



**DETERMINANT OF HOUSEHOLD DECISION MAKING
PROCESS OF MARRIED WOMEN**

(A CASE STUDY OF KATHMANDU METROPOLITAN CITY, WARD NO 35, KOTESHWOR)

BY

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RECOMMENDATION LETTER

This is to certify that Miss Rama Mishra has worked under my supervision and guidance for the preparation of this dissertation entitled "**Determinant of Household Decision Making Process of Married Women: A Case Study of Kathmandu Metropolitan City, Ward no. 35, Koteshwor**" for the partial fulfillment of Master's Degree of Arts in Population Studies. To the best of my knowledge, the study is original and carries useful information.

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APPROVAL SHEET

This dissertation entitled "**Determinant of Household Decision Making Process of Married Women: A Case Study of Kathmandu Metropolitan City, Ward No 35, Koteswor**" by Miss Rama Mishra has been accepted as partial fulfillment of the requirement for the Degree of Master's of Arts in Population Studies.

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Acronyms and Abbreviations

BK	: Bishwakarma
CBS	: Central Bureau of Statistics
CEDA	: Central Economics Development and Administration
CDPS	: Central Department of Population Studies
HDR	: Human Development Report
ICPD	: International Conference on population and Development
INGOs	: International Non Governmental Organization
KTM	: Kathmandu
MOH	: Ministry of Health
MOPE	: Ministry of Population and Environment
MA	: Master of Arts
NPC	: Nepal Planning Commission
NGOs	: Non Government Organization
NDHS	: Nepal Demographic Health Survey
SPSS	: Statistical Package for Social Science
SAARC	: South Asian Association for Regional Co-operation
SLC	: School Leaving Certificate
T.U.	: Tribhuvan University
UN	: United Nation
UNFPA	: United Nation Population Fund
USA	: United State of America
%	: Percentage
UNICEF	: United Nation Children's Fund
UNDP	: United Nation Development Program
WHO	: World Health Organization

CHAPTER - I

INTRODUCTION

1.1 Background Characteristics of the Study

Education is essential for the overall development of a country like Nepal. The development of education in Nepal could not progress before Rana period. The education was only for some privileged group like priest and ruling class. Hence, real progress of education development in the country began only after of democracy in 1950.

Literacy is the ability of reading and writing where as education is the systematic instruction to gain knowledge. Education is the back bone of a national development which plays vital role for progress. Education is one of the basic needs for all the people in modern context. Educational status is main indicator of development for the country and it is the determinant factor for the standard of life.

Nepalese women are considered to be backward because most of them are illiterate. But their backwardness is not due to illiteracy alone but also because of sexual discrimination due to the patriarchal system of the Nepalese society where women aren't treated equal right from the womb (Mishra, 1989). Not only the educational institutions but also the governmental and non governmental agencies accepted education as a key component towards raising the status of women and empowering them.

From the many ways, education affects women's health status have been widely recognized and discussed. Education influences access to knowledge and increase opportunities in the labor market. And through this affords greater access to benefits and resources. However, there are unique ways in which education enhance women's health status in a patriarchal society setting. It contributes to an increase in confidence, exposure to the outside world and decision making power with in the household among others (WHO, 2000).

To find out the overall population's educational status as well as women and men, several researches have been conducted in national level. The literacy rate for population aged 6 years and above was found to be 57.6 per cent (70 per cent for male and 44.9 per cent for female) showing a big gender gap in literacy (UNICEF, 2001). The literacy rate of the population aged 6 years and above in the census 1991 was 39.6 per cent (54.4 per cent for

male and 25 per cent for female), where as the adult literacy rate in 2001 is 53.74 per cent (65.08 for male and 42.49 for female) (CBS, 2001).

According to 2001 census, about 15 per cent households have been reported to be women headed in the country as a whole in 2001 compared to about 13 per cent in 1991. Information from other parts of the world show, that women headed household generally face more survival difficulties than male headed households. (CBS 2003: 247). Women are not in leading roles; they are considered as second grade citizen and play sub ordinate role in the society. They are less comfortable in decision making field .There are very few women in policy making levels. More than 70 per cent female are involving in agriculture sector. Only few per cent females are in service. Recently, only one woman is nominated as a member of national planning commission (NPC, 2004).

There are so many ways by which education affects status of women by different ways and it is widely recognize and discussed at time to time not only in international level but also in regional and national level. It is true for women that the educational status influence access to knowledge and increase opportunities. The improved educational status of women contributes to an increase confidence ability to expose outside world and increase decision-making power with in the household and among others. Educational status also equips/empowers women to better resist pressures from the patriarchal society. Women's participation in education was almost nil prior to the political change in 1951 in Nepal. The national code (Muluki Ain, 1963) brought about significant changes in family property law and the legal status of women. Female literacy was about 12 per cent in 1981 and reached about 25 per cent in 1991 and 42 per cent in 2001.

Education should be equal between both men and women. Nepalese people don't feel that education is the basic need and compulsory element for every human being either for male or female. The literacy rate for the rural women and urban women was 20.4 percent and 51.2 percent respectively. According to 1991 census 25 per cent of female were literate and in the same time the male literacy rate is 54 per cent. It is believed that education will bring about the reduction in the inequalities between male and female.

Women are equally qualified and even more competent. This is not enough women should be empower with education so that they can become competitive and go neck and neck their male counter parts in all types of jobs and in all types of decision making process. A women's work never ends, especially in rural areas and in poor urban households. In

modern society, the male female participation is considered to be equal. Their role should be equal that may be at home or outside. For the improvement of women's status there should be decision making power with women, if decision making power is equally divided to men and women then the family can run very easily in a better way.

In the Nepalese context, the status of women is very low due to the lack of decision-making power. So the decision making power of women should be increased. Most of Nepalese women don't have power of decision due to the culture. To empower women, social injustice and gender disparity in socio-economical as well as decision making process should be addressed and these by raise the status of female in the society.

Women are considered the source of power and are worshiped from the ancient time. It is considered that the life of men is not complete without women and vice versa. In Hindu mythology, it is stated that where women are worshiped, there will be presence of the god. But the social value and norms are changing with time. In Nepal, Today women are treated as the servant of men and they have to worship their husband as the god, even most of female are hesitated recall their husband's name (Sharma R. P; 1995).

Women have low decision making power in household as well as outside the household. They have low participation in political activities and other social activities. We can count the numbers of female in a single minute that are involving in politics. There is low presence of female in policy making, plan formulation and implementation level. These all activities reflect the low decision making power of Female. Even though, female have no control over their fertility. They have to give birth for their husband and family. They can't decide by themselves about their own health problem.

To minimize the inequality between men and women, different conference had been held in different time i.e. Nairobi 1985, ICPD 1994, ICPD Plan of Action etc. The Beijing conference on women has also emphasized different aspects related to women it had passed plan of action considering 12 different critical areas of concerns as (1) poverty (2) education and training (3) health (4) decision making power (5) arm conflicts (6) the girls child (7) economy (8) environment (9) violence (10) human rights (11) media (12) advancement of women. It helps to Women's promotion and adopted mainstreaming, as its major policies on women. Mainstreaming was further explained as clearly defined policies, targets and programs in all sector at national and regional level and realistic calculation of GDP Statistics to include women's contributions therein, and development of more

effective coordination and monitoring instruments and mechanism. The Beijing conference include the above twelve strategy to empower women. Among them, I am going to work on decision making power of women.

1.2 Statement of the Problem

Legally men and women are equal but in practical life of Nepalese society, there is vast difference between men women in educational system. Education for women has been neglected since the time of formal education system developed earlier and till now. Mostly the girl's children are deprived of education, health and other socio-economic activities. Education is the most vehicles. In the Nepalese context, majority of population are illiterate and most of them are women. Women have low literacy level and low educational attainment. In Nepal 58 municipality or urban area has remained and only 14.2 per cent population lived in the urban area. Fourty two per cent female population has been literate in the country where as more than 50 per cent of the total population (CBS, 2003).

The research about women educational status has been done sufficiently and policy has focused about women education but its implementation is very weak. It has been so, mainly due to all policy makers and implementers are male in Nepal. Education is just reference for the rich people and males. However, women educational level and status is being increased in Nepal. But, only women's education does not help for them in all sectors. Their job and employment opportunities are the most important factors for their all round development. Higher the educational attainment higher the dropout rate of girl's students. The girl participation on S.L.C. examination is relatively less than the boy's participation and the condition of passing examination is also low. All these happen due to negative perspective of parents towards their daughter's educational investment.

Though men and women have equal rights to live but there is social injustice. A woman is under the decision of father in her childhood, under the decision of the husband in her adulthood and under the decision of son in her old age of life. The decision-making power of female is very weak. The status of women is low which reflects the weak decision-making power in household as well as in the society. Decision-making is an important factor which is measures the relative status of the households' members. Women have access in important sector but they are still excluded from active role of decision-making. Women in Nepal or elsewhere, hold the triple work responsibility of reproduction, house holding and employment. So, men have major role of decision-making inside the

household as well as outside. Men ask female only for formality and their decision has not prominent part in any activities in household and in society. Only very few women get opportunities to be leading decision maker.

The census 1981, 1991, and 2001 showed that the literacy rate of female was 12 per cent, 25 per cent, and 42 per cent respectively as a whole in the country. The state literacy is improving but it is not satisfactory. Only a few women are involved in politics. Female have no control over their fertility they have to give birth for their husband and family. They have to ask their male partner or guardians to do something. They cannot decide by themselves about their own health problem. This study aims to fill the partially gap by identifying the status, trend and pattern of female education and household decision making in Koteshwor Area of Kathmandu metropolitan city.

It will be help to make significant improvement in household in the society and in the nation therefore, policies and programmed should be formulated to address the women's issues and should be implemented with proper way. Program should be beneficial for needy and targeted people and enhance the capabilities and potentialities of women to enable them to be in the mainstream of social improvement and nation development with their productive capacities of significant and effective decision-making. I am going to show determinant of household decision making process of married women age 15-49 years in 'Suryakot Galli' of Koteshwor area of Kathmandu metropolitan city.

1.3 Objective of the Study

The general objective of the study is to examine the educational status and the status of female in household decision making among married women in Koteshwor area of Kathmandu metropolitan city ward No. 35 Kathmandu district. It has the following specific objectives.

To identify the level of literacy status of married women and their decision making power in Koteshwor area of Kathmandu Metropolitan city.

To examine the household decision-making process of married women in Koteshwor Kathmandu Metropolitan city.

1.4 Significance of the Study

It is useful for planners, policymakers, NGO/INGOs, and other organization in relation to the introduction and formulation of planning for development and improves the educational

condition and household decision making of women in Koteshwor area of Kathmandu metropolitan city ward no 35. It may be helpful for students of research. This study will be very useful for those individuals and institution, who are interested to know the women's decision-making power. It has attempted to reflect the women's status in term of decision-making power of the household. Furthermore this study will have importance to find out the actual educational status and household decision making of married women in the study area.

