

CHAPTER-ONE

INTRODUCTION

1.1 Background

Nepal is a small landlock country lying in south Asia between china on the north and India on the south east and west. The total area of Nepal is 1,47,181 sq. km. The land area can be roughly divided into three physiographic region like the mountain, the hill and the plain.

The total population of Nepal is 2,31,514,23 (Census, 2001) with an annual per-capita income is only US \$256 (World Bank Report 2005). The literacy rate for 2001 was 54.1% and the percentage of male literacy was 65.5 percent. Where as , female was only 42.8 percent. (Census Report , 2001). The above mentioned statistics presents a very gloomy picture of the state of education in Nepal.

Among them, women are more than 50 percent in the world's population and yet they are oppressed group. Women are suffered from patriarchal social structure and they suffered by male.

Women play the reproductive role of a care giver of the past , present and future generations. They also participate daily income for household works and as a social worker . They also take part in different social works for the development activities in the community. They have to play cultural role in traditional form. Female population is more than 50 percent (1,15,875,02) (census report 2001). The ownership of female are 5.5 percent in house , 10.8 percent in land and 7.2 percent in livestock (census, Report, 2001). These data show the condition of female is miserable in every aspect of social, economic, and political life. Women have no easy access for education opportunity.

Nepali women face problem mainly in these areas like, education, reproductive health, violence, economic resources and load of work. Half of the total women population are privileged and disadvantage position in terms of socio-economic condition. Women are low contribute in the social, economic, political condition and low acceptance in policy formulation process in legislature and other constitutional guarantees.

A report from ILO indicates that, women work more than men but earn less than men in most of the countries. The report also shows that, men often contribute to low household work or child care compare to women.

In the beginning of industrial development, women were low paid and considered as secondary wage earners in home also. This shows that the position of women in labour market is also secondary.

After 2nd world war, most of the developed countries put women in Ist category of development. This shows that, women have many opportunities after second world war, UN declared 1975 as international women year and declared 1975-85 as the UN decade for women. Consequently, UN declared to submit first world women conference in Mexico (1975), second world women conference in Copenhagen (1980). Third world women conference in Nairobi (1985). Fourth world women conference in Beijing (1995), Beijing + 5 (2000), Beijing +10 (2005). Thus, these conference focus on participation and empowerment of women in development process.

Nepali women were beginning to "leap frog" to the 21st century to some extent both in rural and urban areas. The Government of Nepal lunch the programme "Women In Development" and "Gender and development" for increase women capacity. For increase women capability government also established the organization e.g. Ministry of women and social welfare, National women commission, women development branch etc.

Education is the main engine of development. Education helps women develop their capacity in decisive role in the socio-economic Progress of the country. Educated manpower is a previous asset as well as development agent for all round development of country. Development policy will be adopted by government with the help of educated man power. In the modern world education is also indicator of human development. It plays a catalyst role for all interrelated economic, social, political and demographic changes.

Good quality education is determined, encourage for more integrated view of how the world operates and how development occurs.

Education Help the world to meet future challenges, Education helps to mobilize and empower people with the knowledge and skills to participate more actively, democratically and collectively in the development process (Sheldon, 1994). The world conference on education was held in Thailand in March of 1990.

Education plays important role in changing the society. It eliminates superstition. It helps to spread the knowledge of science and art. So, every civilized society needs educated mind. Education has been the fundamental rights of individuals. Thus, in changing society, the educational system prefers the function of social control as well as of social change. Educational system is the mind of modern society. The relationship between the social system e.g. political, family education and the educational subsystem is mutual and as such both influence to each other. But, despite the fifty years of planned development efforts in Nepal. The overall status of education has not improved significantly. According to 1991 census, 39.4% people were literate in Nepal. The comparative study of the census shows slow and gradual progress in literacy rate. Literacy rate were 8.0%, 14.3%, 23.5% in 2018, 2028 and 2038 census respectively (CBS Report, 1994). Literacy rate differ along with geographical setting, rural urban sector, caste, ethnicity and gender issue.

Women are almost half of the total population of Nepal. Participation of women in higher level decision making and management responsibility can only be possible if greater number of women became intellectuals and intelligibility capable through attainment of higher education. Through, greater involvement in a variety of development activities, people can gain more knowledge learn better practice and end with a greater awareness of the development problems that exist.

1.2 Historical Background of Nepalese Education

A comprehensive history of the development of education in Nepal is not available. The religious influence were reinforced or modified according to the philosophy and inclinations of its rulers. Dr. T.N. uprety, Development of education can be divided into five periods.

1) Period of Indigenous Education up to 1768:

Most of the early educational history of Nepal remains buried in the "unexcavated archeological treasures" of the country. Both in Buddhist and Hindu religious institutions did serve as centers of learning for Nepalese, as well as foreign scholars from countries such as India, china and Tibet.

The country was divided into a large number of principalities with Kathmandu as the hub of culture and civilization. The aim of education was to obtain enlightenment and spiritual salvation through meditation and disciplined life. The Hindu religious institutions, perpetuated by the caste hierarchy and the Sanskrit language, greatly influenced the Buddhist institutions. They proved powerful obstructions to the growth and expansion of education in the country.

The reorganization of the caste structure by king Jayasthiti Malla (1382-1395) into sixty seven major occupational groups and subgroups. However, provided strong vocational orientations to the Nepalese education. A person's future career in the caste hierarchy was determined from his birth, for upon his birth depended both his duties and privileges in life.

The principal education of this period were "Buddhist Vihars" the "Brahmanic Parishads" and the "Guthis" (guilds) of traders and crafts man. Christian missionaries also appeared during this period, but they did not play an effective role. However, educational developments of this period are of extreme importance from the national education. Language and unity view point.

(2) Period of Education Neglect (1768-1846):

Begining with the conquest of Kathmandu valley by king Prithivi Narayan shah in 1768, this period marks the unification, expansion contraction and consolidation of the kingdom of Nepal approximately to its present boundaries. In the wake of territorial wars, internal strife's and court intrigues, education was neglected and strong emphasis was placed on military training.

The financing of education, which was hit her to dependent on donations and charities, was supplemented by limited state funding. During these "78 years of educational neglect" most of the traditional educational institutions, especially Buddhist, were reduced to a miserable condition. But the period also witnessed the unification of the country. The growth of nationalism and the introduction of Nepali Language in the courts, which became the linguafranca of present day Nepal.

(3) Period of Opposition to Education (1846-1950):

This period covers 104 years of auto Cratic Rana rule in Nepal. The Rana were opposed to education and progress. The guiding spirit of the Rana policy was to keep the people ignorant and the country isolated. Prof. Krishna P. Aryal has observed.

Education could not make much progress during the entire Rana rule mainly for two reasons.

- ◆ The need and value of education were not recognized.

- ◆ Education was considered as a means by which people would turn against the Rana power.

The Rana were favourably inclined to the English Education for their own children, but opposed universal mass education. The English system took deep roots during their reign.

This period witnessed the establishment of Durbar high School (1854) and Tri-Chandra college (1918) both in Kathmandu to provide English education to the children of Ranas and their "client families". Sanskrit education received modest support from the Ranas because they did not consider that it would pose a threat to their autocracy. A publications bureau was established but it exercised strict censorship.

There was progress in spite of opposition. This period witnessed the burgeoning of a national system of education. By the end of 1950, when the Rana rule was overthrown; there was 310 primary and middle schools, 11 high schools, 40 religious schools, 2 colleges, 1 teachers training center, 2 technical schools and a few centers of adult education.

(4) Period of Reconstruction and Expansion (1951-1970):

This period stretched from the down of democracy in Nepal (1951) including the institution of the "Panchayat system" under the leadership of the king (1961) until the adoption of the New education plan in 1970. This is the modern period in the education history of Nepal.

