number of educated women to take up teaching

profession and encouraging a larger number of girl students to complete secondary education. Programs such as female teacher training, scholarship distribution and school uniform distribution were conducted during the plan period (HMG Nepal, 1985).

The ninth five year plan had aimed to increase women participation in education by extending and making accessible women education accessible for bringing them into the national mainstream. The main objective of the plan is to expand opportunities for and accessibility of women education for enhancing gender equality in education. Effective policy measures had been adopted to extend accessibility of women in education in order to increase equal gender participation in education. Effective operation and management of pre-primary or nursery classes contribute to minimize the tendency of class dropout and class repetition in pre-primary level which in turn help to minimize the wastage of investment in the education sector and increases its efficiency. In order to increase women participation in education targeted programs to appoint at least one woman teacher, in every primary school and preference were given to the appointment women teacher in lower secondary and secondary schools.

In tenth five year plan the objective is to increase the literacy rate by carrying out adult literacy and out of school programs with focus on the target communities especially the women, backward ethnic communities and the lowest caste (dalit) groups and conduct programs of literacy, post-literacy and continual education by way of coordinating with other developmental activities with the involvement of the government, non-governmental organization and local elected bodies in line with the objective of providing useful education. Make provision of scholarship in order to increase the access of women, the lowest caste (dalit) and disadvantaged communities to education. Implement 'gender auditing' system by developing specific sensitive indicators in all aspects of holistic education such as study, teaching, training, policy formulation and management.

The following policy improvements will be made to implement the strategies and action plans in order to achieve the objectives and goals of the tenth plan.

- Provide free education up to the secondary level to the lowest caste (dalit) backward indigenous people, women and persons with disability below poverty line

2.7 Review of Previous Studies

CERID (1994) on its study report entitled, “Status of Female Education in Nepal”, focused on participation, repetition, dropout, socio economic condition, female teacher availability, family education background, government's support system and so on.

The report explained in terms of educational attainment, girls or females are far behind males. Their participation rate in 2049 B.S. at the school level was 36.87 and at the tertiary level 24.28 (private campus excluded). Girl's participation at the primary level in schools in the Mountains, Hills and Plains; where female teachers were found slightly higher than in schools without female teachers.

The involvement of female teachers in schools, in the Mountains and Hills were not found to have made any impact on lessening the repetition and dropout quantitatively. However, in the plains, the presence of female teachers was a help to reduce them.

Poverty was one of the major causes of girl's low participation or non participation in and dropout from schools. Another important cause as demonstrated by the study is the problem of mass illiteracy, particularly of rural parents. As illiterates, they were found in want of motivation to educate their daughters (CERID, 1994).

Lack of awareness in the community people for educating their female counterparts, negative attitude of parents toward educating their daughters, the

family norm to involve females in household chores, the practice of early marriage was found to be a major constraint.

Increased provision of scholarship for girl students, priority to appointing as many female teachers as possible would create the positive feeling among the community people for educating their daughters. On the other hand, focus on creating physically and academically better learning environment would generate motivation in all incumbents.

The study generated various findings associated with female teachers. Basically the problems faced by female teachers and possible ways out to address them formed the major focus of the findings (CERID, 1994).

It was found that the proportion of female teachers in the total number of teachers was very low. However, the proportion of trained female teachers is nearly equal to the proportion of total number of trained teachers. Interestingly, more female teachers were found in the Hills than in the Mountains and Plains (CERID, 1994).

The number of female teachers in primary schools appeared to be higher than that in secondary schools. And most of the female teachers appeared to have belonged to the Brahmin, Chhetri and Newar ethnic groups. Only few female came from other ethnic backgrounds (CERID, 1994).

UNESCO (1995) on its study report entitled, "Scientific Education of girl's Education Beyond Reproach" explained that there were considerable differences between the right to education enjoyed by girls and boys. Far fewer girls attended school than boys and they had to drop their studies before the end of primary school far more often. As adults, they were often denied additional schooling and consequently and possibility of overcoming their handicap.

Excluded from intellectual institutions for economic and often cultural reasons, and being especially vulnerable to the hazards of life family break up, economic

privation, political upheaval, they usually ended up the poorest of the poor, with no hope for change. The persistence of a huge number of inequities between men and women, especially in the fields of education and training, led UNESCO to undertake specific actions in favour of women, taking into consideration their special needs and the many obstacles they had to overcome to enjoy the same rights and possibilities as men (UNESCO, 1995).

Many such obstacles still exist and considerable work remains to be done. Today one out of three women is illiterate. Women are still often found on the bottom rugs of society, those with the least esteem and the greatest exploitation (UNESCO, 1995).

Shrestha (2000) on his research entitled, "Equality of Acces of Women to Education in Pokhara " explained the educational or literacy status of the head of the households too had made a difference in the importance attached to the education of female children. However, this is not a factor that can be immediately manipulated to increase the number of female children going to school. He further explained that, social status of an ethnic or caste group had tended to show a remarkable degree of congruence with its economic status, with the result that the more lower the social status of an individual, household, the greater its chances of belonging to a lower economic stratum. This has very adversely affected the prospects of education for boys as well as for girls among the so- called untouchable caste groups. This is still another form of manifestation of the structural problems inherent in the society (Shrestha, 1973).

Shrestha (2001) on his research entitled, "Determinants of Educational Participation in Rural Nepal" explained the economic status of household, educational status of the adults in the family and attitude of household head towards education, gender, language spoken at home, income of the family, distance to school, teachers characteristics, physical as well as instructional facilities, modernity, size of family were factors affecting the rural children's participation in education.

This finding suggests that efforts directed towards increasing the awareness level of the adult members of the family, particularly the head of the household, would have a desired effect on increasing rural children's participation on education.

This study had emphasized on to teachers training and particularly to the provision of female teachers in rural schools appears to be in the right direction. This study emphasis on gender which was the more important factors influencing the participation of people in education. (Shrestha, 1984)

Adhikari (2001) on his study report entitled, “Exclusion from Right to Education: A Gender Dimension” explained the rate of dropping out was likely to decline as both the grade and level of schooling advances. The rates of promotion within each primary grade as well as of completion of primary education, as a corollary were very low compared to the corresponding rates at the lower secondary and secondary levels. In 1994, promotion repetition and dropouts of the total students enrolled 63 percent dropped out from the primary level, 27 percent from the lower secondary level and about 11 percent from the secondary levels. The rate of dropping out for girls from the primary level equals to the children at the primary level, drops by about three percentage points at the lower secondary level and by about five percentage points at the secondary level. Only about 37 percent of the primary school age children were expected to complete their primary education within a period of 5 to 13 years (Adhikari, 2001).

High repetition and dropout rates can be attributed to a number of causes. The more significant among them as pointed out by the Nepal Human Development Report, 1998 were household work, burden of children, imaginarily of school operation, income, poverty, physical distance, low perceived relevance of education, caste and ethnic discrimination, neglect of mother tongue in school (Adhikari, 2001).

Sharma (2002) on his research report entitled, “An Inquiry into the Causes of Primary School Drop-outs in Rural Nepal” explained the situation and dominant factors of dropout from the primary school in rural area of Nepal, were the

guardian's lack of awareness about the importance of education for their children, a compulsion under which primary school age children had to be engaged in household work, general feeling among the rural communities that girls did not need to be literate and poor economic condition of the family (Mainali, 1987).

CERID (2003) on its study report entitled, “A Survey of Studies on Drop out in Primary Education” reported that dropout was comparatively higher in grade 1, and dropout rate was higher among girls than among boys. Dropout increases as the level of education among the parents decreases. Drop-out rate was high in ascending order in the Terai, the hills and the Mountains. The dropout rate was highest in grade 5 in compared to other grades in primary schools. The reasons for higher dropout in grade 5 were failure in the terminal examination and the non- enrollment of grade 5 completers in grade 6 presumably because of the lack of secondary education facility in the same locality and also of their trying to take a job (CERID, 2003).

A survey of studies further reported that poor economic condition, engagement in household work, social condition, parent's negative attitude towards education practice of early marriage of girls, failure in examination, underachievement, high rate of tuition fee which was charged directly or indirectly, untrained and irregularity of teachers , distant location of the school, weather and road conditions , lack of motivation from the parents for the children, poor health of children due to malnutrition, urban biased education system and policies, and the elitist -oriented curriculum were the major causes of dropout (CERID, 1991).

Acharya (2001) on its study report entitled, “Development of Literacy Follow-up Materials for Women and Other Disadvantaged Population” explained that Nepal had one of the lowest literacy rates. Further alarming, women represent 82 percent of the total illiterate populations. The rate of literacy in 1950 was only 2 percent and now it has increased to 36 percent so during the last 40 years the increment had only been 34 percent of the children young enough to go to school were outside the primary schools. More than 70 percent of them were in primary

schools, dropout before completing the five years primary cycle. Due to lack of awareness about education or uneducated parents, young girls were looking after younger children, collecting firewood and grass, fetching water and feeding cattle, helping in farming and making dung cakes and collecting dry leaves.