1.5 Limitation of the Study

This study has the following limitations: This study is limited to women of ages (15-49 years) and it takes in to account only married women of that age group. This study is based only on women of Koteshwor 35, Kathmandu district, so it may be representative for similar urban area of Nepal only. This study particularly seeks to study of women with report to education, occupation and decision-making power. The problems differs from one caste to another, differs age group, religion, literacy etc. The study is narrowed to only educational status and household decision making of women to ask them of their view to keep secrete and told them not publishing direct name but by numbers.

1.6 Organization of the Study

This study is organized in to six chapters. The first chapter includes the general background, statement of the problem, main objectives and limitation of the study. Chapter two represents the literature review on education and decision-making. Chapter three discusses the methodology that has been applied for this study. Chapter four discussed the characteristics of the household and distribution of respondents decision about family planning method caste, age and literacy status Chapter five deals with the educational status and household decision-making of the respondents. Chapter six reveals that the summary, conclusion and recommendation.

CHAPTER-II

LITERATURE REVIEW AND CONCEPTIAL ISSUES

Most of the Asian girls and women have poor bargaining power to make decision and concerning the number and spanning of children. Reproduction control lies mostly with men and husbands, limited access to information and education and patriarchal religious and cultural beliefs further accounts for low contraception one, leading to disease, frequent pregnancy and death.

In Nepal 42.49 per cent of women against 65.08 per cent of male are literate (CBS, 2001). Similarly, healths, economic and political participation of women are very poor and weak (HDR, 1998). Women in Nepal contribute 50 per cent of the household income and work 10.73 hours as against 7.5 hours of men (CEDA1981).

According to Bennett Acharya 1981, women's role in household decision making is affected directly and indirectly by economic condition. A woman has a greater economic participation and will have a greater power in decision making. Similarly social and demographic factors also influence the role of decision making. Small size of children implies higher economic participation and consequently greater decision making power for women.

Kaur (1987), study of in Hariyana state of India emphasized on the need to give due reorganization decision making especially in the case of home. She claims that women are never found as final decision maker in many household matters except for cases of nutrition of the children. Ironically, women are not even to decide about participating in women's organization such as Mahila Mandals. Financial decisions are found solely manipulated by husbands except in few cases.

She also emphasized education and access to educational opportunities as an important factor influencing women's impact in the decision making process. As the observer, educated women are better placed as compared.

"Children and women of Nepal", a study of UNICEF (1987), depicted that, women's contribution to economy and social progress is still constrained by their limited access to education and information which hinders the full development of utilization of their intellectual and productive capacities for a large proportion of women. The written word

still looks no meaning. Many rural women who do become literate however, will lose their skills, because there are few opportunities for them to practice.

Pradhan and Shrestha (1990) found the decision making role within household system as an indicator 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 encourages women to participate in economy gainful employment. Women will 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.

Education is key indicators to progress and unless women are educated they will not be able to enjoy their rights (Kumar, 1990). The education of women has been study neglected in the past. Though the percentage of literacy among women has increased from what it was 40 years ago. The disparity between boy's education and girl's education is still very high. Education is considered the most effective instrument of bringing about social and economic change. That our society particularly rural remained static and tradition bound is due to the fact that a vast majority of women in rural areas are not educated. Education is an important factor in the matter of decision making process. Socio-economic status is closely linked with women's power of decision making.

Nepal is agricultural country and majority of the people engage in agricultural production where women have more work burden than men due to the household work and out of the household work in the rural areas. In each case women have less leisure time than men either in rural or urban areas. They spend a great proportion of their time on domestic activities (UNICEF, 1992). So women do not get time to enjoy equal status as men and women under represented in educational system too.

The UN (1994), 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. There are 130 million children who are not enrolled in primary school and 70 per cent of them are girls.

In a discussion on "Gender planning what, why and How in Nepal" S.L., Shrestha, (1994) claimed that women of Nepal are so depend to men, if the male partners deny giving shelter to them it is a question of basic survival. This system makes women of helpless, baseless and dependent that without men's mercy they will not survive. In her belief, the decision

making power of women may increase when there is an equality of participation at all levels of planning and policy making not as active change agent is the concern at this level. She urges for the involvement of women and men in the same proportion in decision making as their proportion in the community at large.

She shows that there are so many obstacles in women education, mainly of two kinds: educational and non educational. The first include not enough schools for girls, no separate schools for girls, distance of 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 concern about girls and women, load of household work and illiteracy among parents.

She emphasis that decision making power of women may increase with an equality of participation on at all level of planning and policy making not as recipient beneficiaries, labor an input contribution and consultant but as active change agent at the concerned level, it does not mean the involvement of one or two women or the wives of the leaders, but the involvement of women and men in the sample proportion in decision making as their proportion in the communities at large.

Women have very low participation in decision-making process, 70 per cent of households related and external decision are entirely made by male member of house (Acharya, 1995). Though female spend their time in household activities, they have less chance to decide for these activities.

Women's public life is culturally restricted to the degree that it is causally related to the patriarchal social system which confines them to subordinated position. Religion ethnicity, culture law tradition, history and social attitudes place server's limits on women's participation in public life and also control in their private life. These factors have both shape and culture world wide and governed in divided self image, subsequently affecting the understanding and practice of development. This fact is largely evidenced by the reality that a negligible number of Nepalese women are involved in professional, management and decision-making position (Shtri Shakti, 1995).

Household income, work load and concern with the purity of the female body leading to the marriage are important variable in the female education. Economic condition is an important thing for female education (CBS,1995).

According to Pyakuryal and Thakuri (1998), as soon as the males born, expectations are bestowed on him. He has certain stereotype roles waiting for him when he reaches adulthood. In the Nepalese society, social status of women is always through to be that of subordinate to men. A survey conducted by UNICEF on the status of women and children in Nepal states that gender disparity starts from the birth and conditions through different stage of the girl's life and as fort her depended and perpetuated through various ritual.

UNICEF (1996) has introduced the South Asian culture which has placed the women at inferior position. Culture practices places daughters in-law lowest in the family hierarchy. Even during pregnancy they often bear the heaviest workload, but get least food.

UNICEF (2001) states that the level of women education is low in Nepal and also lowest is SAARC countries. The adult female literacy is 34 per cent for Nepal compared to Srilanka (94 per cent), India (58 per cent), Bangladesh (53 per cent) and Pakistan (48 per cent). 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. Educated Women have a higher social status and stable family size. Education may increase a women's earning capacity and household decision making power. In particular better educated women communicate more early with their husband.

In 20th century women acquired the right to vote and hold elected position in most of the countries. They won legislation for special position as workers. (UNICEF, 1996) has introduced the South Asian culture which has placed the women at inferior position. Culture practices places daughters in-law lowest in the family hierarchy. Even during pregnancy they often bear the heaviest workload, but get least food.

The successive International Women's Conferences were held in Mexico City 1975, Nairobi 1985, Kenya and Beijing 1995, China. ICPD, Platform of Action 1995 have given the women to participate in all sector of development as equal as men, and brought an advancement of women, and employment respectively.

MOH (2001) 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 third 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 others regions. 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 Midwestern region are the least educated.

The literacy rate of the population aged 6 years and above in the census 1991 was 39.6 per cent (54.4 per cent for male and 25 per cent for female), where as the adult literacy rate in 2001 is 53.74 per cent (65.08 per cent for male and 42.49 per cent for female) CBS, 2001. The ninth 5 year plan has set the target of 70 per cent by the year 2002, but it could not achieve. Similarly the national survey conducted by NEW ERA in 2001 revealed that the educational status of women as; the adult literacy rate of men is twice a likely to be literate as women (70 per cent for men and 35 per cent for women NDHS, 2001).

CDPS (2002) shows that there are still approximately 960 million illiterate adults in the world out of whom two third are women. More than one third of the world's adults, most of them women, have no excess printed literature or books, to new skills or to technologies that would improve the quality of their lives and help them adapt to social and economic changes. There are 130 million children who are not enrolled in primary school and 70 per cent of them are girls.

Women should get educational, social, economical rights like the women which were raised since 1910 march 8. In this way international women day was to start to celebrate. There are different types of discrimination eradication in different time, in the context of Nepal there are 936716 total civil services staffs (85708 for male and 8000 for female). In this way we can say that female participation is low in the comparison of male. In Nepal there are six in the field of judicial services. There are 75 in district court 16 in appeal court 1 in Supreme Court are involved. Only 12 per cent women are working in the communication area. Altogether 41 civil staffs in special level only 2 women are involving. There is not only women secretary in the ministry including 604 gazette officers only 24 women are involving in the second level gazette staffs 130 women among 2356 staffs 348 women among 6513 gazette staffs in the third level. Women access in move in the educational sector than other comparison level (Gorkhapatra, March 8, 2002).

Singh (2004) says that improvement in women's decision making power minimize the gap between males/females status in the society. In many cases females are deprived in decision making process due to low educational and economic status in the society. However, women play a dominant role in decision in female headed households or in nuclear family. This reflects that women are also playing an important role in decision

making process. The ability and capacity of females in decision making is affected by various factors as education, occupation, employment status, and age factor etc. His analysis shows that Lack of household decision making power them poor physically and mentally than men. He says that improving the status of women also enhances their decision making capacity at all level in the spheres of life.

Educational differences by sub regions are marked. The proportion of women who have never attended school ranges from a low of 53 per cent in western hill sub region to a hill of 93 per cent in the western mountain sub region. The proportion of men having no education ranges from 28 per cent in the western hill sub region to 51 per cent in the western mountain sub region, indicating similar patterns for both men and women. In the hill sub region, 8 per cent of women and 20 per cent of men completed at least secondary education, which is highest among all sub regions.

It can be conclude that female have low decision making power due to lack of proper socio-economic and demographic status. Now a day the access of resources has been increased but their status has slow motion to forward. Either one way or others females have more responsibilities in household chores or activities and other but they have less chance to decline freely. So, it should not be forgotten that without equal participation of male and female in all spheres of households or other activities, there is less change to be developed societies. Therefore, women should bring into the mainstream of development activities not by only their physical presentation but by providing full decision making power.

Females may have access to land but its control may be in the hands of males. In patriarchal and male dominated society like Nepal where women are systematically discriminated by culturally to them a very low level of household decision-making or all types of decision-making process.

CHAPTER- III

RESEARCH METHODOLOGY

This chapter deals with the methodology adopted in the study. It contains the introduction of the study area, research design, selection of study area, and source of data, method of data collection, sampling procedure / size, processing and analysis of data. In order to achieve the objectives, following methodological research steps were taken.

3.1 Introduction of the Study Area

It is a central point of the country. Among 58 municipalities, KTM is one of the metropolitan cities of the country. It is a hill district of central development region having 35 wards. I have collected information by the census method continuously. The Koteshwor area is one of the south north part of Metropolitan city. To know the the real situation of urban respondent, I have selected the Koteshwor area of Kathmandu Metropolitan city ward no. 35 Suryakot Galli .

I have taken 100 households as sample which has representative all part of the ward no 35.

