

CHAPTER – I

INTRODUCTION

1.1 Background of Study

Education has become a fundamental right and requirement for every human being in today's field of competition and challenges. Good access to education is an essential ingredient for creating a balanced society and better and competitive citizens. It also creates better employment and integrates underprivileged groups into the mainstream by opening up opportunities for them. Education is where that empowerment begins. Only those who are well educated get better opportunities and spaces. But gender discrimination is one of the global issues of the present society which restrains females to get better opportunities to men. In Nepal the issue of gender disparity and discrimination is highly prevalent which can be found in terms of socio-cultural, political, and economic and education sector. Although the interim constitution of Nepal offers women equal educational opportunities, many social, economic and cultural factors contributed to lower enrollment and unequal treatment in educational sector.

According to the figures released by the United Nations in 2007, girls' enrollment in primary schools in Nepal reached up to 87.4 percent, but this falls when it comes to lower secondary and secondary levels with 49.6 percent and 32.8 percent, respectively. In contrast, boys' enrollment stood at 90.7 percent for the primary level, 56.1 percent for lower secondary, and 37.7 percent for secondary. Overall, only 15 to 20 percent of girls who attend primary school go on to the secondary level.

Education system in Nepal is also highly affected due to poverty. We can still find parents in rural areas who are not sending their children to school due to poverty. UN classifies Nepal as one of the poorest countries because of its poor per capita income. The gross national product, estimated as US\$180 per capita, merely reflects relative wealth of capital city of Kathmandu. In fact, some 70% of the country's 28.4 million people live in poverty (Omar Sauttar, 1993).

In the rural areas of our country we can still find parents not sending their daughters to school, however sons of the same family have access to education. Many parents whose households are hit especially hard by poverty keep their young girls at home to work instead of sending them to school. Many also only send their girls to some cheaper government school for what they feel is the girls' own protection. Besides poverty, the cultural trait is also the factors due to which education is not given importance etc. Due to the deep rooted patriarchal system our society considers boys as the bread winner of the family and girls as those who rely upon the boys, so less priority and investment is done in girls' education.

This concept has taken advanced form in the urban sector, i.e. people are aware of the fact that both girls and boys should be educated for their better future. However it is found that parents who are from poor and middle class family send their daughter in government school so that they can educate their son in some expensive private school for better education and they don't want to compromise in this situation. Thus girls education is taken for granted in this type of family. Although the girls' enrollment rate on the primary level is high, the lack of quality learning opportunities for girls is a reflection of how communities still give priority to boys when it comes to quality education.

Due to this existing reality it is found that most of the government schools in Kathmandu possess a greater percentage of girls than boys. The higher percentage of girl students, however, is not an indication of a higher female literacy rate, nor does it point at the success of women-empowerment programs. The fact that the increment in the number of female students is merely a pointer to the way girls are being discriminated against providing education. Unfortunately, due to the preference for sons over daughters, girls are sent to public schools, while their brothers attend private schools. Such glaring unequal access to education unfolds the sorry state that the Nepali women continue to suffer in our society. Although primary education is officially free of charge in public schools, girls have less access to education than boys.

Though it is an alarming issue resulting to the backwardness of female for their lifetime, enough studies have not yet been done to explore such matter from different perspectives. For these reasons the researcher is very much interested to carry a study on enrollment of students in government school. Therefore the proposed study aims to open a sociological inquiry/debate into the world of gender discrimination focusing specifically on the discrimination prevalent in the education sector. Case study of ViswaNiketan Higher Secondary School has been taken for the study. The study will make an attempt to find out various hidden reasons and other facts that why girls education is taken for granted in our society. It will also try to find out the reasons why parents send their son to private school and their daughter to government school. Furthermore, the research will try to explore the perception of girls towards their own education and towards their brothers' education. Therefore the above mentioned inquiry has inspired the researcher to carry out this study.

This study in one hand will try to highlight the issue of gender discrimination in education and on the other hand the survey of the study will also provide the authentic data of the existing reality which will help as a reference for those who want to work on the similar issue. The study will also throw light upon the discrimination that is prevalent in education sector which was the matter of least concern before.

1.2 Statement of the Problem

“Education is a tool for women’s empowerment” (Scott Coltrane, 1997); though the concept for educating girls is coming up widely and as mentioned above in urban areas the concept has also been accepted as a result parents from the poor family has started sending their daughters to the school for education. “Girls education correlates positively with several important national and international goals including primary education, economic productivity, social development, social equity and sustainability of development efforts” (UNICEF, 1992).

Nepal with a total population of 23151423 where 11587502 are female and 11563921 are male, only 46.33% of female are literate (CBS, 2001). Although girls' participation in primary education has steadily increased over the last two decades, a substantial proportion of all primary age girls are still outside the school system UNESCO (2004). In particular, girls living in remote and rural areas, and in the districts of the Midwest and Far West, as well as those belonging to Dalit ('untouchable') and disadvantaged communities, are excluded. The incidence of school dropout is higher for girls than for boys. There are cases in urban and suburban areas where this incidence is higher for boys than girls because parents are admitting their sons to some expensive, private boarding schools. The school attendance of girls is irregular owing to their involvement in domestic activities. The studies surveyed in review of UNESCO (2004) seemed to confirm the national, regional and district level educational statistics that show the much lower participation of girls at all levels of education as compared to that of boys.

In most of the rural areas, parents send a girl to school out of the greed for the two liters of oil she brings home under Nutrition and Girl Promotion programme, but not because they want their girl to be educated. According to that article parents were not concerned about their daughters' education rather they were happy of getting two liters of oil every month. Due to less importance in girls education the performance of the girls in education was found very poor and the repetition in same grade was high. (Editorial <http://www.thehimalayantimes.com>)

In our society disparities have been noticed in the way parents educate their sons and daughters i.e. the son from the same family is sent to some private school though it is costly whereas daughters to government school where less amount is to be spent. Parents still don't want to make equal investment on son and daughter. In this situation parents generally shows the reason of poverty for not sending their daughters to private school. But the question arises that if the family is poor enough to send a girl in government school, then why not a boy also be sent to government schools so that the equal amount of money could be invested on both son and daughter. Why are the daughters first preferred to be sent in government school?

Though the problem of gender discrimination is a universal issue, it is neglected by the society and the people. Different I/NGOs and GOs have been working on such issues but yet it is in negligible amount. Therefore more studies are required to bring the issue in the mainstream and to create a society with just treatment between girls and boys.

1.3 Objectives of the study

The general objective of the study is to explore various reasons and facts related to enrollment of girls in government school including their perception and attitude.

Similarly the specific objectives of the study are as follows,

-) To investigate the various reasons why girls are sent to the government school and explore their socio- cultural and economic back ground in relation to VNHSS.
-) To find out the enormity of the issue by exploring the various forms of discrimination that a girl faces in education
-) To know the perception and attitude of girl students towards the system and practice of enrolling girl in government school and brothers in private school.

1.4 Rationale of the study

The issue of gender discrimination in education is considered as a prominent but not a new subject matter. Men and women are considered as the two wheels of a cart, without complete balance between two wheels cart cannot move well. According to this saying no discrimination should prevail while giving the opportunities for both of them especially in the case of education in order to maintain a balance in society. But in our society there is tendency to educate the male child in some expensive private school and female child in some government school which is comparatively less expensive to private school or free of cost. Though different efforts are made by different I/NGOs it is in the negligible amount. Those efforts have not been much helpful to address this issue adequately. Therefore this study is concentrated mainly to analyze the reasons for the parents sending their son to private school and daughter to the government school in order to explore the

discrimination that prevails in education sector. Furthermore this research aims to find the ratio of issue, its various other hidden casual factors, the magnitude of the issue and the perception of girls who are in government school whereas their brother study in private school. This study may be helpful to formulate the plans, policies and strategies to the planners and policy makers who are working to create a just society which is free from gender discrimination. The study will also be important reference for future research.

1.5 Limitations of the study

The limitations of this study are as follows:

- i. As this study was a small scale study and was confined to only ViswaNiketan Higher Secondary School to fulfill the partial requirement of Masters Degree in sociology, the conclusions might not be applicable to the general situation of the country.
- ii. The study was done in the school of Kathmandu district with limited number of respondent and as the scope and duration was too short and with insufficient resources, it did not allow the detail information.
- iii. The girl student used to hesitate while giving information about their family background. Hence the information obtained may have limitations in the representation of children's reality.
- iv. The study was only conducted among the age group of 12 to 17 years student.

1.6 Organization of the study

The study has been organized into six chapters. The first chapter includes the background or introduction, statement of the problems, objectives of the study, rationale of study and limitation of study. The second chapter deals with the review of literature and the operational definitions of the major terminologies used in the research for the conceptual clarity. The third chapter provides research methodology. The fourth chapter presents the education status of Nepal. The chapter five presents socio-cultural and economic status

of respondents, enormity of the issue and level of gender discrimination and the perception of girls regarding education and regarding their brothers' enrollment in private school. The last sixth chapter contains summary, recommendation and conclusion of the study. The bibliography and appendices are presented at the end of the study.

CHAPTER-II

REVIEW OF LITERATURE

“Gender” can be understood as the social role of sex, social sex of male and female in the society, which differs according to the time and space. Bhasin refers to the word ‘gender’ as the socio-cultural definition of man and woman: how societies distinguish between men and women and assign them social roles (Bhasin, 2000).

Similarly gender and gender discrimination have been defined from different perspectives in different theories, such as in Marxism, gender is defined as the role/status of women is attributable to capitalism - capitalist economies trap men into wage labor, and keep women in low paid work or unpaid domestic labor. Likewise Functionalists regarding gender argue that however a society shapes its men and women into different spheres, these differences can be seen as functional to the maintenance of social stability and harmony. So, women perform domestic tasks and childcare, and men perform economically supportive tasks. And Feminists regarding gender argue that society is a "Patriarchy" - a system of male power and control women are pushed to the margins of an industrial economy by male dominated institutions. Males are thus ensured of power, profit and prestige.

Gender discrimination is one of the global issues of the present society. The gender disparity can be found in terms of socio-cultural, political and economic sector especially in the developing countries like Nepal. Gender discrimination also exists in education.