End of Rana autocracy increased the expectations of the Nepalese people for a better quality of life. The new awakening released their creative impulses in establishing schools, colleges, libraries and various socio-cultural, political organizations through out the country. The new democratic government recognized education to be the inalienable right of the people and took significant steps for its spread organization and reorganization. Educational institutions in Nepal proliferated, unplanned, unchecked. The

school became a prestige symbol for influential local people and interest groups.

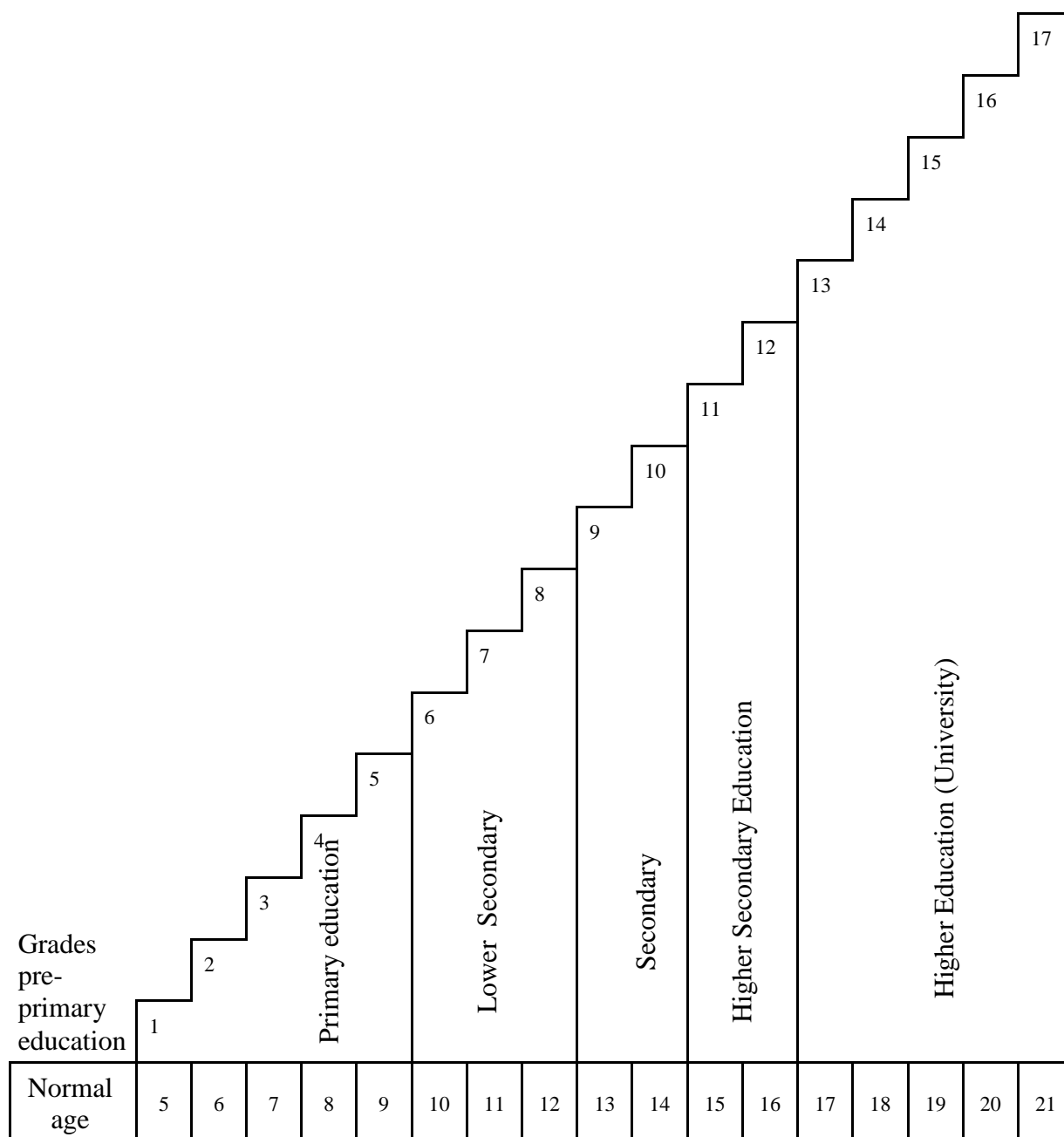
The Nepal National education planning commission was appointed in 1954 for preparing a plan for the systematic development of education in Nepal. Nepal all-round National education committee was appointed in 1961.

The landmark of this period was the establishment of the T.U. in 1959 as an autonomous institutions of higher learning. Multi-purpose schools were also established with the help of the united states, to provide training in vocational subjects. CEDA was established in May 1969 with the assistance provided by ford foundation. The government assumed added responsibility for the financing of education.

(5) Period of Consolidation and New Directions (1971 to present)

This period began with the beginning of the implementation of the New education plan of Nepal in 1971. The New education plan looks at education from a system point of view. It aims at producing synergistic effects from the scarce resources. The plan will serve as a blue print for the reform of education in Nepal from 1971 to 1976. In summary, the education in history of Nepal has been quite required. The historical experience provides meaningful future directions. Structure of education in Nepal is shown in figure.

Figure 1.1
Structure of Education in Nepal



Source: Nepal in Educational Figures, 2005.

Development of Higher Education in Nepal

The indigenous system of higher learning that existed in Nepal. Hindu and Buddhist institutions was well developed.

The modern history of higher education in Nepal starts with the establishment of Tri-Chandra college in 1918. Prior to this, the viable channel open to Nepalese for higher education was India and only the children of well to do economic classes could afford it. By 1906 only six Nepali had graduated from the Calcutta university in India.

In the beginning, Tri-Chandra college was affiliated with Calcutta university. Later, it switched to Patna university and since 1960 to T.U. The college had an enrollment of 7 in 1918 and never exceeded 200 until 1951. In 1961, however, it enrollment 1, 512 students and in 1968 -69 the enrollment reached 2564. It prepared students for a baccalaureate degree and required four year of study.

A Sanskrit college Rajkiya Sanskrit Mahavidhyalaya was established in 1948 to provide Sanskrit education to the children of priestly class.

It was affiliated with Banaras university in India. The college of education was established in 1956 to prepare secondary school teachers, normal school teachers, school administrators, and others. The public commerce college opened in 1958 to offer night classes.

Specialized institutions were also established in many cases under foreign aid programs, to provide lower and middle-level technical and vocational training. The founding of T.U. in 1959 gave a big boost to the growth of higher education in Nepal. Financially, However it was mainly dependent on state funding. The university has effective faculty in Arts, Science, Commerce, law, education and Sanskrit.

The new education plan prescribes a complete reorganization of higher education in Nepal under the aegis of T. U.

In Nepal, higher education is provided by mainly, Tribhuvan University, Pokhara university, Kathmandu University, Mahendra Sanskrit University and Purbanchal University. Access of higher education is open after the completion of S.L.C. Higher education is divided into 4 phases are,

1st :- Proficiency Certificate Level, technical certificate, +2

2nd :- Bachelor level or equivalent

3rd :- Master level or equivalent

4th :- Master and above.

+2 (Higher Secondary Education) awarded 2 years study in Humanities, Management, Education and Science after pass the S.L.C.

The Higher Secondary Education Board (HSEB) in Nepal was constituted under the higher secondary education Act (1989) with the hole objective to achieve a higher level of academic standard of higher secondary education, is such that, it has attracted more and more S.L.C. graduates, which eventually will contribute to phasing out proficiency certificate level from the university campuses. Higher secondary school will also be established in rural as well as Urban area to fulfill the national objective "Education for All". The higher secondary schools are affiliated to the HSEB are private institutions in higher education. The higher secondary schools (+2) are yet not part of school education, system and are governed under higher secondary education board (HSEB).