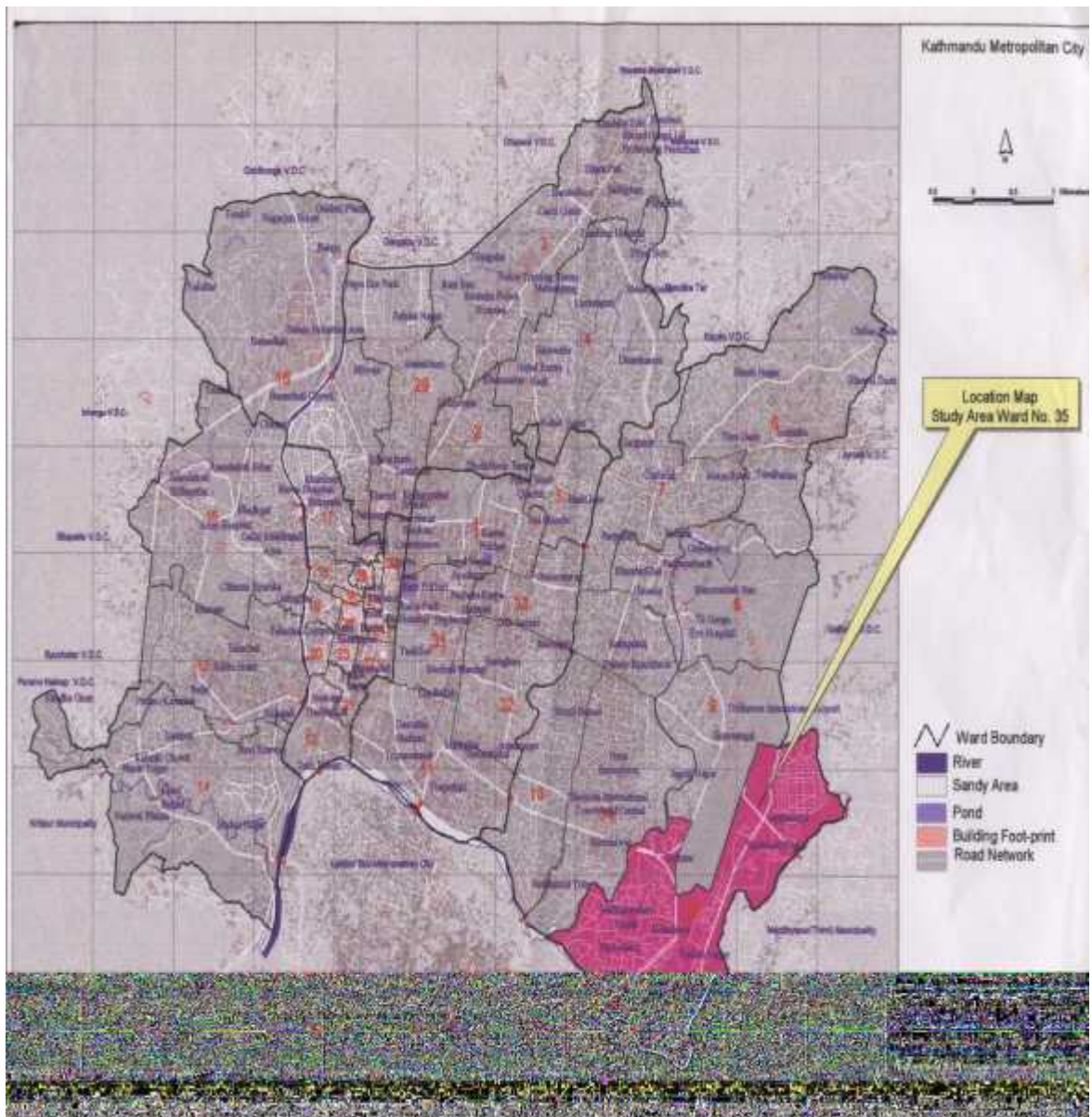


Figure 3.1 Study Area Ward No: 35

3.2 Research Design

This research is exploratory in nature. It tries to explore and investigate the educational status and household decision making process of women as compared to their male counterparts. This is slightly descriptive as well as analytical. It means that the data interpretation has been supported by tabular analysis followed by their explanations.

3.3 Source of Data

This study is based upon primary as well as secondary source of data. The primary data has obtained from the field and the secondary data used from various publications published by different governmental or non-governmental institution or agencies.

3.4 Method of Data Collection

The data was collected with help of questionnaire. Those questions were mainly focused on the Socio-demographic and educational determinant and household decision making of married women (15-49 years). The socio-economic status of the respondents was also included in the questionnaire. The questionnaire was designed in such a manner which had provided over all scenario of the relative status of female in terms of decision making vis-à-vis the males and it has provided a glimpse of the socio-economic condition of selected household within the study area. This study is based on the basis of structured questionnaire. The questionnaire has been designed pre-coded in my study. The sample selection is on the basis of cluster sampling to be the represented of Kathmandu metropolitan city. In the period of data collection, some respondents hesitate my research when i reached their house. At that situation, I have collected information of their neighbor household. I have selected 100 households by cluster sampling in 'Suryakot Galli' of Koteshwor area ward no 35.

3.5 Sampling Procedure /Sample Size

There are 100 household in the study area having different caste and ethnic group. The households have been selected randomly. The married women age 15-49 were the respondent in Koteshwor area of Kathmandu metropolitan City ward no.35. I have been completed field survey for 15 days with the help of friends and sisters. I have been taken 100 households as a sample

3.6 Processing and Analysis of Data

Data processing is very important task in research study. The data obtaining from the field has been processed with the help of calculator. The outcomes have been presented in different Tables, diagrams or pie chart to clear the scenario of study and to conclude the finding. The data has been analyzed using different simple statistical tools and technique. This was done in descriptive way. Simple statistical tool like average, mean, percentage and differences have been used. The result has been interpreted by dividing the main topic in to sub heading according to the nature of data and according to the finding.

CHAPTER-IV

BACKGROUND CHARACTERISTICS OF HOUSEHOLD POPULATION AND RESPONDENTS

4.1 Background Characteristics of Surveyed Households

The background characteristics of surveyed household and respondents include age and sex composition, caste/Ethnic composition, religious composition, educational determinants and marital composition. They are describing continuously from the following ways.

4.1.1 Age and Sex Composition of Household Population

The age is most important factor in demography and it makes difference in working hours, types of works decision making roles, social relations and responsibility. Age has great influence in term of decision- making and takes part in social activities. Age and sex of each household member has been obtained from the household head or eligible women (married women age 15-49 years).

I have divided the study population in three categories according to age groups, namely, 0-14, 15-59 and 60 years and above. There were 32.8 per cent populations from the first category, which is called child dependent population. According to 2001 census, child dependent population has 0-14 years, economically active population 15-59 years, and old dependent population situated 60 years and above. The higher proportion is remained in 15-59 years (65.5 per cent). They are intellectually more productive, economically active and ready to face different types of problems. The third categories include people 60 years and above. It has 1.7 per cent. The first and third categories are dependent population. The old age population was found actively participating in social and economic activities. In the study area among the total population, economically inactive populations are remained (34.5 per cent).

Table 4.1: Distribution of Study Population by Sex, 2007

<i>Age group</i>	Male		Female		Total	
	No.	Percent	No.	Percent	No.	Percent
0-14	60	30.5	79	34.8	139	32.8
15-59	134	68.2	144	63.4	278	65.5
60+	3	1.3	4	1.8	7	1.7
Total	197	100.0	227	100.0	424	100.0

Source: Field Survey, 2007

The Table 4.1 shows that among the total 424 population observed from 100 sampled households, 46.5 per cent are male and 53.5 per cent are female. The higher number is apparent in young and old age group. It is reverse incase of adult and productive ages.

4.1.2 Caste /Ethnic Composition of the Household Population

Nepal is multi-ethnic country where there are different caste/ethnic group. The group of population which is identified by common culture or caste who have a same collective identify refereed to ethnicity.

The Koteshwor area of Kathmandu metropolitan city ward no 35 is finding as caste/ethnic mixed society. The caste/ethnic composition of the surveyed population for the study is presented in table 4.2. From the Table it is clear to see that there are 7 caste/ethnic groups i.e. Brahmin, Chhetri, Newar, Terai Janajati, Terai caste, Hill Janajati and Dalits.

Table 4.2: Distribution of Study Population and Household by Caste/Ethnicity, 2007

<i>Caste/Ethnicity</i>	No. of HH	Per cent of HH	No of population	Per cent of population	Average family size
Brahmin	34	34.0	142	34.1	4.2
Chhetri	32	32.0	135	32.4	4.2
Newar	3	3.0	9	2.2	3.0
Terai Janajati	5	5.0	17	4.1	3.4
Terai Caste	8	8.0	34	8.2	4.3
Hill Janajati	13	13.0	60	14.3	4.6
Dalits	5	5.0	20	4.7	4.0
Total	100	100.0	417	100.0	4.17

Source: Field Survey, 2007

The Table 4.2 shows that the most prominent caste/ethnic group is Brahmin which is 34.1 per cent followed by Chhetri 32 per cent, Hill Janajati 13 per cent, Terai caste 8 per cent, Terai Janajati 5 per cent, Dalits 5 per cent, and Newar 3 per cent. The lower proportion of Newar shows that migrated population is higher in the study area. It is as a village being a

metropolitan city of Kathmandu. The average family size was 4.12 which is lower than the average family size of 5.4 (CBS: 2001) of Nepal.

4.1.3 Religious Composition of the Household Population

In the context of Nepal, religion has become an ethnically diverse. Most of the Hindu is living in Nepal. More than 85 per cent of Hindu is living in Nepal (CBS, 2003). The Table 4.3 shows that Brahmin/Chhetri is highly in Hindu. It has remained 91.2 per cent and 100.0 per cent. The Hill Janajati was highest per cent in Hindu (8.5 per cent) and Christian (30.5 per cent) and Kirat (15 per cent). Among the Christian the highest is Newar (34 per cent). The Terai Caste and Terai Janajati is cent per cent in Hindu religious in my study area.

Table 4.3: Distribution of Study Population by Caste Ethnicity and Religion, 2007

<i>Caste/Ethnicity</i>	Hindu	Buddhist	Christian	Kirat	Total
Brahmin	91.2(31)	-	8.8(3)	-	100.0
Chhetri	100.0(32)	-	-	-	100.0
Newar	66.0(2)	-	34.0(1)	-	100.0
Terai Caste	100.0(8)	-	-	-	100.0
Terai Janajati	100.0(5)	-	-	-	100.0
Hill Janajati	38.5(5)	15.4(2)	30.7(4)	15.4(2)	100.0
Dalits	8.0(4)	-	20.0(1)	-	100.0
Total	87.0(87)	3.0(3)	8.0(8)	2.0(2)	100.0

Source: Field Survey, 2007

4.1.4 Literacy status of the Household Population

Literacy is a main stream of social change. Education provides new ideas for livelihood. The literacy status described the condition of educational status and life style of people. Those people who can read and write are literate and those who cannot read and write are illiterate. In addition, education also affects decision making power.