With certain ethnic communities in rural Nepal, the social custom prohibits free association of girls with male members of the community. When the girl reached a certain age she was not supposed to appear before outsider. This social custom was indicative of a prevailing negative attitude towards the education of girls. The traditional social bias against girl's education and the low education and economic status of the rural people are all adversely affecting the rural children's participation in education. Therefore, making people literate is an immense and challenging task for the government (Achjarya, 2001).

Manandhar and Shrestha, (2003) on their study report entitled, "Population Growth and Educational Development" reported that there had been a steady increase in the participation of girls in primary education. Girl students as proportion of total primary enrollment increased from 38.7 percent in 1993 to 44.08 percent in 2001. Special measures such as provision of scholarships for girl students in specified districts and appointment of female teachers had contributed towards that increase in girl participation. The Education for All- plan Action 2003 aims at attaining complete gender parity in school enrollment by 2015. Primary enrollment ratios were used to measure progress in access to and participation in primary education. Gross Enrollments Ratios (GER) had exceeded 100 percent because of presence of "underage" and "overage" children in primary classes. Currently, Net Enrollment Ratio (NER) was 81.1 percent. This implies that about 19 percent of children in 6-10 years age group were still out of school (Primary Level). It was observed that most of the unschooled children belong to the disadvantaged groups, communities in remote areas and families in extreme poverty. The percentage of girls at the enrolment of lower secondary level was 42.2 per cent and at the secondary level 41.4 percent in 2001. Over the years from 1993 to 2001, some increment in the percentage of

girl students at the secondary level has occurred. A large number of lower secondary and secondary schools had been approved with a view to increase, for the boys as well as the girl, the access to secondary education. Gross Enrollment Rates were particularly very low for the girl students in all development regions (Manandhar and Shrestha, 2003).

In the year 2001, the total NER at the primary level was 81.1 percent in total, 86.9 percent for the boys and for the girls 75.1 per cent. It means that about 19 percent of the primary school age children are not in schools. More girls of primary school age (25%) are not in schools, compared to 13 per cent of the primary school age boys.

The NER at lower secondary and secondary levels are quite low, particularly at the secondary level. Region wise higher NER (45.2%) was found in the Western Region, for the lower secondary level, and highest NER (28.4%) was found in Eastern and Central Regions for the secondary level. Girl specific NER is generally lower than the boy specific NER in all regions (Manandhar and Shrestha, 2003).

Further exploration of NER at primary level by geographical regions was relevant in view of the government's goal of attaining 90 percent NER by the end of tenth plan. The NER were generally low in the Terai Region of all development regions particularly for the girls. Also the Mountain and Hill belts in the Mid Western and Far Western Regions had low NER (Manandhar and Shrestha, 2003).

CHAPTER – III

RESEARCH METHODOLOGY

3.1 Selection of Study Area and Population

The study on Educational Status of Female basically married women have been carried out in Syanja Bazaar , Pragati Nagar and Bahad Khola of Putali Bazaar Municipality. Putali Bazaar Municipality is situated in the northern-east part of the Syanja district. It is situated in one kilometer far from the center of the Syanja district. It has covered 2.595 km² area in total. Putali Bazaar Municipality is important place for Education and citrus plant . The total population of this Putali Bazaar Municipality is 39845. Out of them 20563 are male and 19282 are female. In this municipality majority of people are from Gurung, Brahmin and Chhetri castes. The study area was selected because of the inspiring involvement of woman in education at that area & no such study had been occurred in that particular area.

3.2 Research Design

Basically, the study is based on descriptive as well as exploratory research design. This study is exploratory because it attempts to explore the level of married women's educational status. This study is descriptive because it attempts to provide proper knowledge of the women's educational status of Syanja Bazaar , Pragati Nagar and Bahad Khola of Putali Bazaar Municipality.

3.3 Sources of Data

The data required for this study have been taken both from primary and secondary sources to fulfill the objective of the study.

3.3.1 Primary Sources

Observation and survey is one of the most important and popular method of data collection. In this study primary information is collected from field observation. The question used here is structured question. The questions have been asked directly to the married women to get information about the Women's socio-economic and educational status.

3.3.2 Secondary Sources of Data

Beside primary sources, secondary information has been collected from many books, published and unpublished journal, articles, project reports etc. The major issue on women is obtained from UNICEF, UNDP, CEDA and population monograph of CBS and others Government offices.

3.4 Sample size and sampling

Syangja Bazaar ;Pragati Nagar and Badkhola of Syangja district is the study area. The total population of the municipality (39845) and the number of household in the study area population is (707). For the municipality, only Syangja Bazaar , Pragati Nagar and Badkhola has been selected on the basis of systematic random sampling. Among the total population, 138 married females (from Syangja Bazaar , Pragati Nagar and Badkhola) have been taken by random sampling by using lottery method. The households have been selected and from the selected household married female representative (that may consist of Household head or other female member of that Household) below age 60 have been taken for sample. For the household survey actual number of household in the Putali Bazar has been taken from the municipality office. About 80 percent of household have been selected with the help of systematic random sampling.

3.5 Natures and Method of Data Collection

This study was based on primary data as the main source of information to fulfill the objectives of the study, whereas literature review has been done under secondary data and information. The primary data has been collected using interview schedule by the researcher himself. This study has been focused on the married female between age 15-60 age. The age and marital status of the respondent has been asked while taking interview, only married housewives respondent were taken and unmarried were omitted.

3.5.1 Questionnaire Schedule Design

The semi-structured questionnaire was designed for the quantitative data collection. Most of the questions are pre-coded and some open questions have also been included in the questionnaire. 29 questions are prepared and have been interviewed to the targeted population from whom the data are collected.

The study questionnaire includes the socio-economic and demographic characteristics of the respondents as well as household population. The questions are prepared as simple as possible so that all respondents can understand and answer the question easily. The whole set of questionnaire is divided into following aspects:

1. Individual and Household characteristics of respondents.
2. Literacy status and educational level of the respondents and household members.
3. Drop out pattern and level of respondents as well as household member.
4. Causes of drop out and illiteracy of respondent as well female members.
5. Hindering factors for female education.

3.5.2 Observations

Observation is one of the essential research tools in any research works. As the researcher is familiar with the study area, it is easier for him to observe the overall activities of respondents. The observation has been applied to get the reliable information for the study. Being the observation as a key technique, it gives more truthful information of the subject matter. This study applied observation technique to observe their economic activities, relation to other caste groups, and involvement in education activities.

3.5.3 Interview with Key Informants

By the structured interview it is not possible to collect all the information about the respondents. Therefore, establishing a co-operative and mutual friendly relation with the informants, data of internal feeling and emotions were acquired by an informal unstructured interview known as key informant interview. Key informant unstructured interview were taken from VDC secretary, teachers, social workers staff of municipality, District Development Committee official, political leaders.

3.5.4 Group Discussion

Group discussions have been made with groups of respondents. Focus group discussions have been conducted selecting only married women. Each group has been included married women of different castes and discussion mainly forced on to find out their present/past socio-economic condition. The notion of this type of discussion also prone to enlarge that they were facing sort problems now and then after change of socio-economic conditions and tradition with in community.

3.6 Data Processing

The filled up questionnaires have been done manual editing thoroughly. After all questionnaires are edited a codebook has been prepared for the opened questions. The questionnaires have been coded according to the codebook using alphabets as well as numeric values. The entire questionnaires have been edited to see whether there is mistake in skipping or not as well as to find out the other technical errors. After completing the manual edition the master table in SPSS computer program has been created in which all the obtained data from questionnaires are entered. When the data entry is completed then they are edited to find out the entry errors known as data cleaning in SPSS software.

3.7 Data Analysis and Presentation

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

3.8 Reliability and Validity of the Data

For the reliability and effectiveness of work true and correct information are essential. In order to achieve the objectives of the study primary information is the original source of this study with prior appointments to the concerned respondents of married women. As per requirement of the study these information have been collected from married women for meeting the specific objectives through developing the scheduled questionnaire and distributed it to the concerned married women who is available as well as responsible in the way of research. However, most of the married women provided the information by showing interest and accepting awareness of the contest and to get more information, discussion, personnel interviews, and observation, have also been conducted with the concerned married women. The data and information have

been collected from the primary sources to meet the specific objectives of the study. It makes the research work more valid, reliable and objective. The major portion of reliability and validity of data depend upon the interest, level, intention, nature, age and capacity of the respondents. The researcher has tried to meet the authentic and prime authorities of the married women to gather the correct information with personnel discussion, observation and opinion survey. Check and balance types of questions have also been included in the questionnaire.

3.9 Selection of Dependent and Independent Variables

Generally, there are three types of variables in social issues; they are dependent variables, independent variables and intermediate variables. So here in this study only two types of variables are selected i.e. dependent and independent variables. The role of intermediate variables is disregarded.