A Royal commission on higher education was set up in 1982. The commission had recommended a number of sound measures for quality assurance and international recognition of T.U. degree. The higher secondary education Act 1989 (HSEA) was one such good international and the positive measure of the government. After the restoration of multiparty system two high

level National education commission (NEC) on the 1991-1992 and the other during the ninth month old (UML) government 1996-1997 have been set up.

Number of higher secondary institutions from 38 in the year 1992 A.D. to 940 in the year 2005 A.D. If this pace is to continue in the future, about 2300 higher secondary schools will be required in the country by the years 2012 A.D. (Samprashan, February, 2006).

Students success rate by sex in +2 is given in table 1.1

Table 1.1
Students Success Rate by Sex, Nepal

Year (regular)	App			PASS		
	Male	Female	Total	Male	Female	Total
2057 (XI)	17975	10958	28933	6600	3713	10313
2057 (XII)	9861	6120	15983	3926	2309	6236
2058 (XI)	30344	19607	49951	9119	5363	14482
2058 (XII)	14803	9560	24368	5308	3046	8355
2059 (XI)	26401	17989	44390	9383	5583	14966
2059 (XII)	24015	16665	40680	7730	4520	12250
2060 (XI)	38699	27567	66267	14423	9398	23821
2060 (XII)	21558	15573	37131	7567	4509	12076
2061 (XI)	37093	24390	61492	15986	9913	25900
2061 (XII)	32606	24535	57209	13388	9194	22596
2062 (XI)	56750	43949	100699	26459	18683	45142
2062 (XII)	32383	22420	54803	19301	12907	32208

Source: Higher secondary education Board, 2063

This table shows that the student rate is rapid increase in higher secondary school. The number of higher secondary school was increased and the effectiveness of +2 education is broadly in rural as well as urban areas. The

increase rate of female is less than male student but the rate of female student is also increased in low rate.

The students success rate by sex in +2 at Kaski district is also presented in Table 1.2.

Table 1.2
Students Success Rate by Sex, Kaski

Appread (Regular)				PASS (Regular)		
Year (grade)	Male	Female	Total	Male	Female	Total
2057 (XI)	383	248	631	163	79	242
2057 (XII)	146	133	279	66	50	116
2058 (XI)	738	586	1324	272	178	450
2058 (XII)	340	230	570	181	103	284
2059 (XI)	921	657	1578	385	228	613
2059 (XII)	608	524	1132	257	165	422
2060 (XI)	1474	1197	2671	539	384	923
2060 (XII)	776	568	1344	320	199	519
2061 (XI)	1595	1126	2721	637	439	1076
2061 (XII)	1249	1077	2326	511	396	907
2062 (XI)	2199	1863	4062	1033	796	1829
2062 (XII)	1336	1011	2347	737	569	1306

Source: Higher secondary education Board, 2063

1.3 Women in Education

The status of women, however, is still far from satisfactory. The participation of female in education is low and in the field of higher education is also negligible from the point of view of education opportunity and socio-cultural values, norms and attitude. Which are not in favour of women's participation in every field.

Education for female had started very late in Nepal. First, girl's Patshla was established in Bikram Shambat 1980. In 1990; S.L.C., examination one girl fill the form but do not attend in the S.L.C. examination.

Higher education for women had started very late in Nepal. It was only on 1952 that girls college was established. Although, there has been a considerable progress in education. Women education has not yet taken the desired momentum. Various factor are dependent for low participation but women education is not included in national development.

After the member of UNO, Nepal starts to develop in women field. First of all, the government include the section women development in seventh plan.

The condition of women education is given in Table 1.3.

Table 1.3
Enrollment of student

Level	Female	Male	Total	Female (%)
Early childhood pre primary	235512	276639	512151	46.0
Primary	1865012	2165033	4030045	46.3
Lower secondary	653159	791838	1444997	45.2
Secondary	260472	327094	587566	44.3
Higher secondary	62842	100430	163272	38.5
Higher Education	40577	106546	147123	27.6

Source: Nepal in Education Figures, 2005

Government lunched the program, women in development, gender and development for development of women.

1.4 Statement of the Problem

Education plays important role in development process. Consequently, it is heart of development, All over the world, patriarchal society is in practice and women are hated by men.

Women mainly participate in household work and reproductive health activities but do not participate in other sector, such as, capacity building process, decision making etc. If there is no proper participation They may remain always in back.

Hindu religion show that only men are participate in the process of reading but women are not encourage. These traditional believes, proves that women are backward.

Many part of the country, there are not schools, campuses, universities in achievable places. Most of the institution are established in urban areas and least in rural area. Most of the rural areas are remote in the view of infrastructure. The settlement of rural area are dispersed and there is no available resource to establish the educational institution. Thus, due to these problem they are backward and participation is low in process of taking education.

In Nepal most of the parents are of the view, that daughter should not participate in educational process because they believe in most traditional custom. Girl are married under the age 5-15 years. Consequently, they have no ownership of property, bringing difficulties among patriarchal society. There is no justice for equal participation and empowerment process. One of the reason is lack of time after family and household commitment.

Development agencies, focus on the backward group and women but despite fact, educated people take the leadership of the development work. So, forth they identify the backward group, women vulnerable group. The status of women in education is 57.5% female are illiterate, 4.2% female are in non formal, 19.6% female are in primary, 13.0% female are in lower secondary and secondary, 5.7% female are in S.L.C. and above (Women in Nepal, Some Statistical Facts, CBS, 2005). Parents still focus on birth of male child even the birth of 6-7 daughters. Daughter mostly participate in household work but the son is being forced to attain the educational process.

So lack of awareness, traditional belief, no access of educational institution, patriarchal society, cultural belief, attitude, practice of frequent pregnancies lack of employment opportunity, lack of income sources are the main difficulties to participate women in education. Low participate in legislative, judiciary, decision making process and so on. Participation of women is not active but only nominal. Low participation may give greater power to the few hands. Greater participation of women in higher education may lead the country in pioneering every sector of social life. Problem of brain-drain due to conflict, improper curriculum, unscientific teaching methods are the key obstacles/hurdler of present education system.

1.5 Objective of the Study

The overall objective of the study is to explore the participation of women student in +2 education system.

The specific objective of the study are,

- ◆ To find out the status of women student participation in +2 education.
- ◆ To find out the cause for selecting +2 education.
- ◆ To find out the challenges faced by women student in the process of +2 educational participation.

1.6 Significance of the study

Education makes man perfect. It is an engine of development. No education makes people innocence. Education is an indicator of development or development is the function of education. People who are educate know about the world of work, world of knowledge in every field. The performance of educated people is more efficient than illiterate. In the age of globalization, educated and trained manpower is more demanded. Higher education have reduces imbalances in the regional distribution (Samprashan, 2006 February).

Women are important member of family and society because they bear children and bring up in the development process. House is the 1st school of children. If the environment of house is better, then the children are going better ahead. Men are less involved in the household work but women are fully involved. In this context, women are the desirable teacher of the house, when women are educated, the whole country benefit's. Participation focus women empowerment for all process. The status of women students is miserable. Women student participation in higher secondary education is low than secondary level. Increasing women student participation in +2 makes women student powerful.

HSEB will generate more practical strategies which will help to accelerate the pace of improvement. In the context of higher secondary education in Nepal.

The long term perspective plan of Nepal government is "Education for All" this is also the objective of HSEB. National planning commission (NPC) states in tenth plan, "In one electoral area, one sample of higher secondary school would be established". HSEB will focus on vulnerable group, women, children, backward people for providing scholarship.

Women education founds a new place in the development of the country with greater participation. Women participation in +2 education can achieve several goals in ideological, economic, political, programmatic and capacity building. It is in the process of human resource development.

The findings of this research would be instructive to everyone interested in rural development as well as other sector of society. This research will also helpful for policy formulation process to government, NGO, INGOs and other related areas.