Table 4.4: Distribution of Population by Literacy Status and Sex (5 years and above), 2007

<i>Literary Status</i>	Male		Female		Total	
	No.	Percent	No.	Percent	No	Percent
Illiterate	8	4.1	27	11.9	35	8.3
Literate	189	95.9	200	88.1	389	91.7
Total	197	100.0	227	100.0	424	100.0

Source: Field Survey, 2007

More than ninety-one per cent of the population is literate in the study area. Overall, 95 per cent for male and 88 per cent for females are literate. The literacy is higher in the urban area due to sufficient schools, and the awareness of people on education.

Table 4.5: Distribution of Population Aged 5 years and Above by Education Attainment and Sex, 2007

Educational Attainment	Male	Female	Total
Non formal	13.8(26)	14.1(32)	13.9(58)
Primary	18.5(35)	18.1(41)	18.3(76)
Lower secondary	13.2(25)	17.2(39)	15.4(64)
Secondary	19.6(37)	25.1(57)	22.6(94)
Intermediate	13.7(26)	10.6(24)	12.0(50)
Graduate and above	21.2(40)	14.9(34)	17.8(74)
Total	100.0(189)	100.0(227)	100.0(416)

Source: Field Survey, 2007

The educational status is divided into 6 categories which are non-formal, primary, lower secondary, secondary, intermediate and graduate and above. Those who only can read and write but not going to school or not having regular time or period are kept in informal education, and having school education but not pass the lower secondary are kept primary. Those who only can read and write but did not pass the secondary level kept in lower secondary, did not pass the intermediate are kept in secondary. Those who did not pass the graduate are also include intermediate and passed graduate or above are kept in graduate in the study area.

Among the total literate population 13.9 per cent have non- formal education 13.8 per cent male have non formal education followed by 14.1 female populations in the study area.

Table 4.5 represents the educational status of the respondents. Out of the 100 respondent, male have higher in primary level 8.5 per cent, Intermediate level 13.7 per cent, and Graduate and above 21.2 per cent than female 18.1per cent, 10.6 per cent, 17.8 per cent.

The male educational status is higher 21.0 per cent in Graduate and above. The female educational status is higher in secondary level which has 25.1 per cent.

4.1.5 Marital Status of the Household Population

Marriage is the most important event in the life of men and women. According to Hindu religion, marriage is compulsory for the all whether men or women. A man's life is not considered complete without a wife and a woman has no option but to get married. Marriage is one of the universal social institutions. Female's role also increases in family only after marriage. It enhance their decision making power.

The 2001 census collected information on marital status under 5 categories viz: 1) single; 2) married; 2a) married living with single spouse; 2b) married living with more than one spouse; 2c) re-married, 3) widowed 4) divorced; and 5) separated. According to census (1981, 1991, and 2001) adopted the marital status of women 10 years and above. In the study area, I have also included 10 years and above marital status to show legality.

Table 4.6: Distribution of Population 10 years and Above by Marital Status and Sex, 2007

Marital status and sex	Male		Female		Total	
	No.	Percent	No.	Percent	No.	Percent
Single/unmarried	43	26.2	42	25.0	85	25.6
Married and living together	120	72.6	118	68.7	238	71.7
Widow/widower	2	1.2	4	2.5	6	1.8
Separate	-	-	3	1.8	3	0.9
Total	165	100.0	167	100.0	332	100.0

Source: Field Survey, 2007.

It can be seen that, the married population is 71.7 per cent in the study area. Similarly the unmarried is 25.6 per cent, widow/widower 1.8 per cent and separated 0.9 per cent in the study area. Widows are comparatively free to make decision in the family, participate in social work worship good/goodness.

4.1.6 Land Ownership Status of Households Population by Caste/Ethnicity, 2007

In the study area, among the 100 household 75.5 per cent Brahmin have land holding followed by 71.9 per cent Chhetri, 66.7 per cent Newar and the lowest proportion of land

holding is Terai Caste 38.5 per cent. Sixty-one per cent Hill's Janajati have no land in the study area.

Table 4.7: Distribution of Land Ownership Status of Household by Caste/Ethnicity, 2007

<i>Caste/Ethnicity</i>	Having land holding	Don't have land holding	Total
Brahmin	75.5	23.5	100.0
Chhetri	71.9	28.1	100.0
Newar	66.7	33.3	100.0
Terai Janajati	40.0	60.0	100.0
Terai Caste	38.5	61.5	100.0
Hill Janajati	61.5	38.5	100.0
Dalits	40.0	60.0	100.0
Total	71.0	29.0	100.0

Source: Field Survey, 2007

Table 4.7 shows that the land ownership status is diverse by caste. Land is considered a very important immovable property since it is the symbol of political, social and economic prestige either in urban or rural areas of the country. The higher caste have high proportion of land holding and the low caste, Hill Janajati and Terai caste have low proportion of land holding. But their lands aren't stay in urban area. It is in rural area or origin place with in their family.

Table 4.8: Distribution of Households by Size of Landholding, 2007

<i>Size of land (in Ropani)</i>	No. of household	Percentage
0 – 10	23	32.4
10 -20	21	29.6
20 – 30	13	18.3
30+	14	19.7
Total	71	100

Note: 1 Ropani = 0.05087 Hectare

Source: Field Survey, 2007

The Table 4.8 shows that among the 100 respondents 71 per cent had land. The 32.4 per cent households have 0-10 Ropani land which are used indirectly food production in their village. Among them, in the urban area, 29.6 per cent households have only 10-20 Ropani food production land, 18.3 per cent households have only 20-30 Ropani food production land, 19.7 per cent household have 30 and above food production land in the study area.

4.1.7 Household Source of Income by Caste/Ethnicity

The economic characteristics of the study population are includes household source of income, land ownership status of the property ownership of the respondents. They are describing below.

Table 4.9: Distribution of Household Source of Income by Caste/Ethnicity, 2007

<i>Caste/Ethnicity</i>	Services	Daily wages	Business	Remittance	Tailoring	Others	Total
Brahmin	58.8	11.8	14.7	8.8	-	5.9	100.0
Chhetri	38.8	19.4	19.4	6.5	3.2	12.7	100.0
Newar	33.3	-	66.7	-	-	-	100.0
Terai Janajati	40.0	60.0	-	-	-	-	100.0
Terai Caste	62.5	12.5	25.0	-	-	-	100.0
Hill Janajati	30.7	30.7	15.4	7.8	-	15.4	100.0
Dalits	20.0	40.0	-	-	40.0	-	100.0
Total	45.0	20.0	18.0	5.0	3.0	9.0	100.0

Source: Field Survey, 2007.

Source of income represents the economic status of the people. In my study area, I have classified in to 6 categories (1) Services (2) Daily wages (3) Business (4) Tailoring (5) Remittance (6) Others. Among the total population of the study area, majority of the people are engaged in services 45 per cent followed by daily wages 20 per cent, business 18 per cent, tailoring 3 per cent, remittance 5 per cent, and other categories 9 per cent.

The Brahmin is highly involving in service sector 58.8 per cent. The Chhetri caste also highly involved in service sector 38.5 per cent and the lowest tailoring 3.2 per cent. The Newar caste are involved in business sector 66.7 per cent, followed by Terai caste 25 per cent and Chhetri 19.4 per cent. The Terai Janajati are highly involve in daily wages sector 60 per cent followed by Dalits 40 per cent Hill Janajati 30.7 per cent. The Remittance sector is also highly in Hill Brahmin. The tailoring sector is high in Dalits caste 40 per cent. Sixty per cent Terai Janajati are in daily wages, 62.5 per cent Terai caste in service sector. The Hill Janajati is low participation in remittance. It has remained 7.8 per cent. The Dalits are low in service sector which is remained 20 per cent only among the total occupation. The daily wage and tailoring sector is same 40 per cent in Dalits castes.

4.2 Background Characteristics of the Respondents

Distribution of respondents by five years age group and distribution of respondents by age at marriage, literacy status of the respondents, occupation of respondents, property ownership of the respondents, level of education, cause of dropout, family planning knowledge use are including in this sector. These are describing from the following ways.

4.2.1 Age Composition of the Respondents

The married women of age group (15-49) years are respondents in Koteshwor area of Kathmandu metropolitan city ward no. 35. Distribution of respondents by five year age group and age at marriage of respondents are included.

Table4.10: Distribution of Respondents by Five Year Age Group, 2007

Age Group	No. of Respondents	Percentage
15-19	3	3.0
20-24	16	16.0
25-29	29	29.0
30-34	28	28.0
35-39	11	11.0
40-44	5	5.0
45-49	8	8.0
Total	100	100.0

Source: Field Survey, 2007

The Koteshwor area of Kathmandu Metropolitan City, ward no. 35 is remained of my study area. The respondents of married women (15-49 yrs) have been divided in to seven groups by five year age group. The married woman of age group (25-29yrs) is 29 per cent which is higher in the study area followed by (30-34 years) 28 per cent. The low per cent of age group 15-19 years has been 3 per cent followed by (40-44 years) 5 per cent and 8 per cent (45-49 years).

4.2.2 Age at Marriage of the Respondents

Marriage is an institution that admits men and women to family life. It is a stable relationship in which a men and women are socially and legally permitted to have children impaling the right to sexual relation. Edward west Ermark defines “Marriage as a more or less durable connection between male and female, lasting beyond the mere act of propagation till after the birth of offspring” (Bhusan and sachdeva, 1996).

Table 4.11: Distribution of Respondents by Age at Marriage, 2007

Age at marriage	Respondent	Percent
Less than 15 years	10	10.0
15-19	52	52.0
20-24	28	28.0
25+	10	10.0
Total	100	100.0

Source: Field Survey, 2007

The age at marriage in my study is grouped into four categories (i) married below 15 years (ii) married between ages 15-19 years, (iii) married between 20-24 years and (iv) married 25 years and above.

The age at marriage of respondents in age group 15-19 years has been 52 per cent in the study area followed by 20-24 years 28 per cent and age group 25 years and above 10 per cent only.

4.2.3 Literacy Status of the Respondents

The literacy is one of the major indicators of social and economic development, and opening door to innovative ideas and actions which provides necessary information.

The people who have formally educated are known officially educated. In the study area, there are large number of literate women are remained. It may be caused of people awareness of urban area or central point of the country.

Table 4.12: Distribution of Respondents by Literacy Status, 2007

<i>Literacy status</i>	No. of women	Per cent
Illiterate	25	25.0
Literate	75	75.0
Total	100	100.0
Formal literate	63	84.0
Non-formal literate	12	16.0
Total	75	100.0

Source: field survey, 2007

The Table 4.12 shows that 75 per cent women are literate and 25 per cent are illiterate. Similarly 63 per cent women area formal literate and 12 per cent respondent is informal literate. The larger proportion of literate due to available of school facilities and effectiveness of NGOs/INGOs informal education programmed.