The rights for gender equality are inextricably linked with rights for education (Unterhalter 2005 as cited in CERID, 2006). Education for All (EFA) assessments carried out for the Dakar revealed some startling gender inequalities in the lower levels of educational achievement of girls - even in countries with high rates of enrollment, such as South Africa and Bangladesh (Gardiner, 1999; Chowdhary 1999; UNESCO, 2000 as cited in CERID, 2006). A majority of the estimated 855 million people of the world (one-sixth of the population) are girls and women without access to schooling (UNGEI, 2002 as cited in CERID, 2006). But Buchert has given a different figure of girls/women’s

literacy. She says that one seventh of the world's population, i.e., 880 million, is illiterate, of whom two-thirds (550 million) are women (Buchert, 2002).

“Educating girls is essential if the world is to achieve the goal of universal primary education. Girl's education has important impact on the other aspects of social development. In addition, education empowers girls with a basic knowledge of their rights as individual and citizens of their nation. It also helps to place women on a more equal footing with male counterparts” (UNICEF 1992).

While being more focused in education that how discrimination prevails in this sector, according to census 2001, it has been found that the literacy rate of male is 54.10 percent whereas of female is 24.73 percent (CBS 2001). It has also been found that more than 50 percent of the population is female but they are highly ignored from getting good education.

In Nepal girls' enrollment for the primary level of education is less than 45%, which drops down to 40% at the secondary level, to 30% at the college levels and less than 15% at the university level (Bajracharya, 2005). Here, 40 percent of girls are married by the time they are 15 (UNESCO, 2003). This has affected their education because they are not sent to school after marriage. Chameli, a character in Robinson- Pant's paper “Development discourse” could not continue her formal education after marriage whereas her husband remained at school even after marriage (Robinson-Pant, 2001 as cited in CERID, 2006).

The barriers to girls and women participating in education are a maze of socio-cultural, economic and political realities that vary by community and even by family. (UNESCO 1998). Parents provide less education to girls than to boys because they think that for girls household works are more important than schooling. They are more concerned about the safety/security of their daughters (Bajracharya, 2005). This is the main reason why girls' enrollment for the lower secondary and secondary levels is lower than that for the primary level. Parents are traditionally biased against girls and they take the investment made on their education as sheer wastage because they go to another family

after marriage. Educating a son is investing in his ability to look after his ageing parents while educating a daughter is considered a no-return investment. When she marries, she becomes another family's asset.

Demographic surveys show that 40% of girls get married before they reach 15 years of age. (MoE Country Report 1998) Marriages of 10 or 12-year-olds are not uncommon. With few exceptions, marriage ends their schooling. This adds to the cycle of maternal illiteracy that diminishes the chance of their daughters being schooled. Studies show that maternal illiteracy is a significant factor, far more than paternal illiteracy, in depriving daughters of schooling. (UNICEF 1996) Negative attitudes held by both sexes toward girls' education, especially among illiterate parents, has made the issue more vulnerable.

UNGEI claims that girls' education is a fundamental human right, underpinning all other rights and an essential element of sustainable human development (UNGEI, 2002, as cited in CERID, 2006). Robinson-Pant also has pointed out that literacy is not for functional skill but for imparting the ideology of literacy i.e., ideology of empowerment (Robinson-Pant, 2000 as cited in CERID, 2006). Educating the girls is the best single investment a developing country can make. Educating women and giving them equal rights increase their productivity, raise outputs and reduce female poverty. They also increase children's chances of survival because only healthier and better educated women can take better care to their children (The World Bank, World Development Indicators, 2002 as cited in Bajracharya, 2005). Investing in the education of girls now is one of the best ways of ensuring that future generations will be educated (UNESCO, 2003).

There are many other disparities apart from public and private schools. Even within public schools, odds are heavily against girls. In Nepal girls are the worst performers because they get unequal importance in teaching-learning. A study has shown that while school-going girls have to work, on average, for 4-6 hours a day on household chores, the boys work only for 1-3 hours. The Opportunity to Learn (OTL) is higher for boys. They are more likely to get support and attention from teachers as well as families. The girls also lack role-model and there is no high-expectation from the girls. (Editorial, www.nepalnews.com.np)

Both the opportunity and cash costs of education lock girls out of schools. The majority of girls in Nepal are daughters of subsistence farmers living near or below the poverty line. Eldest daughters often provide most of the sibling care. Farm and domestic work also pull girls out of school. Although tuition and books are free in public schools, other forms of student fees may be prohibitive.

“Equal right of women is a fundamental human right of women. Moreover enhancement of female education is very crucial for the development of the human resource of the country” (Scott Coltrane, 1997). But in the present context, female education is still in shade due to lack of access to education and relatively in terms of gender disparity in educational opportunities. The human development report in South Asia 2000, correctly states that of all discrimination and denial of opportunity that women of South Asia suffer, perhaps the most damaging is the denial of the right and opportunity to education. The report says that education is the key to break the ignorance and the exploitation of women/ girls and empowering them to improve their lives. But this philosophy has not been fully appreciated by the country like Nepal.

Operational Definitions

Enrollment: To make somebody part or member of something or to join the school.

Gender disparity: The discrimination that is done between man and woman on the basis of their sex.

Government/Public school: Government/Public schools are those schools, which receive regular government grant for the operation and functioning of the school and for other purposes. The goal of government schools is to educate all people of the state in nominal expenditure.

Public schools also run privately funded grades which are supported by a school's own resources, community support and donations from other sources.

Private school: The educational institution which runs without government aid in private entrepreneurship or from some trust or “Guthi” where students have to pay certain amount for education.

CHAPTER-III

RESEARCH METHODOLOGY

3.1 Research Design

The fundamental objective of the study is to explore the reasons for the parents to send their daughters to government school. This research is descriptive as well as exploratory and it tries to explore the fact, why parents prefer to send their daughter in government school. Similarly, it has also tried to describe the present situation of the gender discrimination and has provided recommendations for future.

3.2 Variables

The major variables of the research were categorized in two parts, they were as follows,
Independent variable: class, socio cultural and economic status, and attitude of parents, gender disparity.

Dependent variable: educational status of girls

3.3 Rationale of Site Selection

ViswaNiketan Higher Secondary school has been chosen for the research, because it is one of the renowned government schools of Kathmandu with high number of students. The researcher has easy access with this school which helped to measure the magnitudes of gender discrimination in education that is done by their parents. As the researcher is a local dweller of Kathmandu district she chose the school of Kathmandu for her feasibility which will also help to avoid the limitations regarding fewer visits to the site.

3.4 Universe of sampling procedure

The universe of the study is girl students of Viswa Niketan higher Secondary School. With the help of simple random sampling 50 among 483 students of grade 7 and 8 and 9 were chosen as the sample of the universe. The universe gives first priority for those students whose brother study in private school.

3.5 Nature and scope of the study

The study has tried to explore information regarding disparity in education, gender inequality and attitude and behavior of parents towards their girl child. As a pilot survey this study will be helpful for making situational analysis of disparity existing in the field of education. It will also help the activists to fight for gender equality and to create a discrimination free society. The study will sensitize the parents to treat their children equally for those who are making discrimination among their own children by not providing equal right to education. The findings of the study will also be helpful for the girls of upcoming generation to fight for the equal right as they become aware about their discrimination.

3.6 Techniques of Data Collection

3.6.1 Semi-Structured Questionnaire

A set of questions was designed as a structured questionnaire which contained different questions. Both open ended and close ended questions were used in the questionnaire. This questionnaire helped to meet the objectives of the study and achieve the desired goals.

3.6.2 Interview Schedule

As a primary data collection method this tool was used in collecting information with the girls of the government schools whose brothers' study in the private school. Interview

was taken with students, their teachers and parents as possible for the further analysis of the study.

3.6.3 Case Study

Few case studies of the girls whose brothers study in private school were taken to address the severe cases. The case study was helpful in data analysis and interpretation.

3.6.4 Observation

Observation is one of the important techniques of data collection in which information are gathered in direct way. Observation keeps the researcher into first hand contact with reality.

This tool was used while making the home visits of the students. This tool was helpful in seeing the real picture of the situation. Observation was made in every step and especially in the data collection process during the study.

3.7 Data Presentation Techniques

All the information from each question corresponding to the respondent was arranged in a tabular form in the master sheet. From the master sheet, information was decoded and presented in simple statistical tools such as percentage, average etc have also been used during the data presentation. Diagrammatic and graphical representations of data have been used in order to interpret the collected data.

3.8 Process of Data Analysis and Interpretation

The entire procedure for data collection and its analysis began with the formation of semi structured questionnaire (appendix). It comprised of the relevant questions concerning the issue, and the problems. Open-ended and close-ended questions helped to draw upon all the aspects of the issues.

The interview schedule was done among the 50 respondents which were selected by simple random sampling. The students were randomly selected from grade 7, 8 and 9. To make the study bias free the researcher tried to take equal numbers samples from all the

three classes. But due to some other constraints more respondents were taken from students of grade nine. Thirty percent of the respondents were taken from grade seven, 30 percent were from grade eight, and 40 percent were from grade nine.

All the information from each question corresponding to the respondent was arranged in the tabular form in a master sheet. On the basis of the collected data the major findings has been extracted and it has been described in detail. The result from the field survey is presented in chapter five.

CHAPTER-IV

EDUCATIONAL PROFILE OF STUDY

4.1 General Background

Modern education in Nepal began with the establishment of the first school in 1853. However, this school was only for the members of the ruling families and their courtiers. Schooling for the general people began only after 1951 when a popular movement ended the autocratic Rana family regime and initiated a democratic system. In the past fifty years, there has been a dramatic expansion of educational facilities in the country. As a result, adult literacy (15+) of the country was reported to be 48.2% (female: 34.6%, male: 62.2%) in the Population Census, 2001, up from about 5% in 1952/54. Beginning from about 300 schools and two colleges with about ten thousand students in 1951, there now are 26 thousand schools (including higher secondary), 415 colleges, five universities and two academies of higher studies. Altogether 5.5 million students are enrolled in those schools and colleges who are served by more than 150 thousand teachers.

The table no 1 shows the difference in ratio of male and female in education of Nepal.