1.7 Introduction of Study Area

Kaski district located in Gandaki zone of western development region of Nepal. It is a small district having vast altitudinal variation compared with its area. It is 450 meters above the sea level to 7,939 meters. It is one of the 16 districts of the western development region out of 75 districts of Nepal.

In the Eastern boarder, Tanahun and Lamjung districts are linked with Kaski. Parbat in the West and Manang, Lamjung are linked in North, Tanahun and Syangja are linked in South border of Kaski. It has occupied about 2017 sq. km area. The district lies between 28⁰6' North to 38⁰36' North latitude and 83⁰46' East to 84⁰12' East longitude. Its total area is 2,13,168 hector where 89,949 hector covered with forest. Regarding the political and administration, the district consist of 3 parliamentary election constituencies.

One sub-metropolitan (Pokhara), one municipality (Leknath), 44 village development committee (VDCs). According to population census 2001, the total population of Kaski district is 3,80,527. Among them 1,84,995 are male and 1,95,532 are female population. Population growth rate is 1.64 percent (census, 2001). The headquarter of the district is Pokhara. The population density is 189 per square Kilometers. The life expectancy of the people in Kaski district is 60 years. The per capita income of the people is Rs.1,37,61. The average literacy rate is 72.5% in Kaski district.

1.8 Limitations of the Study

The people involved in this process has some limitations to fullfill the objectives such as, lack of money, lack of time and so on. So, it focuses in the particular area because it has certain limitations, which are as follows:

1. The study will focus only on +2 education (include the faculty science, humanities, education and arts).
2. It only covers Kaski district.
3. It will focus on women student participation in +2 education.

1.9 Organization of the Study

The study in total consists of five chapters. The first chapter of the study includes introduction, Historical background of Nepalese Education, women in Education, statement of the problem, objectives, significance of the study, Introduction of study area, limitations of the study.

In the second chapter, literature review is presented. The third chapter include methodology, selection of study area, research design, Nature and sources of data, universe and sampling, data collection techniques and tools, reliability and validity of data and data processing and analysis.

Status of women participation in +2, cause for selecting +2 and challenges faced by women in +2 participation are given in chapter four. Whereas, chapter five included summary, main findings, conclusion and recommendation.

CHAPTER - TWO

LITERATURE REVIEW

Scientific research must be based on knowledge. Continuity in research ensure, Liking the present study with the past research studies.

In this chapter, an attempt has been made to review the related literature of the study. The review of literature is a crucial aspect of the planning of the study. The literature review is made from the relevant books, journal, Newspaper and other research studies.

Status of Women

Every aspect of Nepalese society is influenced or guided by Hindu beliefs, values and social norms. Women's sub-ordination is all round-economic, social, religious, cultural, political and ideological, each of which reinforce each other. Therefore, the efforts to literate women from the oppressive gender relations must be all round. This means the statistics also must reflect the multi-dimensional nature of women's existence in relation to men.

This gain was slightly faster during the 1980s than during the 1990s. In a comparative analysis women's life expectancy seems to indicate progress towards gender equity. The achievement in the educational fields has been greater for women then for men. Gender development index comparing male and female attainments show that male/female disparities have been reduced faster that the overall gain during the 1990s (Table 2.1). Still women are behind by 20 points.

Moreover, these achievements however, are not distributed equally as between urban/rural population. In less development regions gender disparity in these indicators are higher, but no vital statistics are available as yet for further analysis

Table 2.1

Overall indicators of gender status (1981-2001)

1. Indicators/years	1981	1991	2001
HDI Index	0.328	0.416	0.499
GDI Index	-	0.312	0.479
2. Per Capita Purchasing Power Parity Ratio PPP\$			
Male	-	-	1734
Female	-	-	867
3. Life expectancy at Birth (year)			
Male	50.9	55.0	60.1
Female	48.1	53.5	60.7
4. Adult Literacy (15 years ⁺)			
Male	20.6	38	62.2
Female	9.2	13	34.6
5. Economically Active (15 years ⁺)			
Male	87.7	79.8	81.7
Female	45.7	48.7	60.4

Source: HDR 1995, and 2003: population census reports for 1991 and 2001 (vol. II, Table 25)

Destroy the discrimination, for equal participation of women. Establish democratic norms, values for increase women's capacity. Women are change of agent. Participation of women is necessary in these fields e.g. planning, formulation, implementation and the monitoring process. Increase the capacity of women is main issue of development.

Table 2.2
The status of Women

Subject	Male (%)	Female (%)
Population	49.96	50.03
Labour force	73.30	71.30
Member of lower house	94.15	5.85
Member of upper house	86.67	13.33
Judge	97.96	2.04
Teacher	74	26
Communication sector	88	12

Source: CBS report 2005

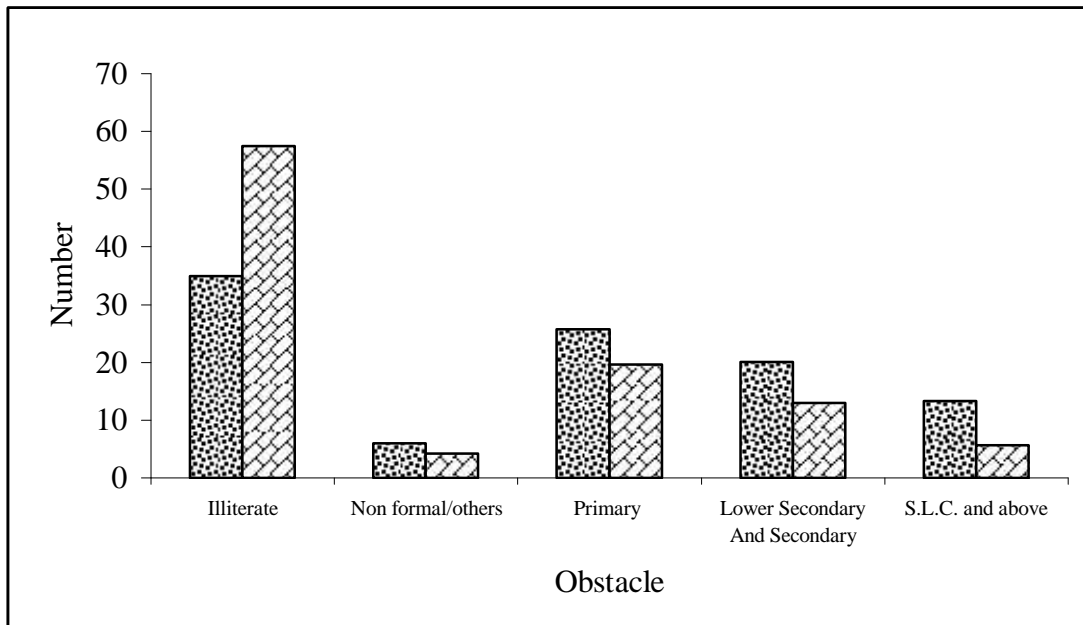
Education is a branch of development women are participate in education, this results that the economic, social, political and other aspect of society are interrelated to each other and society becomes independent.

Table 2.3
Educational status of population ages 6 years and above

Subject	Male	Female	Total
Illiterate	34.9	57.5	46.3
Non formal/others	6.0	4.2	5.0
Primary	25.7	19.6	22.6
Lower Secondary And Secondary	20.1	13.0	16.5
S.L.C. and above	13.3	5.7	9.5

Source: CBS, 2005.

Figure 2.1
Educational Status of Population 6 years and above 2001



Higher Education

The book "Education women in urban Nepal" concentrates on the relation between Higher education and employment status of women in Nepal and in particular, the Kathmandu city. It Theories that employment results from higher education and there is a positive co-orelation between education and employment. The book gives a platform, whose information can be used as ground work for further exploitation. Through, the book gives a detailed picture about the educated women. There seems to be a small service in the sense that, the book focus on the constraints and factors facilitate or impede their participation in the work force. It has not explained if these women take up higher education because they see it as relevant to their future plans or because of other reasons (Shrestha, 1987).