The Independent Variables are

- Age
- Sex
- Caste/Ethnicity
- Religion
- Marital Status
- Occupation of Parents
- Family Size
- Educational Level of Parents

Dependent Variables

- Literacy Status and Level
- Educational Status
- Drop out level
- Hindering Factors on Female Education

- Causes of Drop out and Illiteracy

CHAPTER - IV

GENERAL CHARACTERISTICS OF THE STUDY AREA

4.1 Background Characteristics of Study Households Member

4.1.1 Distribution of Respondents by Caste and Ethnicity

In this study different major 5 caste and ethnic groups namely Newar, Brahmin, Chhetri, Magar and Sarki are recorded separately and others insignificant number of castes and ethnics are comprised under other category. The detail figure of caste/ethnic distribution of respondents is presented in the table 1.

Table 4.1
Distribution of Respondents by Caste/Ethnicity

Caste/Ethnicity	Frequency	Percent
Brahmin	57	41.30
Sarki	3	2.20
Chhetri	31	22.50
Magar	21	15.20
Newar	13	9.40
Others	13	9.40
Total	138	100.00

Source: Field Survey, 2008

From the table 4.1 it can be seen that majority of respondents are from Brahmin that holds 41.30 percent followed by Chhetri 22.50 percent, Magar 15.20 percent and 9.20 percent Newar. (Similarly proportion of Sarki found which holds only 2.20 percent). Finally 9.40 percent holds by other that includes- Tamang, Gurung and Lama. The population of study area has high density of Brahmin. It is found that majority of respondents are from Brahmin and Chhetri caste in study area.

4.1.2 Distribution of Households Member with Sampled Respondents by Age and Sex

The information regarding the age and sex distribution of the population has been collected from the respondent's response. Respondents were asked about the information of their household members. The obtained information regarding the Age-Sex distribution is presented in two ways- first on the basis of 5 years age group and second on the basis of active and inactive population i.e. Age group 0-14, 15-59 and 60+.

Table 4.2

Distribution of Households Member Population by Age Group

Age Group	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
0-4	13	3.67	23	6.50	36	5.09
5-9	44	12.43	35	9.92	79	11.17
10-14	55	15.50	34	9.63	89	12.60
15-19	39	11.07	36	10.20	75	10.61
20-24	37	10.45	40	11.33	77	10.89
25-29	22	6.21	34	9.63	56	7.92
30-34	29	8.19	36	10.20	65	9.19
35-39	31	8.76	30	8.50	61	8.63
40-44	25	7.06	20	5.67	45	6.36
45-49	11	3.11	6	1.70	17	2.40
50-54	10	2.82	8	2.27	18	2.55
55-59	9	2.54	15	4.25	24	3.40
60+	29	8.19	36	10.20	65	9.19
Total	354	100.00	353	100.00	707	100.00

Source: Samples Respondents

From the table 4.2, it can be seen that out of total 707 population 12.60 percent population is found in age group 10-14 and followed by age group 5-9, 20-24 and

15-19 as 11.70 percent, 10.89 percent and 10.61 percent respectively. Similarly in sex wise, it is seen that majority of female are in 20-24 age group 11.33 percent and 15-19, 10.20 percent which is the peak age for fertility. Similarly, the highest percent of male population is in 10-14 age groups 15.50 and followed by 5-9 age group contributing 12.43 percent. In overall the male population is decreased according to the increment of age.

Furthermore the age and sex distribution of the study population is presented according to broad age group in table 4.2

Table 4.3

Distribution of Households Member Population by Working Age Group

Age Group	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
0-14	112	31.64	92	26.06	204	28.85
15-59	213	60.17	225	63.74	438	61.95
60+	29	8.19	36	10.20	65	9.20
Total	354	100.00	353	100.00	707	100.00

Source: Sampled Respondents

Table 4.3 shows the distribution of the study population by broad age group. Out of total (707) population, 354 are male and 353 are female. There is no significant difference between male and female in number. Similarly if we see the age wise scenario, majority of population 61.95 percent is in active age group i.e. 15-59 followed by 28.85 percent from age group 0-14 and 9.20 from the age above 60. Similarly, proportion of female population is lower in earlier age or age group 0-14 (26.06%) compared to male population (31.64), but this is just opposite in working age. In working age i.e. 15-59 male population is lower than female or only 60.17 percent male and 63.74 percent of female is found. It indicates that still female are inside house doing household work and male are out of house (migrated). Similarly, in old age female population is higher (10.20%) than male population (8.19%). From study, it is found that majority of

populations are young age group and male and females are nearly equal in number.

4.1.3 Distribution of Households Member Population by Marital Status

In this study, the sampled population is studied on the basis of their marital status. Generally three marital events are considered namely married, unmarried and widow for male and female respectively. The marital status is presented in following table 4.4.

Table .4.4

Distribution of Household Member Population by Marital Status

Age Group	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Married	164	46.89	187	52.41	351	49.65
Unmarried	176	52.26	162	43.34	338	47.81
Widow	3	0.85	15	4.25	18	2.54
Total	343	100.00	364	100.00	707	100

Source: Sampled Respondents

From the study it is found that out of total (707) studied population majority of people 49.65 percent are married followed by unmarried population 47.81 percent and insignificant proportion of widow population i.e. 2.54 percent only. Similarly in sex wise marital status female population is found more than male as 46.89 percent male are married where as 52.41 percent female are married. But the more male are remained unmarried than female or male unmarried percent (52.26%) is more than female (43.34%). The variation in percent indicates that female get engaged in marital relation earlier than male. From the study insignificant number of population was found as widow i.e. 2.54 in percent. Out of them 15 are female and 3 are male. In huge difference number is the result of low life expectancy of male comparing to female. From the study it is found that

majority of the household members are married. It was due to having higher number of married male and daughters.

4.1.4 Distribution of Households Member Population by Occupation

Occupation refers the work that an individual does for his/her livelihood. In this study generally 5 types of occupations are considered including student and one category named not stated is also included. Not stated includes the infants and the children who are under the age of work i.e. fully dependent. The occupation wise statistics of study population is presented in table 4.5.

Table 4.5
Distribution of Households Member Population by Occupation

Occupation	Frequency	Percent
Agriculture	252	35.60
Business	38	5.40
Service	104	14.70
Wages	19	2.70
Others (carpet knelling, carpenter, mason etc.)	41	5.80
Students	253	35.80
Total	707	100.00

Source: Sampled Respondents

From the table 4.5, it can be seen that majority of sampled population is student i.e. 35.80 percent and almost similar population is dependent on agriculture i.e. 35.60 percent population is involved in agriculture followed by service 14.70 percent and business 5.40 percent and wages 2.70 percent that includes different types of works receiving daily wages.

From the study it is found that majority of respondents' member are involved in agriculture and students. It is due lack of other opportunities in study area and respondents are compelled to work in their land.

4.1.5 Distribution of Households Member Population by Income Source

Income is essential to run the daily activities that can be obtained from occupation especially they do. So here the sampled population is categorized according to their income source. While collecting this information they were asked as - What is your source of income? The obtained information is presented in table 4.6.

Table 4.6

Distribution of Households Member Population by Income Source

Income Source	Frequency	Percent
Agriculture	252	35.64
Business	36	5.10
Service	101	14.28
Wage	19	2.68
Others (carpet knelling, carpenter, mason etc.)	299	42.30
Total	707	100.00

Source: Sampled Respondents

As majority of population dependent on agriculture, that is the main source of income of them. Hence the highest percent of population having income source is agriculture i.e. 35.64 percent followed by service 14.28 percent, business 5.10 percent, wage 2.68 percent and 42.30 percent others including house rent, remittance (remittance is the main source of income who work in foreign country). In conclusion we can observe that almost all people are dependent on agriculture.

From the study it is found that main source of income comes from the agriculture and other sources (carpet knelling, carpenter, mason etc. It was due to involvement of respondents in agriculture activities in study area.

4.1.6 Distribution of Households Member Population by Literacy Status

The main objective of this study is to find out the educational status of married female of sampled area (Syanja Bazaar, Pragati Nagar and Bahad Khola of Syanja district). The literacy status is observed for overall 707 household populations from 138 sampled households. The literacy status and educational level of the overall household population is presented in table 4.7 according to their sex.

Table 4.7

Distribution of Households Member Population by Literacy Status

Literacy Status	Sex				Total	
	Male		Female			
	Number	Percent	Number	Percent	Number	Percent
Literate	310	90.91	254	70.27	564	80.71
Illiterate	31	9.09	112	29.73	143	19.29
Total	341	100.00	366	100.00	707	100.00

Source: Sampled Respondents

From the table 4.7, it is found that out of total households' member population literacy status is recorded. Out of this 707 population 564 or 80.71 percent people are literate whereas 143 are illiterate. From this table overall proportion of literate population is high; however the sex wise scenario is a bit different. According to this table 90.91 percent male are literate where as only 70.25 percent female are found literate. This data indicates those still females are backwarded in education field. Furthermore, the educational level of the household population is presented in table 4.8.

From the study it is found that majority of the household members are educated. It is due to higher number of educated people residing in study area especially in Syanja district.

4.1.7 Distribution of Households Member Population by Educational Attainment

Table 4.8 shows the educational level of the literate population. Out of total 564 literate population 12.93 percent population have got education from non-formal education (like- Adult-education program, Radio Shiksha, relatives etc.) and 87.07 percent population have got education from formal education. While observing the educational level of the overall household population it is found that majority of population 28.78 percent out of 564 have achieved primary education followed by lower secondary and secondary level 20.78 and 11.66 percent respectively.