Table No.1: Literacy rate of Male/ Female of Nepal

S. No	Literacy rate (2001)	53.7%
1	Male	65.1%
2	Female	42.5%

Source: CBS, 2001

However, few surveys also show that in an average the enrollment ratio of girls is higher in the primary level which has reached up to 87.4 percent, but this falls when it comes to lower secondary and secondary levels had 49.6 percent and 32.8 percent, respectively, as of 2007 figures released by the United Nations. In contrast, boys' enrollment stood at 90.7

percent for the primary level, 56.1 percent for lower secondary, and 37.7 percent for secondary.

Overall, only 15 to 20 percent of girls who attend primary school go on to the secondary level, according to Laxman Aryal, resource person of the Parsohiya Resource Centre. Although the girls' enrollment rate on the primary level is high, the lack of quality learning opportunities for girls is a reflection of "how communities still give priority to boys when it comes to quality education", says Nora Fyles, senior advisor on education of the Canadian International Development Agency, which is part of UNGEI's Global Advisory Committee.

In one hand the drop out rate of the girls is higher and in the another hand due to the gender disparity female or the girls are not getting equal standards of education as the boys are getting. In the urban areas, parents in an excuse of poverty are sending their daughters to the government school whereas they are sending their sons to the private school. In order to highlight this reality and focus the issue this research was conducted in Viswa Niketan Higher Secondary School of Kathmandu district focusing those girls whose brothers' study in private school.

4.2 Private and Public Schools

In Nepal there are two types of education: public/government schools, and private schools;

Private Schools

Private schools aim at producing quality education to those families who can afford the cost of the school, and the students have to pay a high fee to attend the school. Teachers who work in boarding schools are certified for both pre-school and primary school. They have no financial worries, so they can always think of ways of enhancing the children's development. English is taught from the beginning of school, in grade 1, and all subjects except Nepali are taught in English. Boarding schools are often English medium schools, and both students and teachers are forced to speak English within the school area. The students in this kind of school come from well-to-do homes, where they can hear and

read English in various media. Over all, one can say that these children have a good environment for developing their English. The classes are quite small, maximum 30 students, so the teacher can give individual help to the students. Reward and punishment is a policy, which is well established. There is always a high number of students who pass the SLC examination. (Bhatta, 1999).

Government schools

Since Nepal is a country with a large number of low-income inhabitants, many people cannot afford to pay the school fee. Therefore, the government has invested money in the project "Education for All". The government provides schools with money so that the parents do not have to pay school fees. Comparatively the quality of education of government school of urban area is much better than that of rural area. However, students in government schools start to learn English in grade 4. Their home environment contains no English media, so they will neither hear nor see English outside school. Government schools cannot afford to employ enough teachers, so the classes are overcrowded, between 60 to 80 pupils in each class. That will lead to the students not getting any individual attention from the teachers. A large number of students in government schools fail their SLC-exam. They do not have the same qualifications as students in boarding schools, their results cannot be compared.

Societal disparities based on gender, ethnicity, location, economic class, etc. are very much prevalent in our nation. As this study is based on the educational disparity based on gender, it will more be issue focused.

4.3 Background of Viswa Niketan Higher Secondary School (VNHSS)

Viswa Niketan Higher Secondary School (VNHSS) is a public school which was established in the year 2003 B.S. It is located in the Tripureshwor, Kathmandu with a large school premises. Being listed as one of the competitive government schools of Kathmandu it has been directly providing education to total 1365 number of students from class one to ten in which 685 is females and 680 are males. Furthermore it has 10+2 level in science, commerce and humanities faculty.

Despite being a public school the school management is very much organized. The school has various departments like Literature department, Nepali department, Mathematics department, Social science department, Computer department etc. There are total 52 teachers including male and female. The teachers division in VNHSS can be understood from the table no 2.

Table No. 2: Division of teacher in different grades of VNHSS

	Secondary	Lower Secondary	Primary	Pre-Primary	Total
Male	14	10	2	-	26
Female	7	4	12	3	26

Source: Viswa Udhyan, 2063 (Year Book of VNHSS)

The school infra structures were also well maintained. The school possessed library, a big hall for school programs good access to safe drinking water and sanitary toilets which most of the government school lacks. The school has total 16 toilets and special attention has been provided to the girls' toilets. The school possessed large compound and play ground. In order to produce the all-rounder students the school has a games teacher and assistants. The students were found active in various sports and extra curricular activities. Though there is disparity in the homes of girls whose brother study in private school, the school has provided every facility to its students without any discrimination.

The samples were taken from class 7, 8 and 9 and the total number of students in the mentioned class is as follows,

Table No. 3: Total Students in 7, 8 and 9 of VNHSS

	Data of the year 2064					
Class	7		8		9	
	Girls	Boys	Girls	Boys	Girls	Boys
Number of Students	63	67	86	80	85	80
Total	130		166		165	

Source: Viswa Udhyan, 2064 (Year Book of VNHSS)

Among the total students of class 7, 8 and 9, 50 respondents were selected as samples from the simple random sampling method.

CHAPTER-V

STUDY, FINDINGS AND INTERPRETATION

5.1 Introduction

This chapter has attempted to analyze and draw inferences from the collected facts in accordance to the outline laid down in the research plan. 50 respondents from grade 7,8 and 9 of Viswa Niketan Higher Secondary School were taken for the research. The collected data has been systematically presented in the forms of the table and diagrams.

5.2 Socio- Cultural and Economic status of the respondents

Nepal is a multi-cultural, multi-ethnic, multi-linguistic and multi religious nation. There are diverse group of caste and ethnicity which are determined by their place of origin. Despite of diverse culture, tradition and religion there is unity in diversity and a harmonious feeling among people which help them to bind with each other. The study of socio- cultural background has been done which is important because it determines the attitude and behavior of the person. Similarly the study of economic background has been done because the financial situations the fundamental foundation for other problems and solution. This section includes the following;

5.2.1 Caste/Ethnic composition of the respondents

Unity in diversity has been considered as the main characteristic and feature of Nepal. The randomly selected samples of the research also represented various ethnic groups such as Brahmin, Chhetri, Newar, and Mongolian and from the minorities also. The rationale behind exploring the ethnic group is to find out the vulnerability of the issue among the different ethnic group. The researcher has tried to opine the most influencing population of the respondents from the following table. The finding of the study is presented in the table no. 4.

Table No. 4: Caste/Ethnic composition of the respondents of VNHSS

S. No	Parameter	Frequency	Percentage
1	Brahmin	8	16 %
2	Chhetri	8	16 %
3	Newar	19	38 %
4	Mongolian (Rai, Limbu, Magar, Gurung)	8	16 %
5	Other ethnic group	7	14 %
	Total	50	100 %

Source: Field Survey, 2008

The study revealed that majority of the respondents i.e. 38 percent of the respondents were from the Newar ethnic group, 16 percent from Brahmin, 16 percent from were from Chhetri, 16 percent from the Mongolians (Rai, Limbu, Magar, Gurung)and 14 percent were from the other ethnic group. Kathmandu is taken as the locality of Newars and the study also shows that enrollment ratio of girls from Newar ethnic group was high in VNHSS of Kathmandu district.

5.2.2 Age Group

Here, a brief description about interviewed girls' age has been discussed. The study was limited to the students of class 7, 8 and 9 and the age group of the respondents started from 12 to 17 years. This category of age group was chosen because their answers would be more reliable than the small ones who are not conscious of the existing disparity.

Table No.5: Age group of the respondents (girls)

S. No	Parameter	Frequency	Percentage
1	12-14	17	34 %
2	15-17	33	60 %
	Total	50	100 %

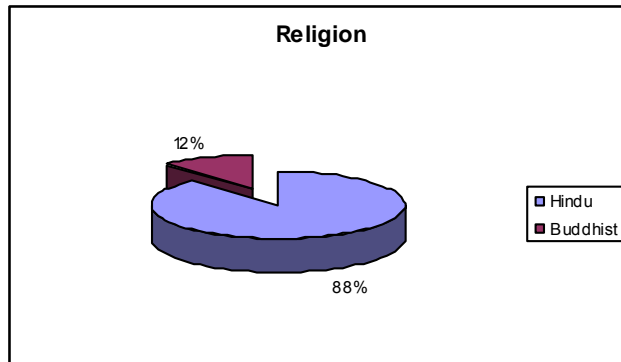
Source: Field Survey, 2008

The table no. 5 shows that thirty four percent of the respondents were in between the age group of 12-14, 33 percent of the respondents were in between the age group of 15-17.

5.2.3 Religious composition of the Respondents

Religion is unified system of believes and practices related to sacred things. Nepal is a multi-religious nation having constituting different religion such as Hindu, Buddhist, Christians, and Muslims etc. with majority of Hindu population. Hindu population covers wider spectrum of Nepalese kingdom. Due to this the respondents of the research were also mostly from the Hindu religion.

Figure No.1: Religious composition of the respondents



Source: Field Survey, 2008

Among the randomly selected respondents also majority of them i.e. 88 percent were Hindu and majority were Buddhist i.e. 12 percent.

5.2.4 Father's education

Education is the very important tool which leads man towards taking correct decision. Educated people are expected of making right decisions than the illiterate ones. Father's education was given more priority in the study because in our patriarchal society most of the decisions are taken by the male members of the family. Therefore fathers play important role in both doing and not doing discriminations in the family.

Table No.6: Father's education of the respondents

S. No	Parameter	Frequency	Percentage
1	Illiterate	5	10 %
2	Literate	12	24 %
3	Primary	4	8 %
4	Secondary	24	48 %
5	Not applicable	1	2 %
6	Bachelors	4	8 %
	Total	50	100 %

Source: Field Survey, 2008

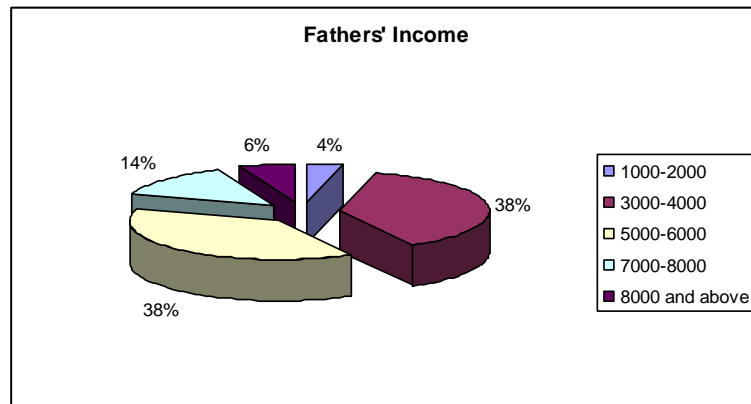
Out of 100 percent of the respondents' fathers 10 percent were illiterate, 24 percent were literate, 8 percent had studied up to primary level, 48 percent had completed their secondary level, the question was not applicable for 2 percent of the respondents, and 8 percent had even completed their bachelor level.