4.2.4 Distribution of Respondents by Literacy Status and Caste/Ethnic Group

There are 13 different caste/ethnic groups remained in the suryakot Galli of Koteshwor area. The characteristics of the respondent has grouped into six categories in Koteshwor area of Kathmandu metropolitan city: (1) Hill Brahmin (2) Chhetri (3) Hill Janajati (Rai, Limbu, Tamang, etc.), (4) Newar (5) Terai Janajati (Dhimal, Yadav ,Meche, Tharu, etc.) and (6) Dalits (Kami, Damai, etc.). The literacy status has various among these caste/ethnic groups.

Table 4.13: Percent Distribution of Respondents by Literacy Rate and Caste/Ethnicity, 2007

<i>Caste/Ethnic Group</i>	Literate		Illiterate		Total	
	No.	Per cent	No.	Per cent	No.	Per cent
Hill Brahmin	26	76.5	8	23.5	34	100.0
Chhetri	25	78.1	7	21.9	32	100.0
Hill Janajati	9	69.2	4	30.8	13	100.0
Newar	3	100	-	-	3	100.0
Terai Janajati	4	80.0	1	20.0	5	100.0
Terai Caste	5	62.5	3	37.5	5	100.0
Dalits	4	80.0	1	20	5	100.0
Total	76		24		100	100.0

Source: Field Survey, 2007

The literacy status of respondent women from Newar caste found cent per cent followed by Dalits 80 per cent, Chhetri 78.1 per cent, Hill Brahmin 76.8 per cent, Hill Janajati 69.2 percent and Terai Janajati 80.0 per cent. The Hill Janajati and Terai Janajati has found to be same literacy status 30.8 per cent. Among the total Dalits, The illiteracy status of Dalits respondent has found to be 20 per cent. The Hill Janajati and Terai Janajati had same illiteracy proportion 30.8 percent.

4.2.5 Distribution of Respondents by Literacy and Age

The literacy among girls and women in terms of percentage points grew much faster than for boys and men during these years. In spite of various efforts through governmental and non-governmental sectors, the literacy rate of Nepal has remained unsatisfactory .Women in all age groups are not equally literate. The following table shows the literacy status of

the respondents in the study area. Women in all age groups are not equally literate. In the early years, education become higher and goes down with increasing age.

Table 4.14: Distribution of Respondents by Literacy and Age, 2007

<i>Age Group</i>	Literate		Illiterate		Total	
	No.	Per cent	No.	Per cent	No.	Per cent
15-24	13	72.2	5	27.8	18	100.0
25-39	65	94.2	4	5.8	69	100.0
40-49	10	76.9	3	23.1	13	100.0

Source: Field Survey, 2007

The Table 4.14 shows that increase the age of respondents decrease the illiteracy status in the study area. The age group 40-49 is more illiterate than 25-39 age groups. The educational program is not expanding in the past. But now it is improving. The age group of 25-29 years has found to be (94.2 Per cent), followed by 15-24 age groups (72.2 Percent) and 40-49 age groups (10 Per cent) only. Among illiterate 15-24 years age group had higher illiterate (27.8 Per cent) in the study area.

4.2.6 Distribution of Respondents by Level of Education

The literacy status shows that the basic educational status of human being. That does not indicate the level of educational attainment. Alone with the literacy rate, it is not possible to analyze the educational status of the nation. The educational attainment show the real situation of educational level of the country and it is differs from one place to another. So, the level of educational attainment is different along with the nation wide.

Table 4.15: Distribution of Respondents by Level of Education, 2007

<i>Level of Education</i>	No. of women	Percentage
Primary	24	24.0
Lower-secondary	22	22.0
Secondary	28	28.0
Intermediate	14	14.0
Graduate and above	12	12.0
Total	100	100.0

Source: Field Survey, 2007

The educational status is divided in to six categories in the study area. Out of the total literate respondents, 24 per cent have found to be completed primary level. The respondent women who have completed secondary level education found to be higher in the study area. Which has remained 28 per cent, followed by the primary level education completed

respondent 24 per cent, lower secondary completed 22 per cent, intermediate completed 14 per cent and 12 per cent respondent had completed graduate and above. Female educational achievement is satisfactory in urban areas

4.2.7 Distribution of Respondents by Cause of Dropout from School

The respondent's dropout rate is calculated as the percentage of women who are reported to be no longer enrolled in school, to the women who had enrolled in school. The major factor of dropout includes early marriage, failure in the examination, poor economic condition and others.

Table 4.16: Distribution of Respondents by Cause of Dropout, 2007

<i>Cause of Dropout</i>	<i>No. of Women</i>	<i>Percentage</i>
Marriage	26	35.1
Fail in the examination	13	17.6
Poor economic condition	13	17.6
Others	22	29.7
Total	74	100.0

Source: Field Survey, 2007

The Table 4.16 shows that the main cause of female dropout is 'Marriage'. Out of the total respondent, who were literate from the formal medium, 35.1 per cent respondent dropout from school due to 'Marriage'. Respondent's dropout from poor economic condition and fail in the examination found to be equal 17.6 per cent in the study area. Lack of awareness of parents education and unproductive education is also included in others categories. They may think child should help to parents in household works. The respondent's dropout is also clearly shown from the following pie chart. The cause of dropout is converted into degree and sowing the pie chart (Table 4.2.7figure 4.2.7).

Distribution of Respondent by cause of Drop out

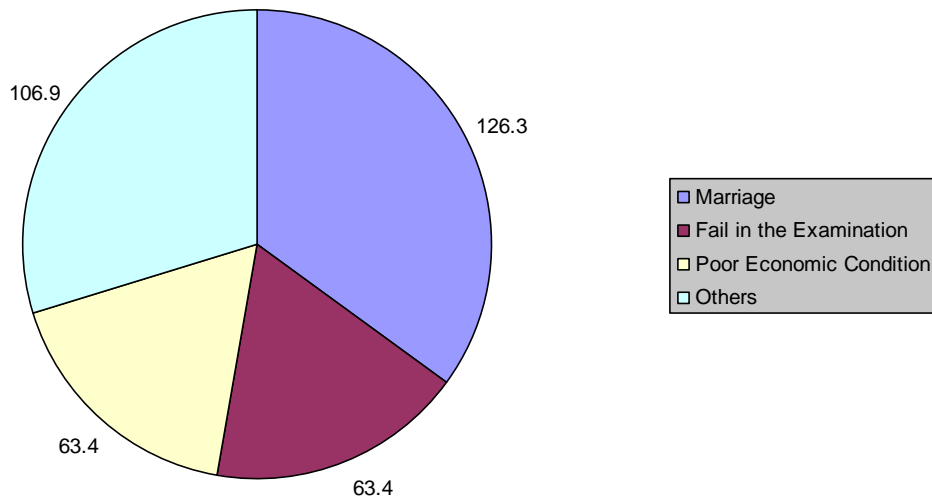


Figure 4.2.7 Distribution of Respondent by Cause of Drop out

4.2.8 Occupation of the Respondents

Women have played the triple role of household work, employment and reproduction. Most of the women are involved in household activities. Household activities are not called economic work. They are busy every time and they have no extra time. But their husband behave have no satisfied. They have no money to fulfill household activities so they are dependent on their husband.

Table 4.17: Distribution of Respondents by Occupation and Background Characteristics, 2007

Background Characteristics	Housewives	Business	Services	Daily wages	Tailoring	Others	Total
<i>Caste/Ethnicity</i>							
Brahmin	23.5	11.8	44.1	8.8	-	11.8	100.0
Chhetri	34.4	28.1	12.5	6.3	-	18.7	100.0
Newar	-	33.3	33.3	-	33.4	-	100.0
Terai Janajati	-	-	20.0	-	20.0	60.0	100.0
Terai Caste	62.5	25.0	12.5	-	-	-	100.0
Hill Janajati	30.8	7.7	7.7	-	-	53.8	100.0
Dalits	40.0	-	20.0	-	20.0	20.0	100.0
<i>Age group</i>							
15-19	33.3	-	33.3	-	-	33.4	100.0
20-24	43.8	13.5	-	-	-	42.7	100.0
25-29	48.3	6.9	20.7	-	6.9	17.2	100.0
30+	21.3	21.3	25.0	7.5	1.9	23.1	100.0
<i>Literacy Status</i>							
Literate	33.7	15.1	23.3	2.3	3.5	22.1	100.0
Illiterate	21.4	21.4	-	21.4	-	35.8	100.0
Total	32.0	16.0	20.0	5.0	3.0	24.0	100.0

Source: Field Survey, 2007

The Table 4.17 shows that 44.1 per cent Brahmin are involve in service sector, followed by 33.3 per cent Newar, 20.0 Terai Janajati and Dalits. Sixty per cent Terai Janajati is involved in the occupation other sector. The respondent women from Newar caste found equally involved in business, service and tailoring (33.3 Percent each). The Terai caste has 12.5 per cent in services sector. Respondents involved in daily wage activities found to be lower from Brahmin and Chhetri communities (8 Per cent and 6 Percent respectively). The Hill Janajati has lowest participation in both business and service sector 7.7 Percent. The Hill Janajati involved in others categories are found to be about 54 per cent. About 40 per cent of the Dalits respondents involved as housewives. Respondent women from the Terai Janajati found highly involved in other sector.

According to age of the respondent, it is evident to see that, more women aged 20-30 years tends to be house-wife compared to younger and older aged women. Clearly shown is that, as the age of women advances, their chances to taking occupations other than household chores increases. For instance, about 44 and 48 per cent of women aged 20-24 and 25-29 years respectively found as housewife, whereas the corresponding figures for 15-19 and 30 and above women are 33 and 21 per cent respectively.

In relation to association between women's literacy status and occupation, no precisely conclusive result is seen from Table 4.12. However, one can see that, more illiterate women are likely to take daily wage earning occupations than literate women. For instance about 21 and 38 per cent of the illiterate women found involved in daily wage and other occupations respectively.

4.2.9 Property Ownership of the Respondents

The Table 4.18 shows that both land and house holding respondents have lower proportion in the study area.

Table 4.18: Distribution of Respondents by Property Ownership, 2007

<i>Land in your name</i>	No. of women	Percentage
Yes	20	20.0
No	80	80.0
Total	100	100.0
<i>House in own name</i>		
Yes	30	30.0
No	70	70.0
Total	100	100.0

Source: Field Survey, 2007

In my study area, among 100 respondents 20 per cent respondent have their own land and 80 per cent respondents have not. Similarly 30 per cent of the respondents have House with their own name. Women who have land and house are considered to be socio-economically strong.

Table 4.19: Distribution of Respondents by Size of Land, 2007

<i>Size of land (in Ropani)</i>	No of women	Percentage
Less than 10	14	70.0
10-19	4	20.0
20 and above	2	10.0
Total	20	100.0

Source: Field Survey, 2007

In the study area, among the 100 respondents, only 20 respondents have land of their own. Among the 20 respondents 14 had less than 10 Ropani. It is followed by 4 respondent had 10-19 Ropani and the lowest 2 respondents had 20 and above Ropani.