Table 4.8

Distribution of Households Member Population by Educational Attainment

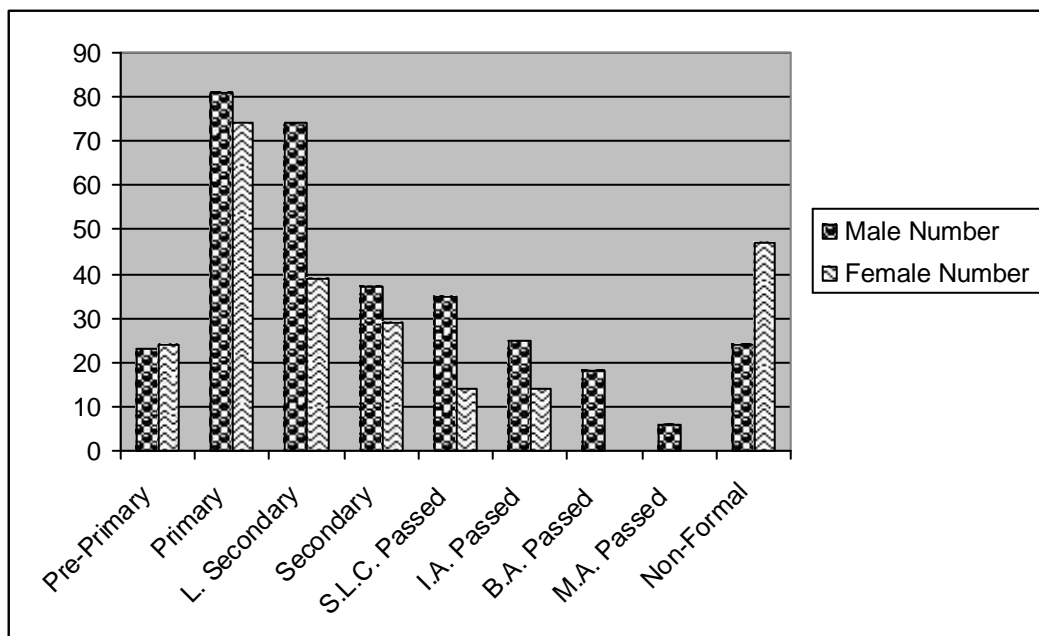
Educational Level	Sex				Total	
	Male		Female		Number	Percent
	Number	Percent	Number	Percent		
Pre-Primary	23	7.12	24	9.95	47	8.33
Primary	81	25.07	74	30.70	155	27.48
L. Secondary	74	22.91	39	16.18	113	20.03
Secondary	37	11.45	29	12.03	66	11.70
S.L.C. Passed	35	10.83	14	5.80	49	8.68
I.A. Passed	25	7.73	14	5.80	39	6.91
B.A. Passed	18	5.57	-	-	18	3.19
M.A. Passed	6	1.85	-	-	6	1.06
Non-Formal	24	7.43	47	19.50	71	12.58
Total	323	100.00	241	100.00	564	100.00

Source: Sampled Respondents

The population is decreased as increase in educational level. Only 8.68 percent have passed the S.L.C. and 6.91 percent Intermediate level and 3.19 percent have passed bachelor level. The percent of population having Master's Degree is insignificant i.e. 1.06 in percent. Similarly, if we analyze the situation by sex it is

found that in primary level female are more than male i.e. 30.70 percent, whereas this percent has significantly decreased in higher level and none of female from study population has passed Bachelor's and Master's Degree. Comparatively male proportion is high than female except in primary level. This scenario indicates that still women have poor educational level.

From study it is found that majority of the household members have attained level of education up to secondary level and very few member have attained higher degree. Because, majority of respondents have involved in agriculture sector rather than service sector.



4.1.8 Distribution of Respondents by Household Facility

From table 4.9, it is seen that nearly 96 percent of respondents have electricity at their household and more than 80 percent have radio. Similarly, more than 86 percent respondents have television at their home where as only 24 percent have telephone facility. It is miserable to say that even being areas under municipality 4.35 percent respondents have no electricity facility. Similarly another important thing is 76.09 percent respondents have no telephone facility at their home. From the study it is found that majority of respondents have household facility like electricity, telephone, radio, toilet etc. It is due to selection of study area in urban area

Table 4.9

Distribution of Respondents by Available Facilities at Home

Facilities	Yes		No		Total	
	Number	Percent	Number	Percent	Number	Percent
Electricity	132	95.65	6	4.35	138	100.00
Radio	113	81.88	25	18.12	138	100.00
Television	119	86.23	19	13.77	138	100.00
Telephone	33	23.91	105	76.09	138	100.00
Toilet	101	73.19	37	26.81	138	100.00
Drinking Water	28	20.29	110	79.71	138	100.00

Source: Field Survey, 2008

4.2 Age and Marital Status of Respondents

In this study, data and information are collected in two ways, first 138 respondents and their individual information and overall household information of these 138 respondents. In this section, demographic, socio-economic characteristic of 138 selected respondents is analyzed.

4.2.1 Distribution of Respondents by Age Group

The age distribution of respondent is classified in 5 years age group. The information has been collected from the married female above the age 20. Out of them different 7 groups are presented here in table 4.10.

Table 4.10

Distribution of Respondents by Age Group

Age Group	Frequency	Percent
20-24	11	8.00
25-29	24	17.50
30-34	31	22.50
35-39	30	21.70
40-44	18	13.00
45-49	6	4.30
50+	18	13.00
Total	138	100.00

Source: Field Survey, 2008

Table 4.10 shows that all the respondent are above the age of 20 and out of them majority of respondent are in age group 30-34. Out of 138 respondents, 22.50 per cent are in this age group followed by 21.70 per cent in 35-39 and 17.50 percent in 25-29 age groups respectively. In short, we can say majority of respondents are of the age of 25-39.

From study it is found that majority respondents are age group between 20-44, because respondents were selected married women only.

4.2.2 Distribution of Household by Marital Status

Marriage is a universal demographic component. In this study, respondents' marital status is categorized mainly in two different categories; namely married and widow. The marital status of respondent is presented in table 4.11.

Table 4.11

Distribution of Household by Marital Status

Marital Status	Frequency	Percent
Married	134	97.10
Widow	4	2.90
Total	138	100.00

Source: Field Survey, 2008

Table 4.11 reveals that almost all 97.10 percent Household have married women and 2.90 percent are widowed. From the study it is found that some respondents are widow.

CHAPTER V

EDUCATIONAL ACHIEVEMENT AND THE DROPOUTS

5.1 Educational Status of Respondents

5.1.1 Literacy Status of Respondents

The main objective of this study is to find out the educational status of female among Syanja Bazaar ;Pragati Nagar and Bahad Khola of Syanja district, hence primarily to know the educational status. The literacy status of the respondent is collected as literate or illiterate. The literacy status of sampled 138 respondents is presented in table 5.1.

Table 5.1

Distribution of Respondents by Literacy Status

Literacy Status	Frequency	Percent
Literate	83	60.10
Illiterate	55	39.90
Total	138	100.00

Source: Field Survey, 2008

From table 5.1, it is shown that out of total 138 respondents 60.10 percent are literate and 39.90 percent are illiterate. This 39.90 percent illiteracy rate of female indicates that still the educational status of women is backward. However this is the better percent of literate female comparing to female literacy rate of Nepal, which is around 42 percent.

From the study it is found that majority of respondents are literate, because respondents were selected from urban area where there is facility of education.

5.1.2 Source of Literacy

Table 5.2

Distribution of Respondents by Literacy Source

Type of Source	Frequency	Percent
Formal	46	55.40
Non-formal	37	44.60
Total	83	100.00

Source: Field Survey, 2008

Table 5.2 shows that majority of literate respondents (55.40%) have gained their literacy from formal source i.e. school education where as 44.60 percent respondents have gained literacy from different non-formal sources like adult education program, radio, friends and relatives etc. Media of non-formal education is presented in table 5.3.

Table 5.3

Distribution of Respondents by Media or Source of Non-formal Literacy

Source	Frequency	Percent
Adult Literacy Program	26	72.20
Family	8	22.20
Others	3	5.60
Total	37	100.00

Source: Field Survey, 2008

From table 5.3 it is seen that 72.20 percent respondents have gained non-formal education from adult education program. This shows the achievement of adult literacy program launched by Nepal government. Similarly, 22.20 percent have gained non-formal literacy from their family members and 5.60 percent from other sources like friends, relatives etc. From the study it is found that majority of respondents were getting the education from formal education source and some respondents were getting their education from non-formal source through

adult literacy program and friends. There is facility of school and colleges therefore majority of respondents were literate.

5.1.3 Causes of Illiteracy

As we know that there may be different factors that are leading or hindering women to read and write. Hence 138 respondents were asked about their causes of illiteracy; means why did they not go to school and why they could not read and write? Regarding this question different causes or factors came as hindering factors of their illiteracy. These different factors or causes about why did they become illiterate is presented in table 5.4 in detail.