Table no. 6 shows that ninety percent of fathers are literate and they are making the discrimination knowingly to their daughters.

5.2.5 Fathers' income

In Nepal most of people live under the poverty line except few professionals, business persons and some land owners. It is found that majority of the students of government school come from the poor economic background because government school has fewer fees charge. Generally it is assumed that students from poor economic background get admitted to government school. However the study was focused towards such population (girls) who were chosen to be studied in government school whereas their brothers studied in private school. Therefore, in order to investigate that particular fact the income of the fathers (main source) was important to be studied.

Figure No. 2: Fathers monthly income of the respondents



Source: Field Survey, 2008

Four percent of the respondent's father earned between 1000-2000, though the earning was quite low parents were sending their son to the private school, 38 percent of the father's income was 3000-4000, 38 percent of the fathers earned in between 5000-6000, 14 percent of the father earned between 7000-8000, and the rest 6 percent earned more than 8000, but still they were sending their daughter to the government schools in an excuse that they have financial problems.

This figure also verifies the fact that financial problem is just an excuse to get rid of the criticism for not making equal effort to educate son and daughter.

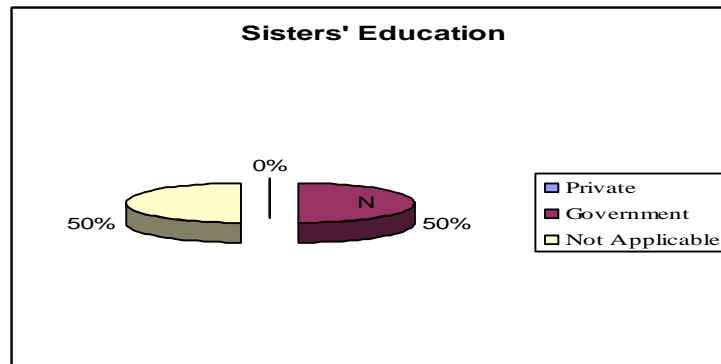
5.3 Enormity of the issue and gender discrimination level

This section of the research shows the enormity of the problem and this chapter has tried to reveal and verify the fact that how parents manage to send their sons to some private school.

5.3.1 Sisters' education of respondents

Right to education is the fundamental right of every citizen regardless of caste, creed and society. Though the constitution has protected the right to education, equal right to education has not been found. In the Nepalese society there is a tendency of spending less in daughter's education. The literatures which were reviewed also shows that parents were not much concerned towards their daughter's education. Figure no. 3 also verifies this fact that the respondents who had sisters, all of them were educated in the government school.

Figure No.3: Sisters' education of the respondents



Source: Field Survey, 2008

Fifty percent of respondents didn't have sister. However, fifty percent of the respondents' who had sisters, their sisters were also educated in the government schools.

This table portrays that girls are never in priority to acquire better education than boys, which ends up with the incompetency, backwardness and dependency upon the male counter parts forever.

5.3.2 Brothers' Education of respondents

Equal treatment to male and female has been the popular slogan of every organization working in the issue of gender discrimination. But the patriarchal concept which has its deep root in our society has placed boys in superior positions to girls. Boys get more priority and importance in every field of life. With regard to education also, besides the poor economic background of the family it is seen that the boy of same family is sent to the private school and girls are chosen to be studied in the government school. This study also verifies the fact which can be understood from table no 7.

Table No. 7: Brothers' Education of respondents

S.No	Parameter	Frequency	Percentage
1	Private	32	64 %
2	Government	10	20 %
3	No Brother	8	16 %
	Total	50	100 %

Source: Field Survey, 2008

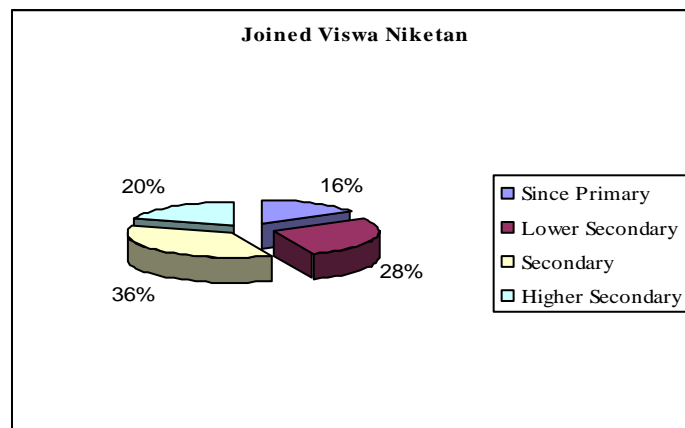
Among 50 respondents 64 percent of the respondents brother studied in private school. 20 percent of the respondents' brother studied in government school and 16 percent of the respondents do not have brother.

Majority of respondents' brother studied in private school. The table clearly verifies that making the poverty an excuse, parents are sending their daughters to the government school and their sons to the private schools. This discrimination could have also been done to the son but the patriarchal thinking that sons are the breadwinners of the family restricts the parents for doing the discrimination towards their son. The table also shows that there is still lack of awareness and consciousness regarding gender equality in the even so called urban society. From this we can easily predict the pathetic condition of females in the rural society.

5.3.3 Enrollment in ViswaNiketan Higher Secondary School

The data of Ministry of Education (MoE) shows that the dropout rate of girls is very high in the secondary levels. However in ViswaNiketan School the dropout rate of the students was quite less. Half of the respondents studied since the primary level and remaining respondents joined in the secondary level. The enrollment ratio in VNHSS in secondary level might be higher because of the better education it has been providing to the students than other government schools of the country.

Figure No. 4: Time of enrollment of respondents in VNHSS



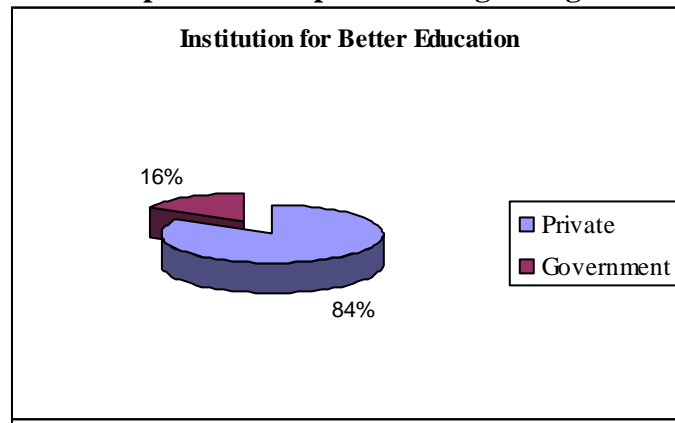
Source: Field Survey, 2008

The study revealed that 16 percent of the respondents joined ViswaNiketan Higher School since primary level, 28 percent of the respondents joined the school in lower secondary level, 36 percent got enrolled in secondary level and 20 percent of the respondents got enrolled the school in this higher secondary level.

5.3.4 Institution for better education of student

Though VNHSS is providing very good education and study environment to their students and has left no place for complaining, this table shows the perception of girls about their school in comparison to the school of their brothers. It is the obvious fact that, because the fees of private school are 10 times higher than those of government school the facilities provided by the private school will be better. Figure No. 5 also shows that girls have the thinking that private school provides better education.

Figure No. 5: Opinion of respondents regarding the better education



Source: Field Survey, 2008

During the research only 16 percent of the respondents said that government school provides better education than private school. Whereas, 84 percent of the respondents said that private school is better than the government school.

5.3.5 Education quality of government school

Government schools are those schools, which receive regular government grant for the operation and functioning of the school and for other purposes. The goal of government schools is to educate all people of the state in nominal expenditure. As it is run by the state resource people from any economic background can have access to such schools. However, in country like ours, due to the lack of proper monitoring and controlling mechanisms most government schools are not being able to perform in an appropriate way. The table no. 8 shows the perception of girls regarding quality of education of government school.

Table No. 8: Perception of girls regarding quality of education of the Government school

S. No	Parameter	Frequency	Percentage
1	Very good	8	16 %
2	Good	30	60 %
3	Satisfactory	12	24 %
	Total	50	100 %

Source: Field Survey, 2008

The above table no 8 shows that 16 percent of the respondent express that the quality of education of the government school is very good, 60 percent told that it is good, 24 percent of the respondent is only satisfied with the education of the government school. The respondent who is satisfied with the education of the government school may be because they have no other options rather than studying in the government school.

5.3.6 Reasons for better education in the private schools

Private schools are those educational institution which runs without government aid in private entrepreneurship or from some trust or “Guthi” where students have to pay certain amount for education. Because of the private ownership and enough resources the teaching learning environment is controlled and well managed. This doesn’t means that all private schools are good. Nevertheless the study tried to investigate the perception of regarding the private school.

Table No. 9: Reasons for better education in private school

S. No	Parameter	Frequency	Percentage
1	Better facilities	16	32 %
2	Better educations	14	28 %
3	Good guidance	12	24 %
4	Not Applicable	8	16 %
	Total	50	100 %

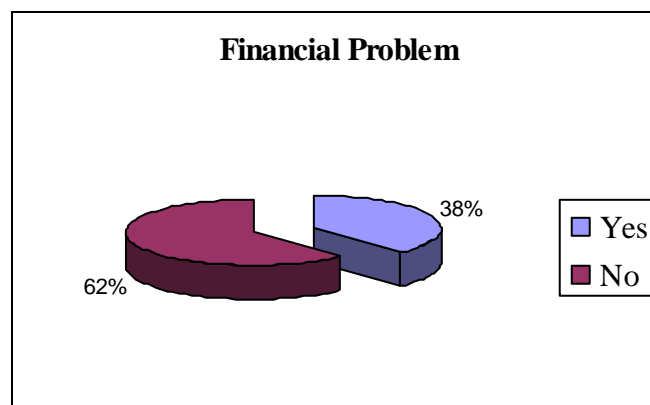
Source: Field Survey, 2008

Twenty eight percent of respondents said private school provides better education, among them 32 percent of the respondents said that private schools provide better facilities, 24 percent said that it provide good guidance and remaining 16 percent of the respondents answer was not applicable to the question.