The book "women, education and family structure" is based on studies done in different part of India. It explains how certain factors have affected women and the concerned families in specified part of India. A network of

elements work together to either encourage or dissuade women from education primary among them, the emphasis on family, gender, differentiated family authority structure, marriage system ideology of "Appropriate female behaviour" and so on. However, the book mostly concentrates on the patriarchal mode of society and its impact on the women's education. A chapter in this book has been dedicated to comprehend the under representation of women in the field of science and engineering and its alliance with patriarchy. This could be useful in the proposed study to evaluate the serious mindedness of students who take science, which is one of the assumption of the study. While emphasis has been given on the social network and the changes brought about in such a network as a result of education, no mention has been given about what the girls themselves feel or how they perceive education and its benefits. (Mukhopadhyay and Seymour, 1994)

The book "Higher education in Nepal" focuses on national education system plan. It gives in details about the situation before the implementation of NESP and the situation after it. The study is a comparison between pre and post National education system plan (NESP). It also explains the structure and instructional program of the educational system in Nepal and provides suggestions to improve them. The book shows more of a historical background of education in Nepal than the present situation. Details have been provided about NESP, its appropriateness to the education system and how it has proved useful. Therefore, it can be said that the book presents a clearer picture of a certain episode. In this case, the NESP, but it lacks in other details about higher education (Maskey 1980).

The book "women, Development, Democracy" gives overall information about the changes in the status of women that have been seen since the dawn of democracy in the country. It gives data on the number of enrollment of women at different levels of education, their roles in household, decision making, access to and control over the household income, cultural, political, legal setting and so on. The book gives statistical data of women's participation in

education, employment, decision making and so on. Even though, it has dedicated some chapters to explain the situation of women in higher education and some reasons why they are not as motivated to pursue education. It forms only a small part of the book, thus making it somewhat inadequate in the field (Strii Shakti, 1995).

The book "Resource mobilization in Nepal" explained about the implementation of human resource for the full employment in the economy. Human resource is an important factor of economic development. Human resource has played an important role in economic development. In this way education support to human resource development, which help to produce healthy and highly skilled manpower. Which helps in economic development of the nation (Agrawal, Govinda Ram, 1980).

The book "Private Sector in education New Business Age" explained about education in higher level, in his article. "Better Quality Cost Higher" he suggests that education would not be successful if it is not tide with some economic activity. But it is not education alone that makes people employed.

He says, private sector involvement in education is also referred to as community education. The private sector schools are using community's money to provide quality education as the community demands. The fee charged by the schools should be made clear that there could be no education without some sort of cost. The cost has to be borne neither by the state or the parents/guardians of the students or by some other party.

The complaint is largely because some schools are charging fee also for the services that they are not providing. They are also resorting to deception tactics. private sector schools have been legally recognized only under the latest (7th) amendment in education Act. That means the regulation mechanism was not there before that to control the private schools effectively. He says, the higher secondary education Board that regulates the (10+2) schools is almost 100% privately run.

In a report to the government in 2055B.S. He has recommended that private schooling today is not a charity but an activity carried out for some economic gain. The government should make the people who run such activity to fulfill their social obligation by making them contribute some part of their gain towards a fund meant to help the weaker section of the society. The other method may be making these schools provide scholarship to the talents from specified communities or geographical regions. Thus, both of those who can and cannot afford the high fee will get the education.

He suggests that for the better regulation there has to be a separate division under ministry of education to mobilize and monitor the private sector in education. Most importantly, the leadership in the ministry should be professional, not bureaucratic or political. There is no control over the curriculum. Most of the (+2) are using Indian text books and the student learns the capital of our country is "New Delhi" The Indian model school, which is meant strictly for the children of the Indian diplomats, has considerable number of Nepali students. There are many schools and colleges running 'A' level and 'o' level classes. The authorities do not have accurate record of such institutions (Khaniya, Tirtharaj, 2002).

Legislative Provision

Constitution of the kingdom of Nepal - 1990

Article 11 (1):- All citizens shall be equal before the law. No person shall be denied equal protection by the law.

Article 11 (2):- No discrimination shall be made against any citizen in the application of general laws on grounds of religion race sex, cast, tribe or ideological conviction or any of these.

This provision has banned discrimination on the basis of sex as well as on other grounds. The provision restricted discriminatory treatment against women under laws and in their application.

Article 11 (3):- The state shall not discriminate among citizens on grounds of religion, race, sex, caste, tribe or ideological conviction or any of these.

Provided that special provisions may be made by law for the protection and advancement of the interests of women, children, the aged, individuals. Who are physically or mentally incapacitated or individuals who belong to a class that is economically, socially or educationally backward.

Article 17 (1):- All citizens shall subject to the existing laws, have the right to acquire, own, sell and otherwise dispose of property.

Article 17 (2):- The state shall not except in the public interest acquire or create any encumbrance on the property of any persons. These two provision are fundamental grounds for the equal rights of men and women to acquire, own, enjoy and dispose of property.

Article 26 (7):- The state shall pursue a policy of making the female population participate, to a greater extent, in the task of national development by making special provisions for their education, health and employment.

Article 26 (9):- The state shall pursue such policies in matters of education, health and social security of orphans, helpless women, the aged, the disabled and incapacitated persons, as well as ensure their protection and welfare.

Article 46 (1):- The National Assembly shall consist of sixty members, of them thirty five members. Including at least three women members, are elected by the house of representatives on the basis of the system of proportional representation by means of the single transferable vote.

Article 114:- For the purpose of elections to the House of Representatives, at Least 5 percent of the total number of candidates contesting an election from any organization or party must be women candidates.

MULUKI AIN (Code of Conduct) -

Aungsabanda

Clause 1:- While effecting the partition of property. Shares should be separately allocated between the father, mother, the wife and sons.

Clause 2:- Except as otherwise required in the law, the division of shares of the property in accordance with clause 1 should be made in equal proportion. So, that, each coparcener will receive equal share in the property.

Clause 4:- If there is more than one wife, all of are entitled to a share of their husband's share in property, in accordance with law.

Clause 10:- No son can compel his father to separate his share in the property as the father is alive. The wife can not separate from her husband without his consent, as long as he is alive. Wives and sons should not be kept without proper maintenance. They must be provided with adequate food and clothing in accordance with available means and social standing. If not, they must be given their shares in the property.

Clause 10 (a):- No matter what is provided for in clause 10, a women who has been married for at least 15 years or who has reached an age of 35 years can separate from her husband having received her share of the property.

Clause 12:- A widow without sons who is living together in the extended family before partition of the property has taken place, can not receive her share in property and live separately until she reaches the age of 35 years, as long as the proper maintenance, including means for religious offerings is given. If the conditions are not met, she can live separately, even if she has not reached an age of 35 years.

Clause 16:- The daughter who has reached the age of 35 years and who has been unmarried is entitled to a share in the property equal to the sons. If she gets married or elopes after receiving the share, the remaining portion of the property; after having set aside the wedding expenses in accordance with law, shall go to other coparceners.

Hence, these above provisions of the law on "Aungsabanda" are in consistent with Articles 11 and 17 of the constitution of kingdom of Nepal.

Clause 9:- Section on marriage, Muluki Aini against article 11 (1) (2) of the constitution and several international instruments cited above this provision allows men to consummate a second marriage on any of the following grounds.

1. The wife is infected with sexually transferable disease.
2. The wife is infertile even after 10 years of marriage.
3. The wife is paralyzed.
4. The wife has become blind.
5. The wife has an incurable mental illness.

Violence against women and girls (VAW and G) is aviolation of women's human rights. Some areas of violence may set out as follows.