Table 5.4
Distribution of Respondents by Causes of Illiteracy

Particular/Factors	No. of Respondent	Percent
Lack of awareness	48	87.27
Economic Problem	6	10.91
Household work	1	1.82
Total	55	100.00

Source: Field Survey, 2008

From this table 5.4 it is found that majority of respondent 87.27% pointed out that the main cause of their illiteracy is lack of awareness. This means they were unknown or they did not know about the need and importance of education and did not take formal classes. Similarly 10.91% respondent out of 55 illiterate said that they could not go to school and became illiterate due to economic problem. Insignificant or only one respondent said the household work is her cause of illiteracy. Hence from this table it can be concluding that most of the female in our society are illiterate because they don't know about the needs and importance of education or they are unaware about literacy and its advantages.

From the study it is found that because of economic problem, lack of awareness and household work some respondents were illiterate and most of the illiterate were due to lack of awareness.

5.1.4 Literacy Status by Type of Family

The type of family is also one of the hindering as well as enhancing factor about the literacy status of the members. So in this study it is tried to relate the type of family and their literacy status. This is presented in table 5.5.

Table 5.5

Distribution of Respondents by Literacy Status and Type of Family

Literacy Status	Type of Family		Total
	Nuclear	Joint	
Literate	53	30	83
Illiterate	30	25	55
Total	83	55	138

Source: Field Survey, 2008

From the table 5.5 it has been clearly seen that the proportion of literate female is higher in nuclear family than joint family numerically out of 83 literate female respondents 53 are belonged to nuclear family where as only 30 from joint family. Hence from this scenario it can be concluded that the literacy status can also be determined by the type of family or the member of family in a household. From the study it is found that majority of respondents were literate who were from nuclear family, because there is high awareness and less household work than joint family.

5.1.5 Age at Marriage and Literacy Status

Age at marriage also plays an important role regarding the literacy. In general there is inverse relation between age at marriage and the literacy status of the respondents. The situation of age at marriage and literacy status of respondents is presented in table 5.6.

Table 5.6
Age at Marriage and Literacy Status of the Respondents

Age at Marriage	Literate	Percent	Illiterate	Percent	Total
10	-	-	1	1.82	1
11	-	-	1	1.82	1
12	-	-	1	1.82	1
13	1	1.20	4	7.27	5
14	1	1.20	2	3.64	3
15	3	3.61	2	3.64	5
16	3	3.61	5	9.09	8
17	21	25.30	9	16.36	30
18	13	15.66	12	21.82	25
19	15	18.07	4	7.27	19
20	13	15.66	7	12.73	20
21	6	7.23	2	3.64	8
22	5	6.02	2	3.64	7
23	1	1.20	1	1.82	2
25	1	1.20	1	1.82	2
32	0	0	1	1.82	1
Total	83	100	55	100.00	138

Source: Field Survey, 2008

According to table 5.6 the literacy status of respondents is increased in increased in age at marriage. Respondents who have low age at marriage they are almost

illiterate and in increase in age at marriage the literacy also increased. According to this table respondents who have married at the age below than 15 years, are illiterate. And significant numbers of respondents about 25 percent are literate who have married at the age of 17. From the study it is found that majority of respondents were getting their marriage at age between 17 to 25, because respondents were literate therefore they did not get married at lower age.

5.1.6 Literacy Status of Respondents by Caste and Ethnicity

As we know that Nepal has diversity in culture. Different peoples are belonged to different caste and ethnic groups. People from different caste, ethnic groups have different socio-economic as well as different demographic characteristics, life styles and different living standard. So the literacy status also can affect by caste and ethnicity. Hence in this study the literacy status of the respondents has highlighted on the basis of caste and ethnicity.

Table 5.7

Literacy Status of Respondents According to Caste and Ethnicity

Caste/Ethnicity	Literacy				Total
	Literate Number	Percent	Illiterate Number	Percent	
Brahmin	29	34.94	28	50.91	57
Chhetri	23	27.71	8	14.55	31
Magar	13	15.66	8	14.55	21
Sarki	6	7.23	7	12.73	13
Tamang	5	6.02	3	5.45	8
Newar	3	3.61	0	0.00	3
Others	4	4.82	1	1.82	5
Total	83	100.00	55	100.00	138

Source: Field Survey, 2008

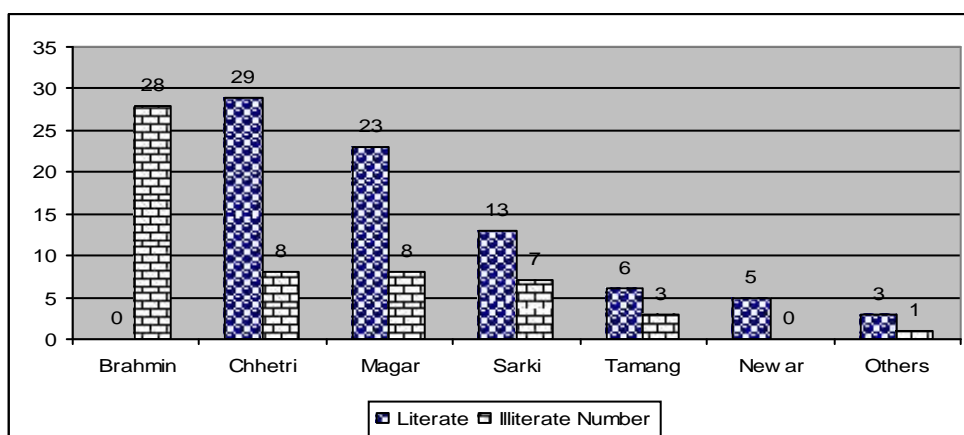


Table 5.7 shows that majority of respondents about 35 percent are literate from Brahmins caste followed by Chhetri 28 percent. Similarly 13 percent respondents are literate from Magar and Sarki and Tamang as well as Newar have the lower literacy status. (It is important to note that, the literacy percent according to caste and ethnicity is influenced by the no of respondents belonged to that particular caste). From the study it found that majority are Bramin caste.

5.1.7 Literacy Status of Respondents by Occupation

Occupation is a major factor that can affect the literacy. Occupation determines the income level that in turn determines the literacy status of the people. Here the status of literacy of respondents by occupation is presented in table 5.8.

Table 5.8
Literacy Status of Respondents by Occupation

Occupation	Literacy			
	Literate Number	Percent	Illiterate Number	Percent
Agriculture	73	87.95	51	92.73
Business	3	3.61	2	3.64
Service	4	4.82	1	1.82
Others	3	3.61	1	1.82
Total	83	100.00	55	100.00

Source: Field Survey, 2008

From table 5.8 it can be seen that majority of respondents belonged to agriculture and out of them who adopt agriculture as their occupation, about 88 percent are literate and 93 percent are illiterate. From this scenario we can conclude that respondents who are involved in agriculture are illiterate. Similarly, in other occupation like business and service the percentage of illiterate is lower than literate. According to table 5.8 respondent whose occupation is service they are more literate, which can be proved from the data e.g. about 5 percent people are literate whereas about only 2 percent are illiterate. So we can conclude that the occupation also affects the literacy status of female. Generally who are involved in service rather than agriculture are more literate. From the study, it is found that majority of respondents were involved in agriculture as occupation because there is lack of other opportunities in study area other than agriculture.

5.1.8 Literacy Status by Parents' Literacy Status

Parents are the source of guidance, inspiration and other. The status of the parents can reflect on their child or other family members of the family. So, if the parents are literate, automatically their child or other members also get environment to be literate. There is linear relation in parents' literacy status and the respondents. Table 5.9 has presented the literacy status of the respondents by parents' literacy status.

Table 5.9
Literacy Status by Parents' Literacy Status

Parents' Literacy Status	Respondent's Literacy Status					
	Literate	Percent	Illiterate	Percent	Total	Percent
Literate	68	81.93	23	41.82	91	62
Illiterate	15	18.07	32	58.18	47	38
Total	83	100.00	55	100.00	138	100

Source: Field Survey, 2008

Table 5.9 shows linear relation between parents' literacy status and the literacy status of the respondents. Majority of respondents about 82 percent are literate whose parents are literate. And only about 18 percent are literate whose parents are illiterate. Likewise, comparatively few respondents are illiterate about 42 percent whose parents are literate followed by 58 percent illiterate whose parents are illiterate. So from this data it can be conclude that if parents' literacy is high automatically the literacy status of the other members also becomes high.

5.1.9. Literacy Status by Family Income

To get education or to be literate we must invest money. If the economic status of family income is high certainly they invest money for education and family members can become literate and vice-versa. Family income also plays significant role to raise the literacy level. The table 5.10 has presented the literacy status of the respondents by family income.