5.3.7 Financial Problem

Poverty is one of the causes for not getting good education. It discourages families from sending their children to school. Schooling requires a substantial commitment of time and resources, as well as sacrifices related to household production. Child labour is important for the economic survival of families. Girls contribute at least 50 per cent more labour than boys, and this contribution increases with age. Although primary education is officially free of charge, in essence it is not free because schools charge different kinds of informal fees (e.g., exam fees, admission fees, readmission fees). Therefore in order to find the financial situation of the family background of the family was studied.

Figure No. 6: Financial background of the respondents



Source: Field Survey, 2008

Sixty two percent of the respondent did not have the financial problem in the home but still they don't want to spend equally on their sons and the daughters whereas 38 percent of the respondent had financial problem but still they are sending their sons to private school. If they really had problem or if they were not biased towards their sons, they could have sent their sons to government school. In both the cases we can't see equal treatment due to which daughters always remain backward.

Case Study

Case No. 1

Name: Gina Tuladhar
Address: Kalimati
Age: 14
Sex: Female
Religion: Hindu

Table No. 10: Family Constellation of Gina Tuladhar

Relationship	Sex	Age	Education	Institution	Occupation	Income/month	Remark
Father	M	56	Test Pass	-	Carpenter	10,000/-	Alive
Mother	F	50	Literate	-	House Wife	-	Alive
E. Sister	F	23	B.A	Govt.	Student	-	Alive
E. Sister	F	20	I.A	Govt.	Student	-	Alive
Y. Brother	M	12	6	Pvt.	Student	-	Alive

Source: Field Survey, 2008

Gina Shrestha, a local dweller of kalimati, Tankeshwor studies in grade Eight at ViswaNiketan Higher Secondary School. The study shows that she is from a lower middle class family. Her family consists of six members. She is second daughter of her parents and has two elder sisters and a younger brother. Both of her sisters have also passed SLC examination from the government school, but her brother is studying in one of the small private school of same ward. Gina also has desire to study in private school but when she asked her father, he replied that he can't afford Gina to educate in private school. School report shows that Gina is very good in her studies than her brother. Gina's family is aware about the fact that she is good in studies. However according to Gina her parents don't want to invest in her study much and are very much indifferent about her performance in studies. While analyzing the situation critically it seems that Gina's parents could have also kept Gina in private school and her brother in government school, but careless about daughter's desire and wish they are rather proud that their son studies in private school though he is weak in studies. They don't want to compromise in their son's education and in contrast they want to stop educating Gina after S.L.C as they did to their elder daughter.

This case could also be one of the evidences towards the existence of patriarchy where males are given higher priority to females. The case clearly revealed that Gina couldn't study in private school because her parents don't want to invest in her study much. They think that investing in daughter's education is nonsense rather they are ready to highly invest in her daughter's marriage. They take their son as the bread winner of the family so they want to spend quite more. But Gina's narrow minded family hasn't even thought that Gina could be also the bread winner of her family if she also gets proper guidance in her education.

Thus, girls like Gina don't have any options for better education and opportunities beside what their parent has decided.

5.3.8 Reasons for respondents to be chosen for government school

In Nepal some parents are traditionally biased against girls and they take the investment made on their education as sheer wastage because they go another family after marriage. Educating a son is investing in his ability to look after his ageing parents while educating a daughter is considered a no-return investment. When she marries, she becomes another family's asset.

Table No. 11: Reasons for respondents to be chosen for government school

S. No	Parameter	Frequency	Percentage
1	Free of cost	14	28 %
2	Poor in studies	13	26 %
3	Financial problem	18	36 %
4	Self interest	15	10 %
	Total	50	100 %

Source: Field Survey, 2008

Thirty six percent of the respondents were chosen to be studied in the government school due to the financial problem of the family, 26 percent of the respondents were sent to government school because they were poor in studies, 28 percent said that it is so because government school is cheaper to private school and 10 percent showed their own willingness to study in government school.

The 36 percent of girls whose brother study in private school said that they were chosen to be studied in government schools due to the financial problem. This table clearly shows the disparity towards girl child.

5.3.9 Brothers' Education

Schools are the formal source of education. It makes one perfect in life. There is a big disparity in the opportunities provided to men and women for attaining the education in Nepal. In Nepal there is a tendency of investing less in girls' education. Unfortunately, due to the preference for sons over daughters, girls are sent to public schools, while their brothers attend private schools. Such glaring unequal access to education unfolds the sorry state that the Nepali women continue to suffer in our society. Boys get better exposure to education and other opportunities as well. Table no.12 also verifies the fact that in majority boys get the better opportunities. Majority of the respondents brothers were sent to the private school.

Table No.12: Institution for respondents' brothers' education

S. No	Parameter	Frequency	Percentage
1	Government	10	20 %
2	Private	32	64 %
3	Not applicable	8	16 %
	Total	50	100 %

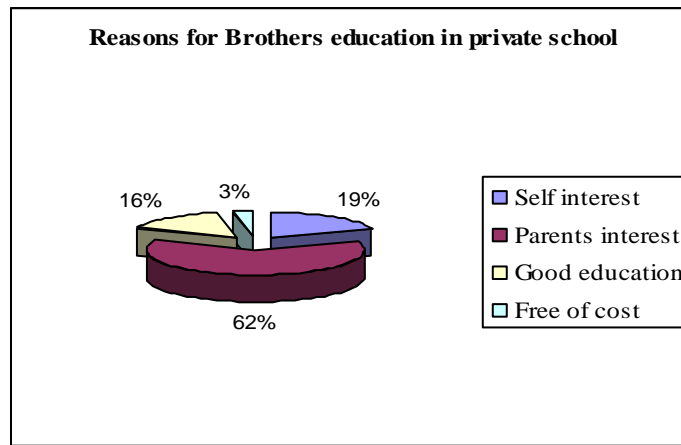
Source: Field Survey, 2008

The study shows that among 50 respondents, 42 respondents had brother. In that total 20 percent of respondents brother studied in private school whereas 64 percent of respondents' brother studied in government school.

5.3.10 Reasons for brothers' education in private school

The table number 12 verifies the fact that boys get better opportunities than girls. The discrimination between the girl and boys gets started from the family when the parents choose their son to be studied in private school and daughters in the government school. Besides other places home is the first place where the discrimination starts. The figure no 7 also verifies the fact that parents' interest is the major reason for educating brothers in private school.

Figure No. 7: Reasons for brothers' education in private school



Source: Field Survey, 2008

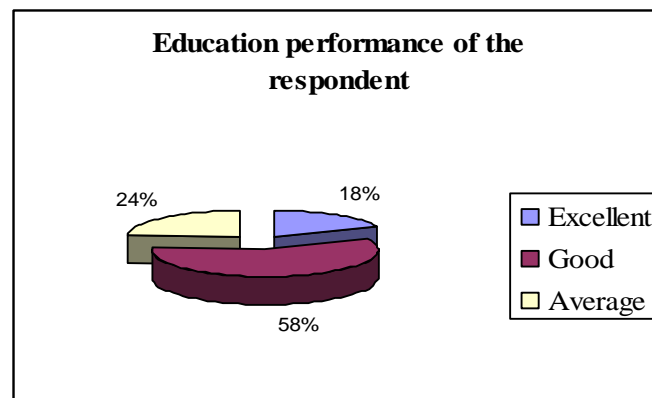
Among thirty two respondents whose brothers were in private school, when asked about the reasons for their brothers' education in private school 62 percent of the respondents said that their brothers are in private school because of their parents' interest. 19 percent of the total respondent told that their brother's are in private school because of their self-interest, 16 percent of the respondents told that their brothers are in private school because private school provides better education. 1 percent told that because it is free of cost, (it was a school working on a welfare concept, which looked after the destitute) brother was sent to private school. From the above figure also it could be easily understood that no other had created the disparity but it started from the parents of the family. From figure number five it was found that private school provide better education, but don't the girls have right to get good education after all they are also equal

to boys. If the opportunities are restricted then how can they compete with men? Equal opportunities are equally important for equity.

5.3.11 Education Performance

It is the well known fact that females are not less than males in any respect if provided with better learning environment and equal opportunities. Though girls have dual responsibility of doing household chores and studying they are able to perform with good remarks. The figure no 8 shows the educational remarks of the respondents which reveal higher percentage of girls with good educational remarks.

Figure No. 8: Education performance of the respondents



Source: Field Survey, 2008

Eighteen percent of the respondents were excellent in studies, 58 percent were above average, and 24 percent were average in their performance. But whatever be their educational performance, they were taken for granted. According to one of the excellent respondent of the government school only the performance of her brother was counted in her home. He gets reward when he does a bit of progress in his studies, but her parents don't even bother her studies whether it is going on or not.

Case Study

Case No. 2

Name: Ful Maya Tamang
Address: Tripureshwor, Kathmandu
Age: 15
Sex: Female
Religion: Hindu

Table No. 13: Family Constellation of FulMaya Tamang

Relationship	Sex	Age	Education	Institution	Occupation	Income/month	Remark
Father	M	45	S.L.C	-	Peon	5000/-	Alive
Mother	F	40	Literate	-	House Wife	-	Alive
Y. Brother	M	12	7	Pvt.	Student	-	Alive
Y. Brother	M	9	3	Pvt.	Student	-	Alive

Source: Field Survey, 2008

Fulmaya Tamang a 15 years old girl is one of the talented students of ViswaNiketan Higher Secondary School (VNHSS). She has been studying in VNHSS since class six and now she is in class nine. Before Viswa Niketan she along with her two brothers used to study in some ordinary private school of her locality. She used to be a good student in those days as well.