- ◆ Domestic violence

- ◆ Rape, including marital rape and incest.
- ◆ Genital mutilation
- ◆ Traditional practices of female circumcision.
- ◆ Trafficking in women and girls.
- ◆ Gender based violence against women refugees and asylum seekers.
- ◆ Violence associated with prostitution and pornography.
- ◆ Violence in the work place, including sexual harassment.
- ◆ Dowry deaths.

These are examples of violence that need to be addressed by the judiciary. The responsibility to prevent violence lies with executive and legislative branches of the state. However, the role of each of the state's three pillars, judiciary, Legislative and executive, is equally important in protecting the human rights of women. Violence against women is one of the most serious forms of human rights violations in the world. violence against women and girls can therefore be defined as a violation of women's human rights in relation to their personhood, mental or physical integrity freedom of movement, expression, participation in development and enjoyment of opportunities. It is a result of the unequal power relations between men and women (Sangroula, Pathak, 2002).

Universal Declaration of Human Rights 1948

Article 1:- All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2:- Everyone is entitled to all the rights and freedoms set forth in this declaration, without any distinction of any kind, such as race, color, sex, language, religion, political or other opinion national or social origin, property, birth or other status.

Article 6:- Everyone has the right to recognition as a person before the law.

Article 18:- Everyone has the right to freedom of thought conscience and religion, this right includes freedom to change his religion or belief, and freedom either alone or in community with others and in public or private to manifest his religion or belief in teaching, practice, worship and observance.

Article 19:- Every one has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to see, receive and impart information and ideas through any media and regardless of frontiers.

Plan & Policies of Government

Tenth Plan

Objective

1. In the context of the principle of "Education for All" make special provisions to increase the access of women and people with disability to the opportunities of education.
2. By the form of education, increase the socio-economic cultural condition of people.
3. Mobilize the youth and develop sports to prepare able, strong and disciplined human resources require in the country.

Higher Secondary Education

Develop an integrated curriculum for grades 1-12 establish at least one community higher secondary school in each constituency to add upto 205 in

which education of science will get priority and manage at least one higher secondary school to teach vocational subject in each district.

Women Education

- ◆ Make provision of scholarship in order to increase the access of women, the lowest cast (Dalit) and disadvantaged communities to education.
- ◆ Implement 'gender auditing' system by developing specific sensitive indicators in all aspects of holistic education such as study, teaching, training policy, formulation and management.

Long term Vision

Egalitarian society based upon women empowerment gender equity through gender involvement in the main streaming in every area of national development will be created. The main targets are to accomplish 0.750GDI (Gender development Index) and 0.700 GEM (Gender Empowerment measurement) by 2074 B.S. in order to realize long term vision.

While most of the related material for women and education have centered on the increasing rate of women students, the obstacles faced by the women to continue study. The government policies to uplift women or rather the lack of it. The changes seen in the women of today, the new identity of the women have come to embrace and so on. The proposed study expects to assess the reasons why these women have come to gain education.

It is true that, the government has been encouraging women to attain higher education through different incentives and measures. It is also true that there has been a marked increase in the number of women students getting admission for higher education.

CHAPTER - THREE

RESEARCH METHODOLOGY

In this chapter brief discussion about the research method used to obtain relevant data and analysis of the data. Methodology focusing on how the research design with formulate, how sample will obtain and how different techniques of data collection and analysis has been applied.

3.1 Selection of Study Area

The present study has been carried out in Kaski district which is the part of Western development region. The socio-economic status of this district is normal.

The reason for selecting Kaski as the study area is that the researcher is a native people of this study area. Also familiar with higher secondary school (HSS) in Kaski district. Therefore, by selecting of this area, it is believed that more accurate in formation can be collected during the study area.

3.2 Research design

The main objective of this present study is to explore women student participation in +2 education. It also aims to identify causes for selecting + 2 and problem faced by women student in the educational participation process. So, the research has been carried out of the exploratory research design. Going through descriptively and analytically research design also used. In the different social, cultural, economic, educational incidents draw the clear picture of women participation have been attempt to portrait.

3.3 Nature and Sources of Data

The data and information of the problem has been colleted by using structured questionnaire school and student survey, key informant interview during field study. These are the primary data and information. Other type of

data is secondary data and information that accumulated from various sources like, HSEB, DDC office, CBS, various extensive literature of previous works, such books journals, dissertation reports and other relative information. Secondary data has been used for qualitative completion of the study.

3.4 Universe and Sampling

The universe includes all 38 Higher secondary schools (HSS) of Kaski district. In one hand, out of 38 HSS, 33% i.e. 13 schools were selected for study. Private schools are running in urban area and public school are running in both urban and rural areas. More public and less private schools were taken for equal representation of urban and rural area. These 13 HSS were chosen for taking school information and give equal priority for 13 HSS.

On the other hand, among women student of sampled HSS. 40 woman students were taken for women student information. The researcher gives equal priority for 13 HSS to select woman students. Who participate in higher secondary school. It has been done in order to make the study manageable and reliable. Simple random sampling has been carried in the sampling because the universe consists of heterogeneity in nature. Besides the sampling method, other key informants have been purposively selected

3.5 Data Collection Techniques and Tools

Certain techniques are applied for collecting data. According to the nature of problem, topic and data vary. These techniques and tools have been used to carry qualitative and quantitative information.

3.5.1 School and student survey

For collection information facts about women participation in +2 education researcher has conducted the school and student survey. The school and student survey has been taken by using questionnaire.

Tool : Structured Questionnaire

The questionnaire has been conducted in order to collect qualitative and quantitative facts about women participation in +2 education. The questionnaire focus on the objective of the study. Questionnaire has been fulfilled by HSSs. In the other hand, questionnaire has been fulfilled by women student those participate in higher secondary education. The main source of data on this study is primary in nature.

3.5.2 Key Informant Interview

This is an important tool to generate the required data. It has been chosen for it's flexibility to provide opportunity to know the respondents opinions for the interview. Structured and semi-structured questions which include open and close ended questions. The key informant are president of pabson, District Education officer, school Inspectors, Intellectuals. The nature of this study is participatory, knowing the current status of women through this study. It has been helpful to make future plans and policies.

Tool: Key Informant Interview Schedule

Key informant interview schedule has been conducted in order to collect information about women participation in +2 education. K.I.I. Schedule focus on the objective of the study.

3.6 Reliability and Validity of the Data

To make the data reliable and valid the researcher has been manage to distribute questionnaire form at first the participants. Face to face interaction help to draw fact and real data. In order to check reliability of the data gathered, the researcher also asked cross question in the field.

3.7 Data Processing and Analysis

Primary data has been collected from the field and secondary data has been collect from qualitative completion of data. Data has been coded and classified into descriptive and numerical character. The quantitative data as well as some qualitative data has been tabulated by using computer. Different figures, tables, diagrams maps has been employed to make the interpretation more reliable.

For analysis data also used this equation,

$$\text{Median} = \left(\frac{N}{2}\right)^{\text{th}} \text{ item}$$

$$\text{Median} = L + \frac{\frac{N}{2} - \text{C.f}}{f} \times i$$

L = Lower limit, f = frequency,

c.f. = cumulative frequency

i = Interval N = total number

However, interpretation of data has been made objectively to make the study more scientific.

CHAPTER - FOUR

DATA ANALYSIS AND PRESENTATION

This chapter deals with the presentation and analysis of collected data from H.S.S. and the student of higher secondary school of Kaski district which is required for the study. To obtain the best result, the data have been analyzed as per the requirement.

4.1 (+2) Education in Kaski District

There are altogether 940 higher secondary schools in Nepal in the current academic year 2062/063. In urban and rural areas of Kaski district 38 (4.04%) higher secondary schools are running in both public and private sectors. Many of them have been established to meet the growing demand of higher education. Higher secondary schools are the source of quality education. At the same time they can provide various opportunities of employment.