4.2.10 Distribution of Respondent about the Family Planning Knowledge use

Table 4.20: Distribution of Respondents about the Knowledge of Family Planning Method, 2007

<i>Knowledge of Family Planning</i>	No. of Respondents	Percentage
Respondent Knowledge about FP	80	80.0
No Knowledge of Respondent about FP	16	16.0
Not Stated	4	4.0
Total	100	100.0

Source: Field Survey, 2007

The Table 4.20 shows that the respondent knowledge about family planning method. The question had asked to the respondents regarding the knowledge about family planning. Among the total respondent, More than 80 per cent respondent gave in positive answer and 16 per cent in negative answer. While 4 per cent did not replay any method. Either they hesitated to talk about family planning or they did not hear about family planning. They can not react about it.

Table 4.21: Distribution of Respondents about the Family Planning Users, 2007

<i>Users of Family Planning Method</i>	No. of Respondents
FP Users Respondent	58
Don't Users of FP	42
Total	100

Source: Field Survey, 2007

Though people have knowledge about the family planning, they may not use family planning methods properly. Among the 100 respondents 80 per cent have knowledge about family planning method but only 58 per cent are using contraceptive either temporary or permanent (For instance: vasectomy or laparoscopy). Among those who had knowledge about family planning, 22 per cent respondents did not use it. It may be due to using their husband cause or health condition of the respondent.

CHAPTER-V

HOUSEHOLD DECISION-MAKING PROCESS

Decision regarding to go to outside of the door, decision making on cooking, communication between husband and wife, decision on child birth, decision making on children education, purchase household things, borrowing and lending money, Authority of selling House and Land and decision to use family planning method which related to women's decision making processes.

5.1 Decision Making to go to Out Side of the Door

In the context of Nepal, Most of the female are involved in household activities. Female are always under of their husband. So, they ask to permission to go out side of the house. Female have no power of decision of any tasks and strongly restricted to go out from the home for this purpose; the variables are divided in to three categories. They are (I) To go to Maitaghar (ii) To go to Bazaar (iii) To go to hospital.

Table 5.1: Distribution of the Respondents by Decision to go Out Side of the Door, 2007

Background Characteristics of the Respondents	Can Decision to go Outside of the Door		Can't Decision to go Out Side the Door		Total	
	No.	Per cent	No.	Per cent	No.	Per cent
To go to Maita Ghar	36	36.0	64	64.0	100	100.0
To go to bazaar	76	76.0	24	24.0	100	100.0
To go to Hospital	58	58.0	42	42.0	100	100.0

Source: Field Survey, 2007

The Table 5.1 shows that the characteristics of the respondents by decision to go outside of the door. Among the total respondent 36 per cent women have decisive power to go to Maitaghar. The women have 76 per cent decisive power to go to Bazaar due to purchase daily need. It is highest per cent compared to go Maitaghara and bazaar. It shows that the respondent women are highly involved in purchasing goods. It shows that the female are involved in household activities than male. Forty two per cent respondent women can't go hospital without their husband permission.

5.2 Decision Making on Cooking

In the context of Nepal most of the females are engaged in household activities. Especially, female can play the decisive role in usually cooked for household. The fewer male are participated what food should be cooked. It may be awareness of education in the urban areas of KTM district. It may be awareness of sharing activities in urban areas.

Table 5.2: Distribution of Respondent's Decision Making on Usually Cooked, 2007

Background Characteristics	Decision making Usually Cooked Food		Don't Making Usually Cooked Food		Total	
	No.	Per cent	No.	Per cent	No.	Per cent
Caste/Ethnicity						
Brahmin Hill	24	70.6	10	29.4	34	100.0
Chhetri	24	75.0	8	25.0	32	100.0
Hill Janajati	7	53.8	6	46.2	13	100.0
Terai Janajati	3	60.0	2	40.0	5	100.0
Terai Caste	3	37.5	5	62.5	8	100.0
Newar	3	100.0	-	-	3	100.0
Dalits	2	40.0	3	60.0	5	100.0
Age group						
15-24	15	83.3	3	16.7	18	100.0
25-39	45	65.2	24	34.8	69	100.0
40-49	10	76.9	3	23.3	13	100.0
Literacy status						
Literate	65	73.9	23	26.1	88	100.0
illiterate	7	58.3	5	41.7	12	100.0
Total	72	72.0	28	28.0	100	100.0

Source: Field Survey, 2007

The respondent women of Newari caste have 100 per cent decisive role on usually what food should be cooked. It is followed by Chhetri 75 per cent, Hill Janajati 53.8 per cent, and Dalits 40 per cent. Generally, one can play the decisive role in kitchen works that has cooked food. In this study, no male participation have found in kitchen work.

The respondent women from Terai caste and Dalits found to be lowest on decisive making what food should be cooked. According to age of the respondent, it is evident to see that more women younger and older age group found to be higher decisive power what food should be cooked. The age group of 25-39 years found to be low decisive power on cooking. The literate women have high decision than illiterate women, 73.9 per cent women have decision on usually cooked and 58.3 per cent illiterate women.

5.3 Communication between Husband and Wife about Family Size

Communication between husband and wife is an important indicator of decision making of women in household. The Table 5.3 demonstrates the communication between husband and wife about family size by caste/ethnicity, literacy status and age group.

Table5.3: Distribution of Respondents by Communication Between Husband and Wife about Child Birth,2007

Background Characteristics	Communication Between Husband and Wife about Child Birth		Don't Communication Husband and Wife about Child Birth		Total	
	No.	Per cent	No.	Per cent	No.	Per cent
<i>Caste/Ethnicity</i>						
Brahmin	32	94.1	2	5.9	34	100.0
Chhetri	29	90.6	3	9.4	32	100.0
Terai Janajati	4	80.0	1	20.0	5	100.0
Terai Caste	6	75.0	2	25.0	8	100.0
Hill Janajati	11	84.6	2	15.4	13	100.0
Dalits	4	80.0	1	20.0	5	100.0
Newar	2	66.7	1	33.3	3	100.0
<i>Literacy status</i>						
literate	81	92.0	7	8.0	88	100.0
Illiterate	9	75.0	3	25.0	12	100.0
Total	90	90.0	10	10.0	100	100.0
<i>Age group</i>						
15-24	16	88.9	2	11.1	18	100.0
25-39	64	92.8	5	7.2	69	100.0
40-49	10	77.0	3	23.0	13	100.0

Source: Field Survey, 2007

The Table 5.3 shows that the respondent's communication with their husband about the number of children and family size. Among the total respondent 90 per cent respondent have communication about the child birth and family size. Ten per cent respondent women have not had communication with their husband.

The respondent women from Brahmin caste found (94.4 per cent) have communication with their husband about the family size. It is followed by Terai Janajati (92.3 per cent), Chhetri (90.6 per cent), Hill Janajati (84.6 per cent), Dalits (80 per cent) and Newar 66.7 per cent only. The respondent of Newar caste has found to be higher without communication about the child birth and family size.

According to age of respondents, it is evident to see that, more women age 25-39 years tends to be higher about the family size and communication with their husband. It may be due to younger women more advanced and their involvement of decision is also higher. Communication between husband and wife about the family size has shown that higher the age lower the communication on this sector.

The literate women have done high communication with their husband (92 per cent) in this sector, while 75 per cent of illiterate women have decision on their family size and number of children about the child birth.

5.4 Decision on Child Birth

Table 5.4: Decision Making status of women on Child bearing by background characteristic, 2007

Background Characteristics	Can Decide Child Birth		Can't Decide Child Birth		Total	
	No. of Women	Per cent	No. of Women	Per cent	No. of Women	Per cent
<i>Caste/Ethnicity</i>						
Brahmin Hill	30	88.2	4	11.8	34	100.0
Chhetri	27	84.4	5	15.6	32	100.0
Hill Janajati	11	84.6	2	15.4	13	100.0
Terai Janajati	4	80.0	1	20.0	5	100.0
Terai caste	6	75.0	2	25.0	8	100.0
Newar	3	100	-	-	3	100.0
Dalits	2	40.0	3	60.0	5	100.0
<i>Age group</i>						
15-24	15	83.3	3	16.7	18	100.0
25-39	57	84.6	12	17.4	69	100.0
40-49	11	82.6	2	15.4	13	100.0
<i>Literacy status</i>						
Literate	75	85.2	13	14.8	88	100.0
Illiterate	8	66.7	4	33.3	12	100.0
Total	83	83.0	17	17%	100	100.0

Source: Field Survey, 2007

The people who have decide about child birth is also important factor in decision making. The Table 5.4 shows that the low proportion of female has decisive power about child birth compared to men. Among the total respondents about 83 per cent of women decided or would decide on child birth. The respondent women from Newari caste found 100 per cent have decisive role on child birth. It is followed by the Brahmin Hill 88.2 per cent, Chhetri 84.6 per cent, Hill Janajati 84.4 per cent, Terai Janajati 80.0 per cent and the respondent of Dalits caste involved 40 per cent only.

According to age of respondent, it is evident to see that, more women age 25-39 years tends to be decisive power about child birth compares to younger and older age group. It may be due to educational improvement in the society and younger women are highly educated than older and earlier age group. The table 5.4 shows that higher the age of respondents lower the decisive role on the child birth.

In relation to association between women's literacy status and decisive power on child birth, the literate women have highly decisive power about the child birth than illiterate. Education played the dominant role of respondent about the child birth.

5.5 Decision Making on Children's Education

Taking responsibility in educational sector is an important thing for the brightness of children. Decision making on this sector means especially on the education of children to teach where and which school. For this study (decision making children's education,) information has collected from the respondents, who have school going children.

Both male and female have dominant role in decisive on children's education. Especially, in our countries situation, we can found the main responsibility for male. But, low decision power for females. Although many women are illiterate in study area, but their decisive on child education is high.

Table 5.5: Distribution of Respondents Decisive on Children's Education by Caste, Age and Literacy Status, 2007

Background Characteristics <i>Caste/Ethnicity</i>	Can Decision on Children Education		Can't Decision on Children Education		Total	
	No.	Per cent	No	Per cent	No.	Per cent
Brahmin hill	30	88.2	4	11.8	34	100.0
Chhetri	24	75.0	8	25.0	32	100.0
Hill Janajati	7	53.8	6	46.2	13	100.0
Terai Janajati	3	60.0	2	40.0	5	100.0
Terai Caste	3	37.5	5	62.5	8	100.0
Newar	2	66.7	1	33.3	3	100.0
Dalits	3	60.0	2	40.0	5	100.0
<i>Age group</i>						
15-24	13	72.2	5	27.8	18	100.0
25-39	55	79.7	14	20.3	69	100.0
40-49	7	53.8	6	46.2	13	100.0
<i>Literacy status</i>						
Literate	66	75.0	22	25.0	88	100.0
Illiterate	9	75.0	3	25.0	12	100.0
Total	75	75.0	25	25.0	100	100.0

Sources: Field Survey, 2007

The Table 5.5 shows that the respondent's decision on children education among the different ethnic group, age and literacy status. Among the 100 respondents, 75 per cent respondents' women have decisive role on the education of children to teach where and which school. The respondent women of Brahmin /Chhetri caste found higher power about the children education (88.2 per cent, 75 per cent) respectively. It is followed by Terai janajati, (69.2 per cent), Chhetri (75 per cent), Newar(66.7 per cent), Dalit (60 per cent) and Hill Janajati 53.8 per cent.