Table 5.10
Literacy Status by Family Income

Family Income	Literacy				Total
	Literate	Percent	Illiterate	Percent	
Less than Rs. 1000	10	12.05	17	30.91	27
Rs. 1000-2000	6	7.23	4	7.27	10
Rs. 2000-3000	15	18.07	12	21.82	27
Rs. 3000-5000	35	42.17	15	27.27	50
More than Rs. 5000	17	20.48	7	12.73	24
Total	83	100.00	55	100.00	138

Source: Field Survey, 2008

Table 5.10 shows the literacy status and the income of the family. It proves that if the income level is high the literacy status also goes up. About 42 percent of respondents are literate whose income level is between 3-5 thousands, followed by 20 percent whose income is more than 5000 but about 31 percent respondents are illiterate whose income level is less than 1000. So we can say that if the income level of respondents increases it also helps to increase literacy level.

5.2. Educational Level of Respondents

Level of education refers the level or grade that an individual has studied. In this study the level of education is classified in 7 different categories as primary, L. Secondary, Secondary, S.L.C. Passed, I.A. passed, B.A. passed and M.A. passed. And the respondent who has got education from non-formal sectors also mentioned here in this study. The detail figure of educational level of respondents is presented in table no. 5.11

Table 5.11
Distribution of Respondents by Educational Level

Educational Level	Frequency	Percent
Non-formal	37	44.58
Primary	16	19.28
L. Secondary	11	13.25
Secondary	9	10.84
S.L.C. Passed	4	4.82
I.A. Passed	6	7.23
Total	83	100.00

Source: Field Survey, 2008

Table 5.11 has presented the 83 literate people and their educational level as their passed level. From this table Majority of respondents 44.58 percent have got basic education from non-formal educational source. And out of literate population the highest proportion of population has got primary education which holds 19.28 percent, followed by secondary level 13.25 percent and lower secondary level 10.84 percent. From this table it can be concluded that the proportion of population is decreased as increase in level of education. And insignificant numbers of population have passed intermediate level. This trend proves that the level of education of female is still very low even if they are literate.

5.2.1 Educational Level by Caste and Ethnicity

People from different caste/ethnic group have different socio-economic as well as different demographic characteristics, life styles and living standard. So they have different educational level or attainment. Hence in this section the educational level of the respondents is highlighted on the basis of caste and ethnicity.

Table 5.12
Educational Level by Caste and Ethnicity

Educational Level	Caste/Ethnicity							Total
	Brahmin	Newar	Chhetri	Magar	Sarki	Others	Tamang	
Primary	4	-	4	-	1	2	2	13
L. Secondary	-	-	2	2	4	-	-	8
Secondary	5	-	3	2	-	-	-	10
S.L.C. Passed	2	-	3	-	-	1	-	6
I.A. Passed	1	2	5	-	-	-	-	8
Non-formal	15	2	5	11	1	1	3	37
Total	27	4	23	14	6	4	5	83

Source: Field Survey, 2008

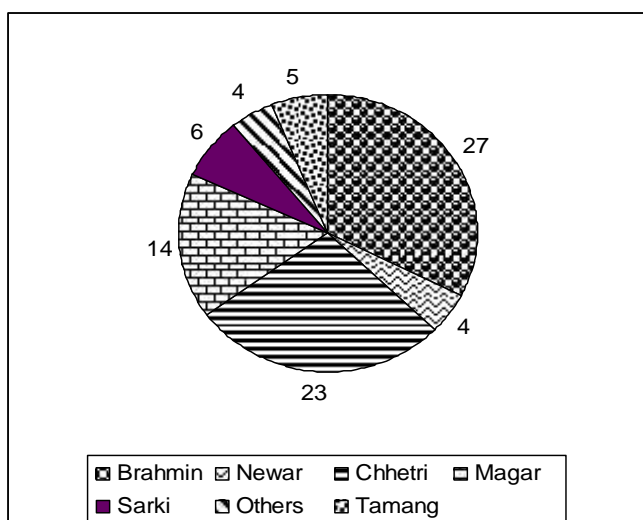


Table 5.12 shows that respondents from Chhetri caste have attained Intermediate level (5 in number out of 8 respondents), followed by Newar (2 out of 8). None of the respondents from any caste and ethnicity have graduated and done masters degree. However Chhetri and Brahmins have attained school upto higher level.

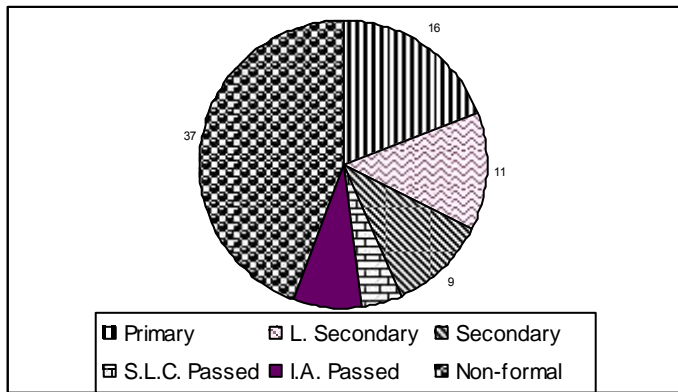
5.2.2 Educational Level by Occupation

Occupation is a major factor that can affect the literacy. Occupation determines the income level that in turn determines the level of education of the people. Here the educational status of respondents by occupation is presented in table 5.13.

Table 5.13
Level of Education According to Occupation

Occupation	Educational Level						Total
	Primary	L. Secondary	Secondary	S.L.C. Passed	I.A. Passed	Non-formal	
Agriculture	13	11	9	4	4	34	75
Business	3	-	-	-	-	1	4
Service	-	-	-	-	1	2	3
Others	-	-	-	-	1		1
Total	16	11	9	4	6	37	83

Source: Field Survey, 2008



From table 5.13 majority of respondents are involved in agriculture have gained education from non-formal education source. Similarly, while comparing the educational level by occupation majority of respondents have cross secondary level who belong to agriculture. (which is due to contribution of more proportion in total respondent), in which 9, 4 and 4 respondents have attained secondary level, passed S.L.C and also passed I.A. level respectively. Only one respondent who is belonging to service has passed I.A. level.

5.2.3 Educational Level by Family Income

Income or economic resources are needed to get education. If the economic status of family is high certainly they invest money for higher education and family members can achieve higher education. The table 5.14 has presented the educational level of the respondents by family income.

Table 5.14

Educational Status of Respondents According to Family Income

Family Income	Educational Level						
	Primary	L. Secondary	Secondary	S.L.C. Passed	I.A. Passed	Non-formal	Total
Less than 1000		2				9	11
1000-2000	1	1				4	7
2000-3000	5	4	2	2		6	15
3000-5000	7	4	6	2	2	16	37
More than 5000	3	2	1		4	2	13

Source: Field Survey, 2008

From the table 5.14 it is cleared that higher the income higher the educational attainment. Respondents who have less than 2000 income they have dropped out in lower secondary level where as who have more than 2000 income level they have attained higher education.

5.3 Drop Out Status of the Respondents

One of the objectives of this study is to find out the drop out status of the sampled female and its causes. There may be different causes that may lead drop out and affect female educational level. Hence in this study the 55 sampled female (who are literate and taken formal education) were asked whether they are going to school/campus or not. The Drop out status of the respondents is presented in table no.5.15.

Table 5.15

Distribution of Respondents by Drop out Status

Drop Out	Frequency	Percent
Yes	49	89.09
No	6	10.91
Total *	55	100.00

Source: Field Survey, 2008

** This is the total number of women who got education from formal sources.*

The table no. 5.15 shows that out of 138 respondents 55 have taken formal education and out of them 49 respondent have left school/campus and 6 are continuing till the date of survey. This number 49 out of 55 is very high. It directly affects the educational status of women.

Table 5.16

Distribution of Respondents by Drop-out Class

Drop Out Class	Frequency	Percent*
1	2	4.08
2	4	8.16
3	6	12.24
4	8	16.33
5	13	26.53
6	6	12.24
7	3	6.12
8	3	6.12
9	2	4.08
10	2	4.08
Total	49	100.00

Source: Field Survey, 2008

** This percent is calculated only on the basis of dropped out population*

From the table 5.16 it is found that majority of literate respondent (26.53%) who dropped out their classes have dropped out in class 5 and followed by in class 4 (16.33%) and class 3 (12.24%) and class 6 (12.12%). From the above table 5.16 it can be concluded that most of the female had dropped out in primary and lower secondary level.

5.3.1 Causes of Drop Out

Why do students leave school or campus? There may be various causes. There is no doubt that with out any cause no one leaves their school or college. Here in this study also the sampled females are asked why they left school. Why did they drop out from their academic institutions? The detail causes and figure is presented in table 5.17

Table 5.17

Distribution of Respondents by Causes of Drop Out

Causes of Drop Out	Frequency	Percent
Marriage	7	14.29
Failed in Exam	9	18.37
Household work	20	40.82
Lack of awareness	4	8.16
Low Accessibility	4	8.16
Economic causes	3	6.12
Others	2	4.08
Total	49	100.00

Source: Field Survey, 2008

Table 5.17 shows the various causes about why they left their academic institutions. Majority of respondents have drop out their classes due to household work, which covers 40.82 percent followed by 18.37 percent who dropped out because they failed in exam. Similarly, 14.29 percent women have dropped out due to their marital status i.e. when they married; they compelled to leave school/campus. And some women 8.16 percent have dropped out due to lack of knowledge about the importance of education or it can be said due to less priority in education and same (8.16%) percent of women have dropped out due to large distance means not availability of school in reachable distance. So there are various causes that are leading drop out and hindering female education.