Government policy encourages the establishment of higher secondary schools (+2). As per the national policy, the higher secondary schools of Kaski district are also affiliated with HSEB from 1992/93. There is an increasing trend of taking affiliation from HSEB. Out of 38 higher secondary schools (+2) established in Kaski upto FY 2005, one HSS was established in FY 1992, two were established in FY 1993, one was in FY 1994. One in FY 1995, no one was established in FY 1996. Likewise, three higher secondary schools were established in FY 1997, two in FY 1998, six in FY 1999, six in FY 2000. Two were established in FY 2001 and only one was established in FY 2002, six in FY 2003 and 7 were established in 2005.

Table 4.1
Year wise HSEB Affiliated Higher Secondary Schools Establishment in
Kaski district (1992 - 2005)

Years of Establishment	Number of schools
1992	1
1993	2
1994	1
1995	1
1996	-
1997	3
1998	2
1999	6
2000	6
2001	2
2002	1
2003	6
2005	7
Total	38

Source: Higher secondary education Board, 2006.

4.2 Classification of Sampled Higher Secondary School

Higher secondary school have been established in urban and rural areas of Kaski district. It is found that there are 2 types of higher secondary schools.

1. Private Higher secondary schools.
2. Public higher secondary schools.

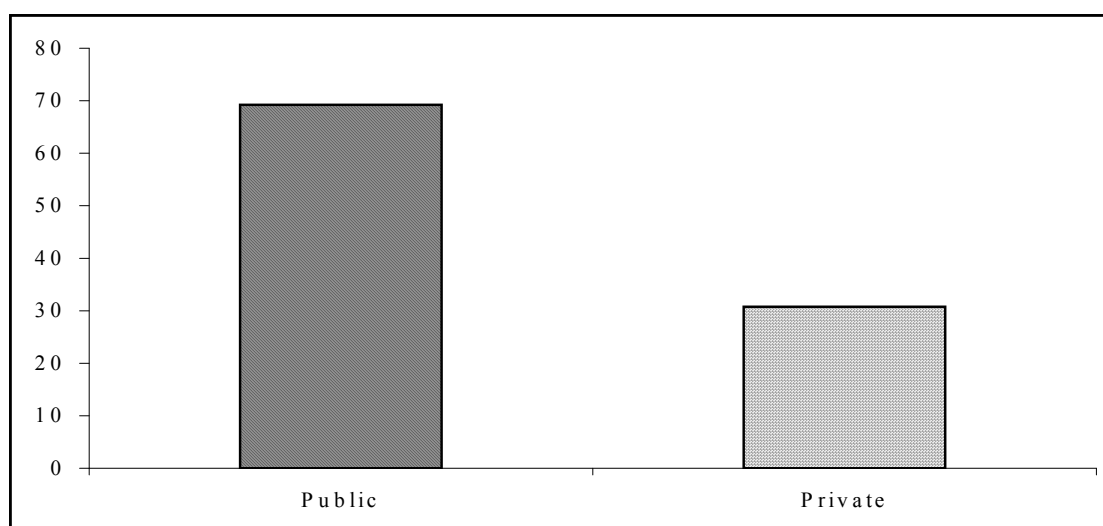
Public schools are referred to as government schools and private schools fall under institutional schools. Thus, the higher secondary schools are running in both urban and rural areas of Kaski district.

Table 4.2
Classification of HSS

Sectors	Number of HSS	Percent (%)
Public	9	69.23
Private	4	30.76
Total	13	100.00

Source: Field Survey, 2006..

Figure 4.1
Classification of HSS



Out of 13 sampled higher secondary school, 9 (69.23%) are public and 4 (30.76%) are private.

The private HSS's are mostly running in urban areas. Private school are not establish in rural areas because they are profit oriented ones. Public HS schools are not profit oriented. Yet, they are running in both urban and rural areas. So, the representation of public and private school is not equal.

4.3 Status of Women Student Participation in (+2) Education

4.3.1 Faculty and Sex-Wise Student's Enrollment in Sampled H.S.S.

In Kaski district, the total number of students enrolled in HSS has increased. There are four streams conducted by the higher secondary schools. They are Humanities, Management, Science and Education.

The composition of students regarding the boys and girls was 98 (53.84%) and 84 (46.15%) out of 182 students enrolled in FY 2055. Similarly the composition of students regarding the boys and girls was 316 (56.73%) and 241 (43.26%) out of 557 students in FY 2056. The composition of students regarding the boys and girls was 533 (59.35%) and 365 (40.64%) out of 898 students in FY 2057, the composition of students regarding the boys and girls was 703 (50.75%) and 682 (49.24%), out of 1385 students in FY 2058. Similarly, the number of boys and girls was 1327 (53.96%) and 1132 (46.03%) out of 2459 students in FY 2059. The number of boys and girls was 1458 (55.96%) and 1147 (44.03%) out of 2605 students in FY 2060 respectively . The composition of students regarding the boys and girls was 1570 (54.23%) and 1325 (45.76%) out of 2895 students in FY 2061 and the number of boys and girls was 1648 (57.10%) and 1238 (42.89%) out of 2886 students enrolled in FY 2062

Table 4.3
Faculty Wise and Sex-Wise Students Enrollment in Sample H.S.S.

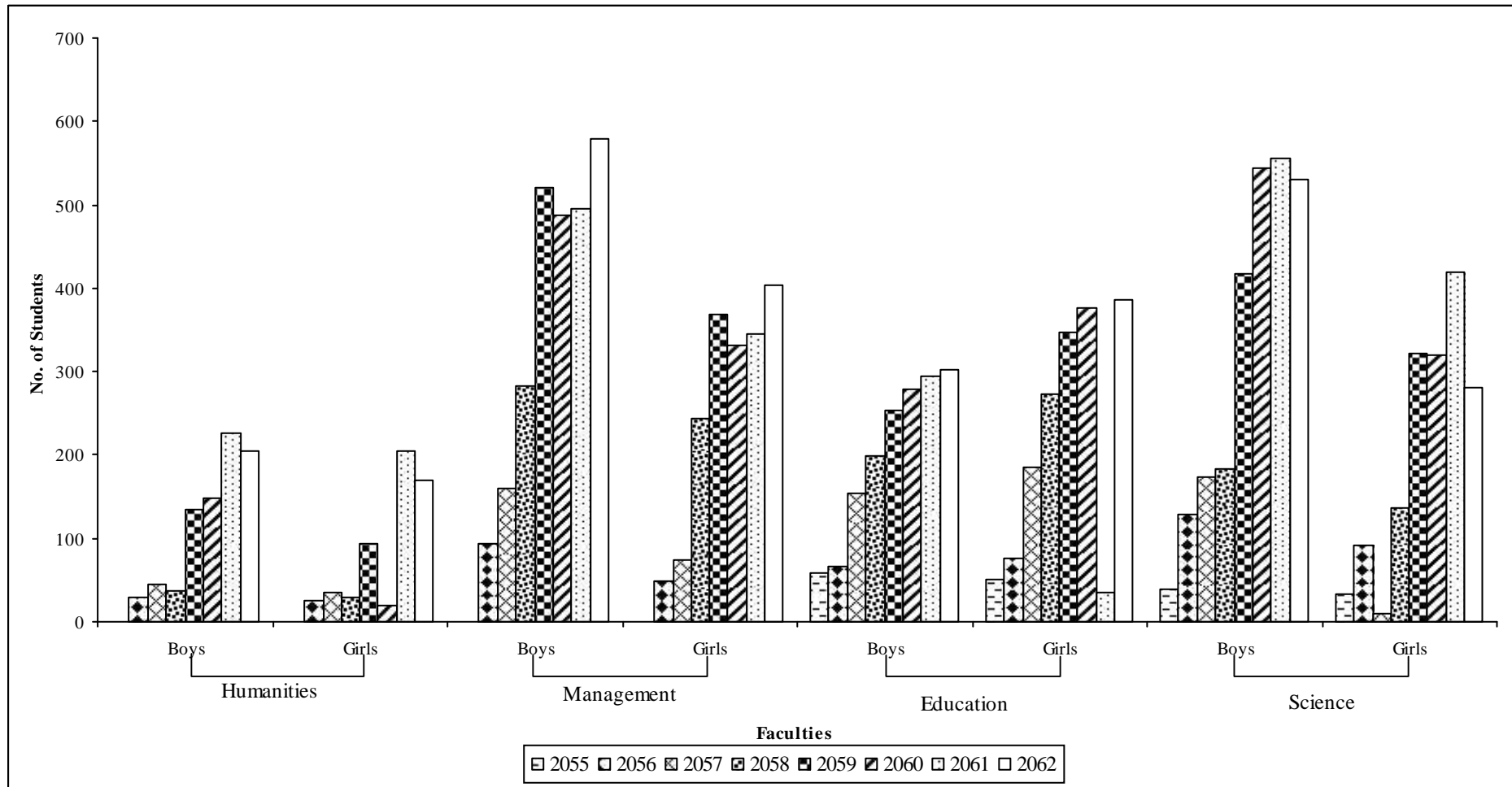
Faculty	Humanities			Management			Education			Science			Total		
Year	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2055	-	-	-	-	-	-	59	51	110	39	33	72	98 (53.84)	84 (46.15)	182
2056	29	25	54	93	48	141	66	77	143	128	91	219	316 (56.73)	41 (43.26)	57
2057	45	35	80	160	75	235	155	186	341	173	9	242	533 (59.35)	365 (40.64)	898
2058	38	29	67	283	244	27	199	273	472	183	136	319	703 (50.75)	682 (49.24)	1385
2059	135	94	229	520	368	88	254	348	602	418	322	740	1327 (53.96)	1132 (46.03)	2459
2060	149	19	268	487	331	818	278	377	655	544	320	864	1458 (55.96)	1147 (44.03)	2605
2061	226	205	431	495	345	840	294	35	649	555	420	975	1570 (54.23)	1325 (45.76)	2895
2062	205	169	374	580	403	983	302	386	688	531	280	841	1648 (57.10)	1238 (42.89)	2886