According to the age of the respondents, the younger women have higher decisive power 79.75 per cent about the children education. It is followed by 15-24 years 72.2 per cent and the highest age group 40-49 years has found to be 53.8 per cent. Both the literate and illiterate women are equally involved about the decision on children education in the study area.

5.6 Decision on Selling and Purchasing Goods

Selling/Purchasing of good is an important of decision that has to be made in household. Many women have involved in purchasing goods for daily needs. But not all respondents do these activities. The Table 5.6 shows that the decision on purchasing goods from women by caste/ ethnicity, age and literacy status is. A family with surplus goods tends to sell its

products. Many women have found with decision making power on selling/purchasing goods (i.e.cloths and others daily goods)

Table5.6:Decision Purchase of Daily Consumption Goods by Background Characteristics of Women ,2007.

Background Characteristics <i>Caste/Ethnicity</i>	Can Decide Own Self		Can't Decide Own Self		Total	
	No.	Per cent	No.	Per cent	No.	Per cent
Brahmin hill	25	73.5	9	26.5	34	100.0
Chhetri	20	62.5	12	37.5	32	100.0
Newar	3	100.0	-	-	3	100.0
Hill Janajati	8	61.5	38.5	5	13	100.0
Terai Janajati	1	20.0	4	80.0	5	100.0
Terai Caste	2	25.0	6	75.0	8	100.0
Dalits	4	80	1	20	5	100.0
<i>Age group</i>						
15-24	7	38.9	11	61.1	18	100.0
25-39	50	72.5	19	27.5	69	100.0
40-49	8	61.5	5	38.5	13	100.0
<i>Literacy status</i>						
Literate	55	62.5	33	37.5	88	100.0
Illiterate	9	75.0	3	25.0	12	100.0
Total	64	64.0	36	36.0	100	100.0

Source: Field Survey, 2007

Majority of Newar women (100 per cent) have reported decisive role on purchasing goods for their households. It is followed by the Hill Brahmin (73.5 per cent). It is followed by Dalits (80 per cent), Brahmin Hill (73.5 per cent), Chhetri (62.5 per cent), Hill Janajati (61.5 per cent) and Terai Janajati (30.8 per cent) in the study area.

According to the age of the respondents, the younger age respondent can decide the daily consumption than the earlier and old age group's respondents. The Illiterate respondent women tend to have much selling/purchase the daily consumption than literate.

5.7 Decision on Giving/ Taking Loan of Respondents

Giving or taking loan is one of the most important indicators of household decision making. In the study area, I have collected from information of the respondent's decision on giving or taking loan by caste age group and literacy status.

Table 5.7: Distribution of Respondents on Giving/ Taking loan by Caste, Age and Literacy Status, 2007

Characteristics of <i>Caste/Ethnicity</i>	Can Decide Giving/Taking Loan		Can't Decide Giving/Taking Loan		Total	
	No.	Percentage	No.	Percentage	No.	Percentage
Brahmin Hill	21	61.8	13	38.2	34	100.0
Chhetri	19	59.4	13	40.6	32	100.0
Hill Janajati	7	53.8	6	46.2	13	100.0
Terai Janajati	4	80.0	1	20.0	5	100.0
Terai Caste	2	25.0	6	75.0	8	100.0
Newar	3	100.0	-	-	3	100.0
Dalits	2	40.0	3	60.0	5	100.0
<i>Age groups</i>						
15-24	10	55.6	8	44.4	18	100.0
25-39	40	58.0	29	42.0	69	100.0
40-49	9	69.2	4	30.8	13	100.0
<i>Literacy status</i>						
Literate	50	56.8	38	43.2	88	100.0
illiterate	9	75.0	3	25.0	12	100.0
Total	59	59.0	41	41.0	100	100.0

Source: Field Survey, 2007

The Table 5.7 reveals that the characteristics of respondent on giving or taking loan by caste, age and literacy status. Among the 100 respondents, the respondent women of Newar caste have highest decisive power on giving or taking loan (100 per cent) in the study area. It is followed by Terai Janajati (80 per cent), Brahmin Hill (61.8 per cent), Chhetri (59.4 per cent) and the Terai caste (25 per cent), only.

According to age of the respondent, the age group of 40-49 years has found the highest per cent of giving/taking loan (69.2 per cent) followed by 25-39 years (58 per cent) and the age group of 15-24 years (55.6 per cent).

Based on the literacy status, those respondents who are illiterate have decisive role of giving/taking loan (75 per cent) compared than literate (56.8 per cent).

5.8 Authority of Selling House and Land

Among the total respondents, 43.4 per cent respondents have house and land of their own name. The respondent's authority of selling house and land has no decisive role of their own choice.

Table 5.8: Distribution of Respondents by Authority of Selling House and Land (Who have land and house in their own name), 2007

Background Characteristics of Respondent	Can Decide Authority Selling		Can't Decide Authority Selling		Total	
	No.	Percentage	No.	Percentage	No.	Percentage
Having House of Respondent	11	33.3	22	66.7	33	100.0
Having Land of Respondent	12	60.0	8	40.0	20	100.0
Total	23	43.4	30	56.6	53	100.0

Source: Field Survey, 2007.

Table 5.8 shows that the respondents who have house and land in their own name and their purchasing power. But the land selling decisive power respondent have 60 per cent. The land selling decisive power is higher compared to house selling. The land selling power is higher than house selling in the study area.

5.9 Decision to use Family Planning Methods

In the Nepalese context, the users of female family planning method are higher. The respondents of Hill Brahmin have higher than other caste. The respondent of Dalits caste women has low decisive power of family planning method.

Table 5.9: Distribution of Respondents Decision about Family Planning Method Caste, Age and Literacy Status,2007

Background Characteristics <i>Caste/Ethnicity</i>	Can Decide FP Method		Can't Decide FP Method		Total	
	No.	Percentage	No.	Percentage	No	Percentage
Brahmin Hill	24	70.6	10	29.4	34	100.0
Chhetri	21	65.5	11	34.4	32	100.0
Newar	2	66.7	1	33.3	3	100.0
Hill Janajati	8	61.5	5	38.5	13	100.0
Terai Janajati	3	60.0	2	40.0	5	100.0
Terai Caste	4	50.0	4	50.0	8	100.0
Dalits	3	60	2	40	5	100.0
<i>Age groups</i>						
15-24	15	83.3	3	16.7	18	100.0
25-39	45	65.2	24	34.8	69	100.0
40-49	5	38.5	8	61.5	13	100.0
<i>Literacy status</i>						
Literate	60	68.2	28	31.8	88	100.0
Illiterate	5	41.7	7	58.3	12	100.0
Total	65	65.0	35	35.0	100	100.0

Source: Field Survey, 2007

The respondents of Hill Brahmin women have found to be higher decisive power about the family planning method in the study area. The respondent from Hill Brahmin found (70.6 per cent), followed by Newar (66.7 per cent), Chhetri (65.6 per cent) and the Terai caste (50 per cent) only. The age group of 15-24 years has high decisive power about family planning method (83.3 per cent), followed by 25-39 years age group (65.2 per cent) and 40-49 age groups (38.5 per cent).

According to educational status, the literate respondents have higher decisive power about using of family planning method (68.2 per cent). And the illiterate respondent have lower decisive role about family planning method (41.7 per cent).

CHAPTER- VI

SUMMARY AND CONCLUSION

The specific objective of the study is to identify the educational status and house hold decision making power of women. The role of education status of married women and their

decision making power of 'Suryakot Galli' in Koteshwor area of Kathmandu Metropolitan city. The female who have higher educational background and employed have higher decision making power than illiterate. The sample selection is cluster sampling in my study area. It represents the whole Kathmandu metropolitan city.

6.1 Summary

This study deals with the Determinants of household decision making process of married women aged 15-49 years in urban areas particularly in Koteshwor area of Kathmandu metropolitan city. It is one of the metropolitan cities of the country. It lies in central development region. It is representative all the urban areas of the country. This study is based up on the primary source of data from the field survey. The study is based on the basis of the structured questionnaires through direct interview to the married women. The sample selection is on the basis of random sampling to be the representative of married women in the metropolitan city. To find out the possible information, tables are generated from excel package.

In my study area, there are 424 population (197 males and 227 females) representatives, 7 caste/ethnic groups. Majority of household are Brahmin/Chhetri. There are four religious in the study area i.e. Hindu, Buddhist, Christian and Kirat. According to caste/ethnic group, The Brahmin caste is 91.2 per cent are Hindu. Among the total respondents, Terai caste and Terai Janajati has cent per cent Hindu. The Kirat religious is only in Hill Janajati. Among the sampled population 91.7 per cent (5 years and above) are literate 8.3 per cent are illiterate and 18.8 per cent graduate and above. Among those who are literate 18.8 per cent are attending primary level.

In the study area, among the total population 25.6 per cent have single or unmarried. 74.4 per cent population is bound marital relation in any time. But now they are some

separated and widow and widower also. The service sector's population has 45 per cent in the study area. The service sector is high than others in the study area. 5 per cent family is depending on remittance.

About 71 per cent family has land holding in the study area and 29 per cent family has no land holding. Among the 100 respondents only 20 per cent have land in their own name and 30 per cent house of their own name.

To analysis the Background characteristics of the respondents, 29 per cent belong to 25-29 age groups 28 per cent belong to 30-34 age groups and the lower proportion 3 per cent belong to 15-19 age groups.

Ten per cent of women have married before the age of 15 years, more than 52 per cent of have married on 15-19 years and 2 per cent have married after the age of 30 years. Literacy and educational qualification are vital indicators to uplift the women status. Although women are educated in the study area but they are not availing them employment opportunities created in the process of modernization but also for communication with outside the world. Female educational condition is satisfied in the study area than other rural areas but their occupational condition is poor. Among the literate women, 12 per cent are non formal literate in Koteshwor area of Kathmandu metropolitan city ward no 35. The concentration of female education is 69 per cent in age group 25-39 years. Those respondents who take primary education are high 27.4 per cent in the study area. Among the non formal literate women 10 per cent have got education for six months. Similarly 2 per cent women have got education for one year.

The dropout situation in the study area is major problem of female educations. Early marriage is major problem of dropout rate. About 35.1 per cent women dropout is due to marriage and poor economic condition and fails in the examination both are 17.6 in my study area. And the others categories include cause of health, un- appropriate situation etc. In this sector, 22 respondents from formal sector.