Fulmaya Tamang is laborious in her studies and she also simultaneously helps in all the household work of her family. Being an elder daughter of her family she helps her mother in all the work. Whereas Fulmaya's both brother are weak in studies and they never support in any household chores according to Fulmaya. When asked with her mother about the reason for shifting Fulmaya to the government school her mother said that, before, Fulmaya's father used to do part time work besides the regular work but now he has left doing it and rather he has started drinking alcohol. Her mother added that now their financial condition is quite poor to educate Fulmaya in private school. However, whatever is the financial condition of the family Fulmaya's parents has managed to educate both of their sons to the private school.

Therefore in the case of Fulmaya financial problem just seems to be an excuse for not spending equal amount in the sons and daughters education. The parents could also have chosen one of the poor sons to study in government school but as similar to the other many cases a girl child was first preferred to be sent in government school.

5.3.12 Respondents' involvement in household work

An article by editor in www.nepalnews.com.np has shown that while school-going girls have to work, on average, for 4-6 hours a day on household chores, the boys work only for 1-3 hours. Therefore the Opportunity to Learn (OTL) is less for girls. The girls also lack role-model as their mother also comes from the similar background and there is no high-expectation from the girls. Both the opportunity and cash costs of education lock girls out of schools. The table no. 14 of the study below verifies the fact.

Table No. 14: Respondents' involvement in household work

S. No	Parameter	Frequency	Percentage
1	Always	50	100 %
2	Never	-	-
3	Sometimes	-	-
	Total	50	100 %

Source: Field Survey, 2008

The above table no. 14 shows that 100% of respondents helped in their household work. This table also reveals the fact that no girl can detach themselves from household work.

5.3.13 Brothers' involvement in household work

As mentioned in the above description that the boys work only for 1-3 hours per day, so the Opportunity to Learn (OTL) is high for the boys. Boys are considered to be the superior sex, thus not only the boys themselves but also the parents do not want their sons to do the household work. Due to the patriarchal environment in our country boys are more likely to get support and attention from teachers as well as families. The table no 15 below also verifies the fact about the involvement of brothers in the household work.

Table No. 15: Respondents' Brothers' involvement in household work

S. No	Parameter	Frequency	Percentage
1	Always	5	10 %
2	Never	7	14 %
3	Sometimes	20	40 %
4	Not Applicable	8	16 %
	Total	50	100 %

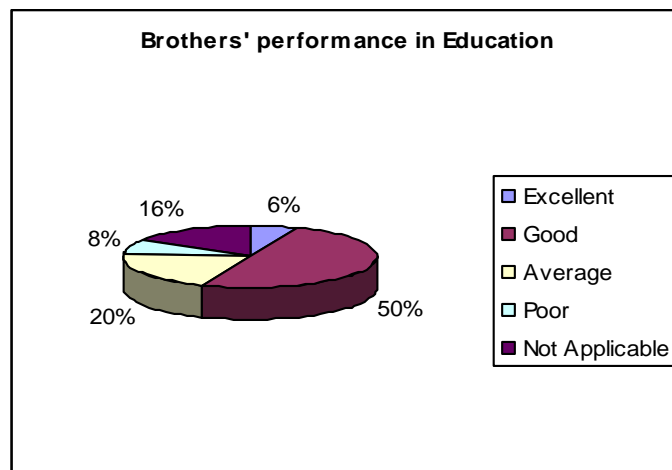
Among 84 percent of respondents who had brother, 40 percent of the brothers of the respondent sometimes help in the household work; only 10 percent always help as equal to their sisters', whereas 14 percent never help in their household work.

From the above table also it can be understood that there is still the misconception that boys should not do the household work as the girls do. All the household work is being done by the girls of the family. As boys are not involved in the household work they get enough time to study, therefore definitely they will be good in their studies and the sister who had to complete with them finishing household work would remain a step back to boys.

5.3.14 Brothers' performance in education

The table above also verified the fact that boys contribute less time in household chores they get more time for studies and extra activities. Due to that their satisfactory performance in education is very obvious. The figure no 9 shows the educational performance of the brothers of the respondents.

Figure No. 9: Respondents' brothers' performance in education



Source: Field Survey, 2008

Regarding the education performance of brothers' 6 percent brothers were excellent in education. 50 percent brothers' education performance was good and 20 percent were average. 8 percent brothers were poor in education whereas 16 percent answer was not applicable to this question.

This table shows that no matter how poor the brothers are in education they are born lucky to be chosen for the best opportunity.

5.3.15 Burden of Fees

Family plays the vital role in one's life for attaining the education. There is a big discrimination between men and women in Nepalese family, which have not been realized yet by the family members themselves too. Rather it has become like a culture of the family. Nevertheless it seen that daughters are sent to government schools where the tuition and other fees is less and sons are joined to the private schools. But then also some parents find the nominal fees of the government school as a burden because of their thinking that investment is not required to the girls. The table no 16 verifies the fact.

Table No.16: Burden of respondents fees to the parent

S. No	Parameter	Frequency	Percentage
1	Yes	5	10 %
2	No	45	90 %
	Total	50	100 %

Source: Field Survey, 2008

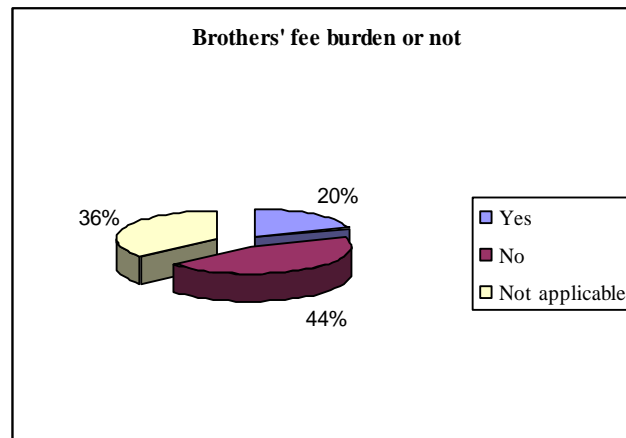
Though government school is taking the nominal charge once a year for their students, some of the respondents' parents feel that this charge is burden to them. Still ten percent of the respondents told that their fees are burden to the parents and 90 percent told that their fee is not a burden.

5.3.16 Brothers' fee burden or not

The above table number 16 showed that still there are parents who find the nominal cost of their daughters as a burden. However table number 12 shows that 64 percent of the respondents' brother studied in the private school. These figures also verify that the disparity is very much intense between girls and boys resulting to the unequal potentialities. Those who get good education and enough opportunities to learn, they definitely get good potentialities and further opportunities in comparison to those who

don't get it. Girls in our society not only get the unequal opportunities, furthermore they also have to face the wide range of discrimination and disparity. For the parents also investing in sons' education is not a big regardless of the high cost of the boys for the parents it is not a burden. The table below also verifies the fact that for majority of parents their sons' fee is not a burden.

Figure No.10: Brothers fee those who study in private school



Source: Field Survey, 2008

Twenty percent of the respondents told that their brothers' fees are a burden to their parents, whereas, 44 percent told their brothers' fee is not a burden to the family.

Though the fee is burden to the family the parents are anyhow managing to educate their son to the private school. Daughters always become the scapegoat in front of the priorities of the son

5.3.17 Shifting of brothers to government school

In our society family makes most of the decisions regarding what kind of education their son or daughter will get. Boys are regarded as the superior sex in the family so they are exposed to better education and opportunities. Private schools are perceived to be superior to public schools in terms of their standards and quality. There is a growing tendency among parents to choose expensive private schools for boys and public schools for girls. Though the charge of private school is costly than that of government school and though it is burden to the family, parents don't want to shift their sons to the government school. The table number 17 reveals similar kind of reality.

Table No.17: Shifting of brothers to government school

S. No	Parameter	Frequency	Percentage
1	Yes	3	6 %
2	No	7	14 %
3	Not applicable	40	80 %
	Total	50	100 %

Source: Field Survey, 2008

Though the sons fee is burden to the parents, 14 percent of parents are not thinking of shifting their son to the government school. Whereas it was known from the research that 6 percent of parent have made their mind to shift their son to the government school.

5.3.18 Parents visit to school

Parents are traditionally biased against girls and they take the investment made on their education as sheer wastage because the daughters go another family after marriage. Because of such kind of attitude most parents are least concerned about their daughters' education and take the education of the daughters for granted. Very few parents showed concern towards their daughters' education. They don't make any follow ups for the betterment of their daughters education. According to the teachers of VNHSS girl students parents visit rarely and during compulsion only whereas boys parents shows more concern and visit occasionally. The table no. 18 also verifies this particular fact.

Table No. 18: Visit of respondents parents to school

S. No	Parameter	Frequency	Percentage
1	Occasionally	18	36 %
2	During compulsion only	30	60 %
3	Never	2	4 %
	Total	50	100 %

Source: Field Survey, 2008

Sixty percent of the respondents' parent visit to the school during compulsion only, 36 percent of the respondents' parents occasionally visit to their daughters school, 4 percent had never been to their daughters school.

This table clearly verifies the concern of the parents to their daughters' education. Majority of the respondents' parents found visit to their daughters' school during the compulsion only. It seems that the society is still least bothered about their daughters performance.

5.3.19 Availability of new uniform

Organization for Economic Cooperation and Development - Development Assistance Committee (OECD-DAC), has defined the discrimination in gender as: "Gender equality" requires equal enjoyment by women and men of socially-valued goods, opportunities, resources and rewards. Gender equality does not mean that men and women become the same, but that their opportunities and life chances are equal. Figure No. 10 above showed that majority of parents don't take their sons education in private school as a burden. But they are not being able to provide enough goods and resources to their daughters.

Table No. 19: Availability of new uniform

S. No	Parameter	Frequency	Percentage
1	In 2 yrs	14	28 %
2	In 3 yrs	7	14 %
3	If it is torn then	14	28 %
4	Once a year	15	30 %
	Total	50	100 %

Source: Field Survey, 2008

The study revealed that 28 percent of the respondents get new uniform if the old one is torn, 30 percent get it once a year, 28 percent once in two years and 14 percent get once in three years.

5.3.20 Availability of stationeries

Most of the respondents were found to be satisfied with the stationeries they were getting. Adequate stationeries such as books, note books, pencil, pen etc are the pushing factors for the students to study.

Table No. 20: Availability of stationeries

S. No	Parameter	Frequency	Percentage
1	Yes	42	84 %
2	No	8	16 %
	Total	50	100 %

Source: Field Survey, 2008

Among the total respondents 84 percent get enough stationery, and rest 16 percent doesn't get stationary in the enough quantity.