5.3.2 Drop Out and its Relation with Other Variables

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

5.3.2.1 Occupation and Drop-out Status

Occupation means a way of income generating source which helps an individual or family to run their livelihood. As from previous table it is found that majority of population of this study area is depended on agriculture followed by business and service. Here in table 5.18 the relation between occupation and drop out is presented.

Table 5.18
Distribution of Respondent's by Occupation and Drop-out Status

Occupation	Drop Out	Percent
Agriculture	44	89.80
Business	3	6.12
Service	1	2.04
Others (carpet knelling)	1	2.04
Total	49	100.00

Source: Field Survey, 2008

Table 5.18 shows that majority of drop outer are from agriculture field or 89.80 percent of female who are involved in agriculture are dropped out their classes. Secondly 6.12 percent who are involved in business are dropped out. Where as other occupation have less contribution in drop out. From this scenario it can be concluded that most of the people who are involved in agriculture as well as in business do drop out because they have to give lot of time in this field. So there is close relation between occupation and drop out level.

5.3.2.2 Caste/Ethnicity and Drop out

As we know that Nepal is rich in her culture and there are found different caste and ethnic groups here. There is diversity in their life style and other social activities according to caste and ethnicity. Hence regarding the drop out status and its causes, the caste of respondent may play an important role. So in this study the relation of caste and ethnicity and drop out level has done, which is presented in table 5.19.

Table 5.19

Distribution of Respondents by Caste/Ethnicity and Drop-out Status

Caste/Ethnicity	Drop Out	Percent
Newar	16	32.65
Brahmin	2	4.08
Chhetri	16	32.65
Magar	5	10.20
Sarki	3	6.12
Others	4	8.16
Tamang	3	6.12
Total	49	100.00

Source: Field Survey, 2008

While relating the drop out status with caste/ethnicity it is seen in table 5.19 that, Newar and Chhetri have the same contribution. That holds 32.65 percent respectively. The population of these two groups is also high. So this percent may come high). Similarly, from Magar 10.20 percent have dropped out. So on, Sarki and Tamang have also same percentage in drop out contribution i.e. 6.12 percent respectively. The least population is dropped out from Brahmin.

Table 5.20**Distribution of Respondents by Family Income and Drop-out Status**

Family Income	Drop Out	
	N	%
Less than Rs. 1000	5	10.20
Rs. 1000-2000	4	8.16
Rs. 2000-3000	12	24.49
Rs. 3000-5000	20	40.82
More than Rs. 5000	8	16.33
Total	49	100.00

Source: Field Survey, 2008

5.3.3 Hindering Factors for Female Education

There may be many factors that may affect or hinder the females to get education. The respondents were asked about those hindering factors as opened question (In your view what are the hindering factors for female education?). From this question they have told varieties of factors, which are presented in following table 5.21.

Table 5.21**Distribution of Respondents by Hindering Factors**

Hindering factors	Frequency	Percent
Household work	64	46.40
Poor economy	35	25.40
Low Accessibility	1	0.70
Lack of awareness	20	14.50
Discrimination	2	1.40
Don't Know	16	11.60
Total	138	100.00

Source: Field Survey, 2008

The table 5.21 shows that majority of female are deprived from education due to household work or household work became a great hindering factor for them.

Out of 138 respondents 46.40 percent told, they could not get education due to household work and could not go to school. Similarly, 25.40 percent of respondents could not get education due to their poor economy means they could not afford the cost. About 15 percent told they could not get education because they were unknown about female education i.e. due to lack of awareness. Finally about 12 percent of respondent did not say the hindering factors of education. They simply replied “Don’t know”.

5.3.4 Hindering Factors and Dropout

While relating the drop out status with hindering factors it is seen in table 5.21 that, households work holds 8.16 percent. Similarly, from poor economy 6.12 percent have dropped out. So on, far school and lack of awareness have 22.45 percent and 38.78 percent in drop out contribution respectively. Similarly 14.29 percent population is dropped out due to discrimination.

Table 5.22

Distribution of Respondents by Hindering factors and Drop-out Status

Family Income	Drop Out	
	N	%
Household work	4	8.16
Poor economy	3	6.12
Low Accessibility	11	22.45
Lack of awareness	19	38.78
Discrimination	7	14.29
Don't Know	5	10.20
Total	49	100.00

Source: Field Survey, 2008

From the study it is found that lack of awareness and far schools are main reason behind dropout of respondents.

CHAPTER VI

FINDINGS CONCLUSION AND RECOMMENDATIONS

6.1 Findings

Whenever we conduct a kind of research or study we get some findings or we do research or studies to know or find some thing. Hence ,this study has also some findings. Though it is based on small scale survey of Syanja Bazaar ;Pragati Nagar and Bahad Kholā of Syanja district from the 138 selected sample population and their household members, the major findings are mentioned below. The findings are separately mentioned on household, individual and their subject matter. Here, in this study household characteristic consists the socio-economic as well as demographic characteristics of the respondent's household members (total 707 populations). While conducting field operation 138 sampled respondents were asked along with their households members. The major findings are presented below:

- **Out of 707 household member populations 354 are male and 353 are female. There is no significant difference between male and female in number. Similarly majority of population 61.95 percent is in active age group i.e. 15-59 followed by 28.85 from age group 0-14 and 9.20 from the age above 60.**
- **Out of total (707) population majority of people or 351 (49.65%) are married and 338 (47.81%) are unmarried and insignificant population (2.55%) are widowed. Similarly in sex wise marital status female population (52.41%) is found more than male (46.89%).**
- **Majority of population is dependent on agriculture i.e. 35.60 percent followed by service 14.70 percent and business 5.40 percent and wage 2.70 percent and 5.80 percent other whereas 35.80 percent are students. The highest percent of population having income source agriculture i.e. 60.14 percent is followed by service 24.11 percent, business 8.59 percent, wage 4.53 percent and 2.63 percent earn money**

from other sources. All 138 sample households have their own land. Likewise in most of houses some facilities, like electricity (95.65%), radios (81.88%), television (86.23%) and toilet (73.19%) etc. are available but only few households have telephone (23.91%) and drinking water (20.29%) facilities.

- It is found that 80.71 percent people are literate where as 19.29 percent are illiterate. In sex wise scenario 90.91, percent male are literate where as only 70.27 per cent female are found literate.
- 12.93 percent population has got literacy from non-formal education and 87.07 percent population has got literacy from formal education. Out of literates 28.78 per cent have achieved primary education followed by lower secondary and secondary level 20.58 and 11.66 percent respectively. Only 8.20 percent has passed the S.L.C. level and 6 percent Intermediate level. Only 0.73 percent has passed Master's Degree level.
- Majority of respondents (22.50%) are from 30-34 age groups. Followed by 35-39 (21.70%) and 25-29 (17.50%). In short we can say majority of respondents are from 25-39 age. Similarly, from the study it is found that 97.10 per cent respondents are married and 2.90 percent are widowed.
- According to caste/ethnicity, Brahmin are (41.30%), followed by Chhetri (22.50%), Magar (15.20%) and Sarki (9.40%).
- Out of 138 respondents 60.10 percent are literate and 39.90 percent are illiterate. This 39.90 percent illiteracy rate of female indicates that still the educational status of women is backward.
- Majority of literate respondents (55.40%) have gained their literacy from formal source i.e. school education where as 44.60 percent respondents have gained literacy from different non-formal sources like adult education program, radio, friends and relatives etc. Similarly, 72.20 percent respondents have gained non-formal education from adult education program, 22.20 per cent have gained

non-formal literacy from their family members. And 5.60 percent from other sources like friends, relatives etc.

- **While relating the literacy status by other different variables like type of family, occupation, family income, age at marriage, caste/ethnicity, parents' literacy status etc. it is found that respondents who are from nuclear family are more literate than joint family. Similarly, respondents having high family income are more literate than those from having low family income. Likewise majority of respondents (81.93%) are literate, whose parents are literate and few (18.07%) respondents are literate whose parents are illiterate. Hence the literacy status of parents directly affects to their family members.**
- **Regarding the hindering factors of female education majority of respondents (46.40%) told, they could not get education due to household work. Similarly, due to their poor economy (25.40%) and due to lack of awareness (14.50%).**

6.2 Conclusion

Majority of respondents pointed out that, the main cause of illiteracy (or why they could not read and write) is lack of awareness. So we can launch awareness and intensive programs to make them conscious about the importance of education and demerits of being illiterate.

Regarding the causes of drop out, most of the respondents have dropped out their classes due to household work and due to lack of knowledge about the importance of education. So it is necessary to make them conscious about importance of education and find better way to exclude them from household work in school/campus going period. There is no significant difference between male and female in number of majority of population in the active group. Majority of Population is dependent on agriculture that provides their entire income. All sample households have their own land and few households only have extra facilities like Telephone, T.V. and drinking water. Majority of population is literate and Majority of population got literacy from formal education i.e. school education. Majority of population are Brahmin followed by Chhetri. It is found that respondents who are from nuclear family are more literate than joint family. In most of the joint family literacy rate of female is backward the hindering factor of female education is their household work. Their poor economy and lack of awareness, similarly, while studying the educational level by caste/ethnicity, majority of respondents from Brahmin caste have passed intermediate level followed by Chhetri and Newar, respectively. Rest of all caste have no higher education.