Among the 100 respondents, 32 per cent have house wives. They are busy in household activities either they are educated or uneducated. Tailoring and daily wages are same 3 er cent in the study area. More than 70 per cent respondents have less than 10 Ropani. Only 2 per cent respondents have 20 and above Ropani.

In the study area, among the 100 respondents 30 per cent respondents have their own house and 67 per cent per cent are living on rented house and 3 per cent respondents living with relative house. Cent per cent or hundred per cent families have no drinking water facilities and 27 per cent families have no television facilities. These entire respondents have toilet facilities.

Similarly, 80 per cent respondents have knowledge about family planning method. Among them 58 per cent respondents are using family planning method. In the urban areas, 16 per cent respondents have no knowledge or don't want to tell about family planning methods.

Household decision making power is a strong indicators of women empowerment in the society. The study focused up on the relative's status of women in terms of household decision making power according to caste/ethnic group, and literacy status. The main purpose of this study is to find out the role of women in household decision making on the basis of the survey of 100 households in Koteshwor area of Kathmandu metropolitan city. The concluding chapter highlights the major finding of the study.

It has found that (88.2 per cent, 84.4 per cent) have decisive role on child birth among the Brahmin Chhetri caste. It is the highest per cent of decision on child birth.

According to age group, the women of age group 25-39 years have 82.6 per cent have decision on child birth in the age group of 25-39 years. Higher the ages lower the decision on child birth. The literate women have done high decision-making power 85 per cent. About 66.7per cent per cent of women have communication with their husband about the number of children and family size. Forty per cent women gave birth against their own will.

Majority of Brahmin/ Chhetri women (88.2 per cent, 75 per cent) have decisive role on their children education. According age group, it has found that all women of age group 25-39 have decisive role (79.7 per cent) on their children education, and the literate 66 per cent respondent have decisive role on their children where as 9 per cent illiterate women have decisive role on their children education.

Women generally work from sunrise to the evening to perform household activities. In patriarchal society, only women are involved in cooking, washing, clothing, and care of child. So the involving of cooking is higher in female. The Chhetri women 75 per cent have decisive usually cooked and Brahmin Hill 70.6 per cent have decisive

on usually what food should be cooked. The Newar caste has cent per cent decisive on usually what food should be cooked. Based on literacy status, among the literate respondent 65per cent respondent has decision making on usually cooked. The illiterate respondent women have 7 per cent decisive on usually cooked.

Selling and purchasing goods is an important of decisions that have to be made in households. About 73.5 per cent of Brahmin/ Chhetri women are selling or purchasing goods for households. Among the respondents about 72.5 per cent of women of age group 25-39 are decision on selling /purchasing goods. In the study area, medium age group (25-39) have high decisive on selling or purchasing goods than low (15-24 years) and high (40-49 years) age group. The literate respondents have decisive 55per cent by selling/purchasing goods than illiterate.

Among the 100 respondents only 21per cent Brahmin Hill women have decisive power on giving/ taking loan. The age group (40-49 years) has high decisive power on giving/taking loan. Similarly, 50 per cent literate women have decisive power on giving/taking loan and 9 per cent illiterate women have decisive power on giving/taking loan.

There were 30 per cent respondents who have house in their own name and 20 per cent respondents have land in their own name. But only 33.3 per cent respondents have decisive power to sell house and 60 per cent per cent have decisive power to selling land.

Family planning method is most important in household to achieve the goal of decision making power. The hill Brahmin/Chhetri has highest decisive power about using family planning method than other caste.

6.2 Conclusion

This study is concentrated to analyze the decision making power of women interm of social as well as household activities, it can be concluded that females have lower decision making power and they have sub ordinate role in family and in society. They are deprived form their rights and responsibilities. The female who have higher educational background and employed have higher decision making power than merely illiterate households. In some cases illiterate women have high decisive power than literate. In major household activities men played a dominant role in decision making. Female have lower decision making power than their male counters parts.

As our society is male dominated, male have superior status in most of the cases and female have to follow to them. Even they cannot decide for child birth and treatment of illness. They have to give birth for their husband or family. They cannot decide by themselves about their own health problem. They have to ask their male partner or guiders to do something. Although they have responsibility to complete the work, they have no chance to decide for it.

Now in 21st century, early marriage is higher in my study area. Especially, it has 15-19 years. The female dropout rate is higher due to marriage. After marriage female have under the decision of her husband and bounded child caring responsibilities. Now a day, 16 per cent respondents have no knowledge about the family planning method in urban areas also. The issue of child birth is close to women but women have no decisive power about child birth. Some women have give birth unwillingly. Women have no decisive power to go outside of the door. If they want to go, they took permission of their husband.

In each and every aspects female have to bear inferiority than males. Women have low status in education, occupation, health, and ownership of assets etc. Women have limited access to resources and even they are deprived from their rights. They are disadvantaged, deprived and discriminated socially as well as economically with in the study area. They are regarded as second grade citizen. They have fewer opportunities to involve in main stream of development.

Women have played significant roles in our countries development. They have contributed to the economic growth of their country by taking care of their families and working in and owing business. In my study area, men tend to be the owners of property and the decision makers in the families. Women stay at home cleaning and caring of children. Although these activities are essential for the well being of the family, they are often not respected for their work. Women have loose command over their own property. Literate women have high decisive role in the all sector of decision making power.

In our countries, not only in rural areas but also urban areas, women's decision making is considered unimportant. So they still remain excluded from important decision making.

QUESTIONNAIRE

Determinants of Household Decision Making Process of Married Women

INTERVIEW SCHEDULE

District

Municipality

Ward No.....

Name of Respondent.....

Caste/Ethnicity.....

Religion.....

Household Questionnaire

Types of House

(I) Pakki

(ii) Ardha Pakki

(iii) Kachhi

(iv) Others

SN (1)	Name of family members start from head of household (2)	Relation with head of the household (3)	Sex male =1 female =2 (4)	Age Completed (5)	Marital status 10 years and above (6)	Education 5years and above (7)
1						
2						
3						
4						
5						

6						
7						
8						
9						
10						
11						

For column (3)

For column (6)

Head of the household

(1) Unmarried

Husband/Wife

(2) married/living together

Son/Daughter

(3) Widow/widower

Daughter in law

(4) Separate

Father/mother

(5) Divorce

Grand son/Daughter

Father mother in law

Brother/Sister in law

Others

Individual Questionnaire

Q.N.1. What is your source of income of your family?

(1) Business

(ii) Services

(iii) Daily wages

(iv) Tailoring

(v) Others

Q.N.2. What is your income?

(I) Business

(ii) Services

(iii) Daily wages

(iv) Tailoring

(v) Housewives

(vi) Others

Q.N.3. Does your family own home?

(1) Yes

(2) No

Q.N.4. Do you have your own home?

(1) Yes

(2) No

Q.N.5. If yes, can you sell the home without else permission?

(1) Yes

(2) No

Q.N.6. If No who has decision about it?

(1) Yes

(2) No

Q.N.7. If have not home, where do you live?

(1) Yes

(2) No

Q.N.8. What type of facilities of your house?

(1) Drinking water

(2) Toilet

(3) Electricity

(4) Television

Q.N.9. Does your family own farm land? (If no skip 10, 11, 12, 13, 14, and go to 15)

(1) Yes

(2) No

Q.N.10. If yes, how much?

Ropani.....

Ana.....

Q.N .11. Have your own land?

(1) Yes

(2) No

Q.N.12. If yes how much?

Ropani.....

Ana.....

Q.N. 13. Can you sell the land with out any one permission?

(1)Yes

(2) No

Q.N.14. If no, who has decisive person about it?

(1) Husband

(2) Husband + respondents

(3) Others

Q.N.15. How old Were you at your first marriage?

Years.....

Q.N.16. Have your own children? (If no 17, 18, 19,and go to 20)

(1) Yes

(2) No

Q.N.17. If yes, total

Son.....

Daughter.....

Q.N. 18. Do you have decisive role in child birth?

(1) Yes

(2) No

Q.N.19. If no who's decision matters for it?

- (1) Husband only
- (2) Husband + Respondent
- (3) Family

Q.N.20. Have you knowledge about family planning method? (If no skip 21, 22, and go to 23 only that have children)

- (1) Yes
- (2) No

Q. N.21. If yes, do you use only family planning method? (If no skip 22, 23, and go to 24)

- (1) Yes
- (2) No

Q.N.22. If yes, do you have decisive role in family planning method?

- (1) Yes
- (2) No

Q.N.23 Do you have communication between husband and wife about child birth?

- (1) Yes
- (2) No

Q.N.24. Why do not use any family planning method?

- (1) Cause of health
- (2) Cause of cultural norms
- (3) Cause of husband
- (4) Cause of family pressure
- (5) Not provided
- (6) Self decision

Q.N.25. Do your children go to school? (If no skip 26, 27, 28, and go to 29)

(1) Yes

(2) No

Q.N.26. If yes

No. of son.....

No. of daughter.....

Q.N.27. Do you have decisive role in child's education?

(1) Yes

(2) No

Q.N.28. If no who is decisive person for the child education?

(1) Husband

(2) Father in law

(3) Respondent + Husband

(4) Others

Q.N.29. Do you sell or exchange something for daily needs? (If yes skip 30 and go to 31)

(1) Yes

(2) No

Q.N.30. If no who do this work? (If no skip 32 and go to 33)

(1) Husband

(2) Respondent+ husband jointly

(3) Father in law

(4) Mother in law

(5) Others

Q.N.31. Do you give/take loan by yourself?

(1) Yes

(2) No

Q.N.32. If yes, how much can take/give?

(1) Below one thousand

(2) Below five thousand

(3) Below ten thousand

(4) Above ten thousand

Q.N.33. If no, who give/take loan?

(1) Husband

(2) Husband + respondent

(3) Father in law

(4) Mother in law

Q.N.34. Who in your family usually has the final say about what food should be cooked?

(1) Respondent

(2) Husband

(3) Respondent + husband

(4) Mothers in law

(5) Others

Q.N.35. Do your decisive role to go to these topics?

(1) Maiti Ghar (1) Yes (2) No

(2) Bazaar (1) Yes (2) No

(3) Hospital (1) Yes (2) No

Q.N.36. Can you read?

(1) Yes

(2) No

Q.N.37. Can you write?

(1) Yes

(2) No

Q.N.38. If yes, from where did you get education? (If non-formal, skip39 and go to 40)

(1) Formal

(2) Nonformal

Q.N.39. What is the completed class?

(1) Primary

(2) Lower secondary

(3) Secondary

(4) Higher secondary

(5) Graduate and above

Q.N.40. How many month did you go to non formal education class?

(1) Years

(2) Months

Q.N.41. Are you going to school/collage still now? (If no skip Q.N.42 and go to 43)

(1) Yes

(2) No

Q.N.42. If yes who has decisive role about it?

(1) Husband

(2) Respondents

(3) Father in law

(4) Others

Q.N.43. If No, What is the cause of dropout?

(1) Marriage

(2) Fail in the examination

(3) Poor economic condition

(4) Others

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