5.4 Perception of girls regarding education and their brothers' enrollment in private school

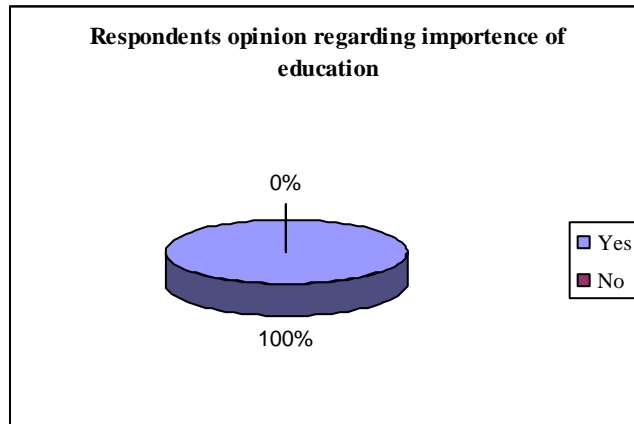
This segment focuses on the perception of girls regarding education their future plans and their feeling about their brothers' enrollment in the private school. During the research it was found that though they were discriminated they were not able to say anything against their parents. According to them they are in helpless situation and can do nothing in the present situation. They also wanted equal opportunities as per to men. The figure below will verify the situation which has been explained as follows,

5.4.1 Respondents' opinion in importance of education

Education plays a very important and inevitable role in the development of the individual personality, society and the nation. It plays a vital role in broadening the people's vision. It is said that education is the light of life. For the all round development of the country, human resource development is a must. It is education which helps to produce national heroes, disciplined citizens, industrious manpower and able and suitable human beings

for society. It is said that educated skilled human resources are the backbone of the nation. In their absence, a country cannot progress. No one can reject the fact that education is vital in everyone's life. During the survey also cent percent of the respondents said that education is important.

Figure No. 11: Respondents' opinion in importance of education



Source: Field Survey, 2008

The figure number 11 shows that hundred percent of the respondents were aware regarding importance of education.

5.4.2 Reasons for importance of education

Education encompasses teaching and learning skill an something less tangible but more profound; the imparting of knowledge, positive judgment and well developed wisdom. Education means to draw out facilitating realization of self potential and latent talents of an individual. It is most powerful instrument for reducing poverty and inequality and lays a foundation for sustainable economic growth. Education makes human being a rational animal. This inquiry was done in order to know the perception of girls regarding their awareness on importance of education.

Table No. 21: Reasons for importance of education

S. No	Parameter	Frequency	Percentage
1	For bright future	14	28 %
2	Shows right and wrong	4	8 %
3	Tool for knowledge	9	18 %
4	It help to end disparity	4	8 %
5	Develops country	4	8 %
6	It is basic need	12	24 %
7	Education makes independent	3	6 %
	Total	50	100 %

Source: Field Survey, 2008

When asked about the reasons of importance of education for girls 28 percent of respondents told that education makes future bright, 8 percent of respondents said that education shows the right and wrong way. Similarly, 18 percent said that education is tool for knowledge. 8 percent respondents think that education helps to end gender disparity and other 8 percent respondent feel that education develops the country. 24 percent of respondent said that education is fundamental need of every human being and remaining 6 percent respondents said that education is important to make every human being independent.

5.4.3 Opinion of respondents regarding reasons for girls' education

Educating the girls is the best single investment a developing country can make. Educating women and giving them equal rights increase their productivity, raise outputs and reduce female poverty. They also increase children's chances of survival because only healthier and better educated women can take better care their children (The World Bank, World Development Indicators, 2002 as cited in Bajracharya, 2005). Their might be various other reasons for the importance of education. The table No 22 reveals the opinion of the respondents regarding the reasons for the girls' education.

Table No. 22: Opinion of respondents regarding reasons for girls' education

S.No	Parameter	Frequency	Percentage
1	For the bright future	5	10 %
2	For equality	15	30 %
3	Empowers women	5	10 %
4	Makes independent	16	32 %
5	To compete with men	7	14 %
6	Others	2	4 %
	Total	50	100 %

Source: Field Survey, 2008

During the survey 10 percent of the respondents told that education leads to the bright future, 30 percent told that education is important for equality, 10 percent of the girls told that the education empowers women, 32 percent of the respondents told that education makes the people independent 14 percent told that education is important to compete with the men, and the rest 2 percent told that education is important in every thing and it is needed in every sectors.

5.4.4 Education level the respondents want to study

Education plays very vital role in building career of a person. It has become one of the most influencing factors for the status of a person in the family and society. Every student desires to get higher education. Though in Nepal girl cannot make any choices, the education level the respondents want to study shows their eagerness in learning.

Table No. 23: Education level the respondents want to study

S.No	Parameter	Frequency	Percentage
1	S.L.C	-	-
2	I.A	-	-
3	B.A	5	10 %
4	M.A	45	90 %
	Total	50	100 %

Source: Field Survey, 2008

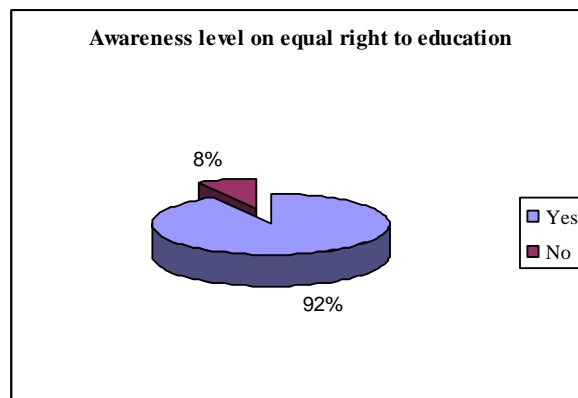
Every human being desires positive changes in future. The girls are also aware that education is main tool for empowerment. This table also shows that 90 percent of respondent wanted to study up to the Masters level. Ten percent of the respondent said that they want to study up to Bachelors level, whereas

5.4.5 Parents' awareness on equal right to education

Education is the medium of acquiring knowledge. Education makes a person capable of dealing with different critical situations. Many countries have ratified many International Human Rights Instruments like conventions/conferences regarding the gender discrimination. The UNESCO Convention against Discrimination in Education could be taken as the first international instrument to prescribe international standards for public education. The convention seeks particularly to eliminate discrimination and ensure equal treatment and equality of opportunity to education at all levels. In the same way, Beijing World Fourth Women Conference has stated regarding human right for education in its platform for actions as: "Education is a human right and an essential tool for achieving the goals of equality, development and peace Actions. Advance the goal of equal access to education by taking measures to eliminate discrimination in education at all levels on the basis of gender, race, or any other form of discrimination.

When asked the respondents about their parents' awareness on equal right to education, majority of the respondents said that their parents are aware about the fact that girls and boys should be treated equally.

Figure No. 12: Parents' awareness on equal right to education



Ninety two percent of the respondents said that their parents are aware about equal rights to education. 8 Percent of the respondents told that their parents are not aware on equal right to education. The above revealed that though 92 percent of the parents who were aware regarding equal rights to education, they were making the disparity between their sons and daughters.

5.4.6 Satisfaction Level

Satisfaction or contentment in one hand confines person from acheiving more and on the other hand it leads to the human happiness. The girls were also satisfied with the opportunity they were getting. The table no 24 shows the satisfaction level of the respondents.

Table No. 24: Satisfaction level of girls from the government school

S .No	Parameter	Frequency	Percentage
1	Highly Satisfied	24	48 %
2	Quite satisfied	26	52 %
	Total	50	100 %

Source: Field Survey, 2008

When asked for the respondent about satisfaction from the government school, 48 percent of the respondents were highly satisfied with the education system from Viswa Niketan Higher Secondary school and 52 percent were only satisfied. It shows that they also have the desire to study in the private school.

5.4.7 Desire of the respondents to study in private school

Human being's desires are unlimited. They always want positive change in their life. The rationale behind this particular inquiry was to know their internal feeling about the education they wanted to receive. Most of the girls were satisfied with the education provided by VNHSS but still some had desire to study in private school.

Table No. 25: Desire of the respondents to study in private school

S.No	Parameter	Frequency	Percentage
1	Yes	18	36 %
2	No	32	64 %
	Total	50	100 %

Source: Field Survey, 2008

The table no 25 shows that thirty six percent of the respondents told that they have the desire to study in the private school and 64 percent told that they don't have the desire to study in the private school

5.4.8 Reasons for respondents' desire to study in private school

Private schools are mushrooming in the present time. They are comparatively costly than government school. However only few renowned private schools are being able to provide good education. The respondents who possessed the desire to study in private school were asked the reason for their desire. According to them private school provide comparatively better education, more facility, good language skills than government school. The Table no 26 shows their reasons of their desire to study in government school.

Table No. 26: Reasons for respondents' desire to study in private school

S.No	Parameter	Frequency	Percentage
1	Better education	12	66 %
2	More Facility	2	11 %
3	Good Language	4	22 %
	Total	18	100 %

Source: Field Survey, 2008

Above table no 26 shows 66 percent of the respondent has a concept that private school provide better education, 11 percent told that it provides more facilities, 22 percent told private school helps in improving good English, thus they want to study in private school.

5.4.9 Reasons for respondents' unwillingness to study in private school

Similarly the remaining 32 respondents who don't have desire to study in private school were also asked the reasons about the unwillingness to study in private school. According to them following perception are listed below.

Table No. 27: Reasons for respondents' unwillingness to study in private school

S.No	Parameter	Frequency	Percentage
1	Not much difference	3	9 %
2	Depends on self	2	6 %
3	Satisfied with government school	5	15 %
4	Has experienced private school	4	12 %
5	In government school since childhood	12	37 %
6	Financial problem	2	6 %
7	Others	4	12 %
	Total	32	100 %

Source: Field Survey, 2008

Out of 32 respondents 9 percent told that there is not much difference in government school and private school, 6 percent told that the choice depends on self, 15 percent told that they are satisfied with the government school, 12 percent told that they have already experienced the private school, 37 percent told that now they do not want to change the school because they were in the government school since the childhood, 6 percent told that their financial condition is worst enough to study in private school, and remaining 12 percent told that due to other various reasons they were in the government school.