In relation with respondents' educational level and family income, there is linear relation between income level and educational level, that means, who have high family income have attained high level of education and vice-versa.

6.3 Recommendations

The educational level as well as literacy rate of Nepalese women is very low. This study is focused on finding out the educational status of female along with causes of illiteracy and drop out level and its causes. From the findings of this study following recommendations are given:

The educational level as well as literacy status of female of sampled area is very low hence it is essential to launch different intensive programs to encourage female to learn about the importance of education.

Intensive programs like scholarship, provision of job, opportunities for higher education, education loan, household economic support or other types of subsidies can be provided to reduce the drop out level and help to continue their school/campus.

The poor economy and excessive household work are the hindering factors for female education. So, if we can uphold their economic condition the illiteracy rate may reduce and more and more female will be benefited from education. Specially, for the married illiterate female the main tool to increase their literacy is to launch adult literacy program.

National policies and programs are not being able to cover various aspects of female especially in the field of education. So special concentration should be given from the policy making level. Especially Nepal government, NGOs, INGOs, CBOs that are working on various social issues, should concentrate to increase female literacy and improve the education level of female.

The main tool is awareness, so awareness in family, community, society and in national level should be increased regarding the importance of education and shortcomings of absence in education. For this purpose we all are equally responsible and we must take an action in this path.

Employment opportunities should be made available for the educated girls and women, which would encourage their economic participation and hence elevate her status within the household.

The overall literacy rate should be increased with special emphasis upon promoting higher literacy rate among the women. This could be achieved by providing incentives to encourage greater enrolment of girls in schools. This is suggested with the view that education for the women implies empowering them and conferring them a greater status within the households. Their educational status would also earn them the household decision making powers on important issue since they would then be thought capable of making effective decisions by their male counterparts.

Bringing the women into the market economy is another approach to increase their decision-making powers. Policies and programmes intended to encourage entrepreneurial skills among the women, should be promoted. These women could then be mobilized to engage in income generating activities such as weaving, knitting, petty shops, small-scale cottage industries and so forth. The income added by them into the overall household income would earn them the respect and the power to decide upon expenditures on important matters like investments and so forth. Further, labour saving village technologies should be devised to release enough time off for women from their daily chores. Their contribution in domestic drudgery need to be involved and linked up with economic outputs.

Discriminatory Acts/ Laws and practices in all sectors such as legal, political, social and economical should be addressed carefully to enhance women's participations not only in household decision making process but along with in all multi-dimensional areas.

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Interview Schedule

Educational Status of Women

(A Case Study of Putali Bazaar Municipality, Syangja District)

Questionnaire

Code:

Name of the Respondent

i) Age (completed year)

ii) Caste/ethnicity :

Newar.....1 Brahman.....2 Chhetri3

Other.....4

iii) Mother Tongue :

Nepali.....1 Newari.....2 Tamang.....3

Other.....4

v) Religion :

Hindu.....1 Buddhist.....2 Muslim.....3

Other4

vi) Occupation:

Agriculture.....1 Business.....2 Service.....3

Other.....4

vii) Marital Status :

Married1 Unmarried2 Widowed.....3

Others.....4

viii) Age at marriage yrs.

vii) Family Type:

Nuclear.....1 Joint2

Household Characteristics

S. No.	Name	Relation with family	Age	Education	Level of education	School/colleges going	Drop out	If Drop out, dropped out class	Marital Status	Age at Marriage	Occupation	Income Source
				Lit..... 1 Illt..... 2		99- Non-formal	Yes..... 1 No..... 2				Yes.....1 No..... 2	
1	2	3	4	5	6	7	8	9	10	11	12	13

- | | | |
|--------------------|----------------------|----------------------|
| 10. Married1 | 12. Agriculture....1 | 13. Agriculture....1 |
| Unmarried.....2 | Business.....2 | Business.....2 |
| 94 Widowed.....3 | Service.....3 | Service.....3 |
| Other.....4 | Wages.....4 | Wages.....4 |
| | Other.....5 | Other.....5 |

Q.2. If it is seen drop out by female members

S.No.	Name of Female Member	Causes of Drop out

- Marriage1
- Failed in exam.....2
- Household work.....3
- Lack of awareness..... 4
- Distance of School from home....5
- Other (specify).....6

Q.3. If it is seen illiteracy of female members

S.No.	Name of Female Member	Causes of illiteracy

- Lack of awareness..... 1
- Economic problem2
- Household work.....3
- Distance of School from home.....5
- Other (specify).....6

Q.4. If it is seen female members are getting education from non-formal education

S.No. (1)	Name of Female Member (2)	Sources of Non- formal education (3)	Duration of Non- formal education (4)

- | | |
|-------------------------------|---------------------------|
| (3) | (4) |
| Adult Education Program.... 1 | Less than 3 months1 |
| Relatives2 | 3- 6 months.....2 |
| Family members3 | more than 6 months.....3 |
| Radio4 | |
| Other (specify).....5 | |

Q.No.	Question	Coding
5.	How many family members do you have in your family	<input type="text"/>
6.	Can your father read and write?	Yes 1 No..... 2
7.	If yes, Please mention the level of his education.	Non- formal education.....1 Primary Lower secondary.....3 Secondary.....4 S.L.C. Passed..... I.A. passed6 B.A. Passed7 M.A. Passed8
8.	Can your mother read and write?	Yes 1 No..... 2
9.	If yes, Please mention the level of her education.	Non- formal education.....1 Primary2 Lower secondary.....3 Secondary.....4 S.L.C. Passed..... I.A. passed6 B.A. Passed7 M.A. and above.....8
10.	What is the occupation of your father ?	Agriculture1 Service2 Business.....3 Wedge base4

		Don't know.....5 Others (specify).....6																									
11.	What is the occupation of your mother ?	Agriculture1 Service2 Business.....3 Wedge base4 Don't know.....5 Household.....6 Others (specify).....7																									
12.	What types of facilities are available at your home?	<table border="0"> <tr> <td></td> <td>Yes</td> <td>No</td> </tr> <tr> <td>Electricity</td> <td>1</td> <td>2</td> </tr> <tr> <td>Radio</td> <td>1</td> <td>2</td> </tr> <tr> <td>T.V.</td> <td>1</td> <td>2</td> </tr> <tr> <td>Phone</td> <td>1</td> <td>2</td> </tr> <tr> <td>Toilet</td> <td>1</td> <td>2</td> </tr> <tr> <td>Pipe water</td> <td>1</td> <td>2</td> </tr> <tr> <td>Other (specify)</td> <td></td> <td></td> </tr> </table>		Yes	No	Electricity	1	2	Radio	1	2	T.V.	1	2	Phone	1	2	Toilet	1	2	Pipe water	1	2	Other (specify)			
	Yes	No																									
Electricity	1	2																									
Radio	1	2																									
T.V.	1	2																									
Phone	1	2																									
Toilet	1	2																									
Pipe water	1	2																									
Other (specify)																											
13.	Does your family have own land?	Yes 1 No2																									
14.	How much land does your family have?	Less than 10 Ropani.....1 10-20 Ropani2 20-40 Rppani.....3 More than 40 Ropani.....4																									
15.	What is the monthly income of your family	Less than 1000.....1 1000–2000.....2 2000-3000.....3 3000-5000.....4 More than 5000.....5																									

Individual Characteristics

Q.No.	Question	Coding	
16.	Have you heard about the female education?	Yes.....1 No.....2	

17.	Are you literate?	Yes1 No2	
18.	If yes, from which source did you get literacy?	Formal 1 Non-formal2	
19.	If you have taken formal education, please mention the level of your education.	Pre- primary.....1 Primary 2 Lower secondary 3 Secondary 4 S.L.C. Passed 5 I.A. Passed 6 B.A. Passed.....7 M.A and above.....8	
20.	Are the female members of this family going to school/campus?	Yes.....1 No.....2	
21.	Who inspire you to send them to school?	Self awareness.....1 Friends2 Relative3 Local community.....4 Others (specify).....5	
22.	Do you help them in their study?	Yes.....1 No.....2	
23.	If yes, How do you help them?	Encouragement.....1 Financial support.....2 Teaching.....3 Daily supervision.....4 Others (specify).....5	
24.	If no, why don't you help them?	Lack of time1 Self illiterate2 Negligence3 Other.....4	
25.	Why are you not sending them to school/campus?	Poor economy1 Household work.....2 Lack of awareness.....3 inaccessibility of school...4	

		Others (specify)5	
26.	In your view, what are merits of sending them to school/campus?	
27.	What is your personal opinion about female education?	
28.	What are the factors hindering in gaining education for female?	
29.	What do you suggest to improve the educational status of female?	

Thanks for your kind participation