Case Study

Case No. 3

Name: Anita Tiwari
Address: Sanepa
Age: 12
Sex: Female
Religion: Hindu

Table No. 28: Family Constellation of Anita Tiwari

Relationship	Sex	Age	Education	Institution	Occupation	Income/month	Remark
Grandmother	F	75	Illiterate	-	-		Alive
Father	M	51	S.L.C	-	Mason work	9,000/-	Alive
Mother	F	45	Literate	-	House Wife	-	Alive
E. Brother		21	S.L.C	Govt.	Wiring	6000/-	Alive
E. Sister	F	17	S.L.C	Govt.	Student	-	Alive
Y. Brother	M	10	5	Pvt.	Student		Alive

Source: Field Survey, 2008

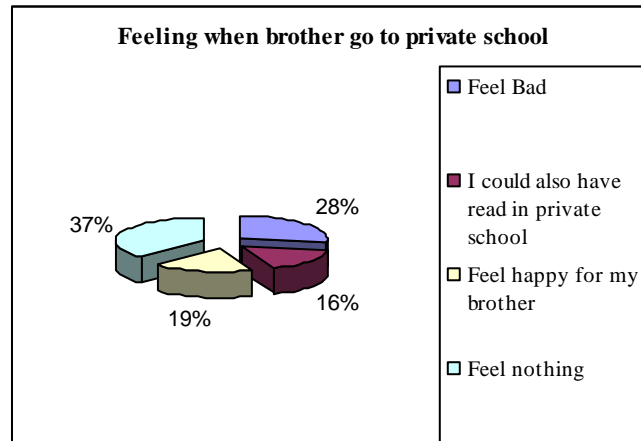
Anita Tiwari has been studying in Viswa Niketan Higher Secondary school since primary level and now she is in class seven. Her elder brother and sister also studied in VNHSS and they have already finished their S.L.C. However her younger brother studies in private school in fifth standard. According to the school reports Anita is an average student and she is more interested in extra curricular activities.

Anita comes from a lower middle class family. Her father does mason work and her brother also earns money for the family. Anita said that after her brother started earning her father asked her whether to shift in the private school but she denied. She said that as she has been studying in government school since her childhood, she doesn't have courage to compete in private school in this stage. At present she is very happy with her school. She loves her school, teachers and her friends very much. She seemed very satisfied with the education she has been getting and has no regrets for saying no to private school. She said that her school i.e. VNHSS is better than ordinary private school and added that it provides all the facilities and opportunities to the student in comparatively cheaper rate than those of private school. She is rather happy for her brother and wishes him all the luck for his future.

5.4.10 Feeling when brothers go to private school

Discrimination is not preferred by any people on any grounds. Everybody wants equal opportunity and just treatment. When the discrimination is done by the parents then it feels more awful. This kind of discrimination can cause psychological problem and inferior complexity among the girls. Therefore it was essential to know the feeling of those girls whose brothers studied in private school.

Figure No. 13: Feeling of respondents when their brothers go to private school



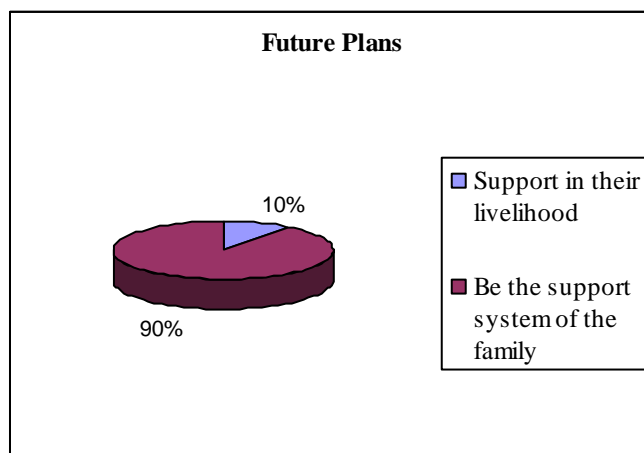
Source: Field Survey, 2008

Above figure no 13 shows that 28 percent of the respondent feel bad when their brother go to private school which is very obvious, 16 percent of the respondent told that they feel to study in private school, 19 percent told that they feel happy for their brother and 37 percent of the respondent said that they feel nothing about their brother.

5.4.11 Future plans

Everyone has aim and future plans in their life. Future plans are the driving force to be a successful person. Despite the fact that society like ours does not appreciate a girl child to be the breadwinner of the family, the girls also have wish and desire to take care of their parents in future. It is believed that female depends upon male in all stages of her life. In the childhood she depends upon her father, in youth she depends upon her husband and in the old age she depends upon her son. But had the females given equal opportunities they could be independent and equal to man.

Figure No. 14: Future plans of the respondents



Source: Field Survey, 2008

When asked about the future plans of the girls ninety percent of the respondents wanted to support the parents, as their brother do, but it may not happen according to their wish. Nevertheless they will get married soon after they get the simple education, and also 10 percent told that after getting married also they will support the parent as the support system of the family.

CHAPTER – VI

SUMMARY, RECOMMENDATION AND CONCLUSION

6.1 Summary

Gender discrimination is one of the global issues of the present society. Gender inequality can be found in terms of socio-cultural, political, educational and in educational sector as well in the developing countries like Nepal. This study- “Enrollment of Student in Government School- A Case Study of Viswa Niketan Higher Secondary School” focuses on the disparity done by the parents to their daughter by sending them to the government school whereas the same parents sending their sons to the expensive private school. The study was done to investigate the various reasons why girls are sent to the government school. Similarly it tried to find out the enormity of the issue and also to know the perception of girls who are in government school but whose brother study in private school. And last but not the least its attempt was to find out the various forms of discrimination that a girl faces in education. The study was strictly limited to only Viswa Niketan Higher Secondary School (VNHSS) of Kathmandu district.

VNHSS is one of the top government schools of Kathmandu with comparatively large number of students than other government schools. 50 respondents were selected on the basis of simple random sampling under the probability sampling. Socio economic background, attitude of the parents and the gender disparity are the major variables of the study. The researcher used observation techniques to analyze the respondents’ behavior and acquire relevant information from them. Semi-structured questionnaire which contained both open ended and close ended questions were prepared and asked to make the study more rational and flexible. Diagrammatic and graphical representations of the data were done for the data interpretation. Case studies were also prepared to define some extra and extreme cases.

The information needed in the study was taken from key informants as teachers, parents and the former students. Likewise the literatures from different organizations and sites provided the scenario of the situation. Both primary and secondary information has been used in the study.

This study has been made in an effort to understand the level of gender discrimination in education sector that prevails in our society. The study also contained the suggestion and further awareness that boys and girls should be treated equally in every sector and it also contains recommendation for further intervention. The major limitation of the study was it was done only in one government school and the sample was also limited, therefore the generalization could not be done for the entire universe. Similarly the timeframe of the study was also limited.

The study revealed that in our society the gender disparity first gets started from the home. Parents themselves start doing the discrimination knowingly or unknowingly between their sons and daughter. Sixty four percent of respondents brother studied in private school and only 20 percent studied in government school whereas 50 percent of respondents who had sisters; got educated in government school.

Girls were not only discriminated in education but were also compelled to get involve in the house hold work. Majority of brothers i.e. 40 percent seldom helped in the household chores. The above is the consequences of the socio cultural factor. Girls have always been regarded as inferior to boys in every aspect.

During the research 62 percent of the families showed financial problem for not sending girls to private school. However when asked about the burden of the fee to those 64 percent of respondent whose brother studied in private school only twenty percent said that sons fee is a burden and remaining 44 percent said that sons fee is not a burden to the family.

From the above figure it can be simply concluded that the parents are managing their financial burden by sending their daughters to government school which is almost free of cost. It also shows that whatever the situation might be the parents are well aware to send their son in some expensive private school. Therefore the sons are the privileged ones to enjoy the better things and the daughters are always the ones to sacrifice.

Out of the twenty percent of the respondents' family who had financial burden only 6 percent said that they are planning to shift their sons to the government school whereas the remaining 14 percent of respondents will not be shifting their son to the government school. This figure verifies the importance of better education is always provided to the male member of the society.

Thus this problem is highly prevalent in our society it is well neglected. Not only in Viswa Niketan Higher Secondary school girls who study in other government schools might have been facing such kind of discrimination. The issue seems to be natural and minute but it has huge consequences. Thus, after the research, a need was felt to focus in the issue more, to make it concern of all. Lots of people need to be made aware of this kind of issue because knowledge brings enormous difference in the attitude of people and changed positive attitude in turn definitely helps to bring positive changes in the society.

6.2 Conclusion

The study revealed that gender disparity is deep rooted in our society and this could clearly be viewed through the research findings. Despite many efforts of many government and non government organization to bring gender equality and women's empowerment through education for nation's development and poverty reduction, girls' education in Nepal still exist in a neglected form. In the contemporary scenario where the right to equality is one of the fundamental right guaranteed by the constitution where no discrimination can be made on the basis of sex, this seems to be completely ignored and boys have privileged to study in the private schools and the girls from the same family has to suppress her desire to study in private school because of the financial problem. From the research it was found that financial problem was just an excuse for the parents for not providing equal facilities to the daughter as per to their sons because they take their daughters education for granted. Therefore, still there is a need of awareness among the people in gender equality for nation's development, which should be started right from the home.

Check list for the teachers

Name of the teacher:

Designation

1. Education performance of the girls
2. Education performance of the boys
3. Absence ratio of the girls to boys
4. Participation of girls in extra curricular activities
5. Dropout rate of the girls
6. Physical infrastructure of the school (library, toilet, playing ground)
7. Tuition fees of the student
8. Any extra effort by school to promote the education quality of the school
9. Perspective towards promotion of girls' education.

Check list for the parents

NAME OF STUDENT:

1. School visit by parents in their daughters' school.
2. School visit by parents in their sons school
3. Do they ask their son to do household chores?
4. Reason why their daughters are sent to government school?
5. Reasons why their sons are sent to the private school?
6. Daily schedule of their daughter and son
7. Why sons' fee of private school is not a burden to the family?
8. Attitudinal difference you find between your son and daughter?

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