Source: Field Survey, 2006.

* Table in bracket indicate percentage

This table shows that, the number of women students is increasing but their percentage has remained same.

Figure 4.2
Faculty Wise and Sex-Wise Students Enrollment in Sample H.S.S.



4.3.2 Age Structure of Respondents in H.S.S.

All of the sampled women students in higher secondary schools are not married. They are single.

Table 4.4
Age Structure of Respondents

Age	Number (f)	C,f
15-17	20	20
17-19	12	32
19-21	7	39
21-23	1	40
Total	40	

Source: Field Survey, 2006.

$$\text{Median} = \frac{N}{2} = \frac{40}{2} = 20$$

Median lies in 17-19 interval.

$$\text{Median} = L + \frac{N/2 - c.f}{f} \times i$$

$$\frac{N}{2} = 20 \quad c.f = 20, \quad f=12 \quad i=2 \quad L=17$$

$$\text{Median} = 17 + \frac{20 - 20}{12} \times 2 = 17 + \frac{0}{12} \times 2$$

$$= 17 + 0$$

$$= 17$$

Median = 17

Average age for (+2) student is 17 years

4.3.3 Drop-Out Rates

Out of 13 sampled higher secondary schools, it is seen that students have dropped out from 10 HSS. There is no drop out in 3 HSS. So, most of the students drop in +2 education. The rate of drop out is high. The causes are as follows.

Causes of drop-out

- ❖ Early marriage
- ❖ Not access in employment and attraction for foreign employment.
- ❖ Leave for joining nursing.
- ❖ Alterness for better result/performance.
- ❖ Lack of financial source.
- ❖ Emphasis for studying technical education.

4.4 Cause for Selecting (+2)

- ❖ To provide good manpower for country.
 - ❖ To provide quality education in English medium.
 - ❖ To provide easy access to education.
 - ❖ To increase the number of educated women.
 - ❖ To fulfill the national objective of "education for all".
 - ❖ To provide quality education at low fee.
 - ❖ To encourage married women to learn higher education.
- In this perspective, aims of Girl campus are as follows.
- ❖ To provide quality higher education to girls in good, disciplined and secure environment.
 - ❖ To establish Hostel in campus for greater participation of students from different places and to provide quality education.
 - ❖ To make women independent.

4.4.1 Intention to Pursue +2 Education

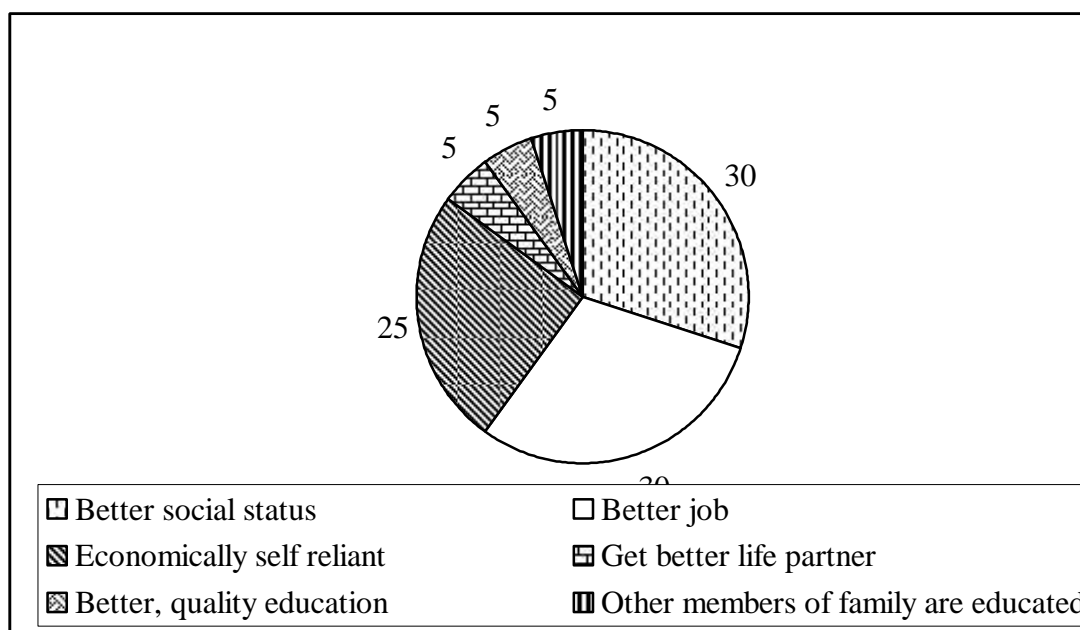
The number of students in +2 is increasing. In most of the places higher secondary school (+2) have been established in accessible places. So, the +2 schools have been the centers of attraction among students.

Table 4.5
Intention to Pursue +2 Education

Causes	Number	Percent
Better social status	12	30.00
Better job	12	30.00
Economically self reliant	10	25.00
Get better life partner	2	5.00
Better, quality education	2	5.00
Other members of family are educated	2	5.00
Total	40	100.00

Source: Field Survey, 2006.

Figure 4.3
Intention to Pursue +2 Education



Out of 40 sampled students, 12 (30%) students pursue (+2) education for better social status, 12 (30%) students argue for better job, 10 (25%) students pursue +2 education for being economically self reliant, 2 (5%) students pursue +2 education for getting better life partner, 2 (5%) students pursue +2 education for better quality education and 2 (5%) students pursue +2 education for other members of family are educated.

In this context number of under unemployment people is high. So, most of the student pursue +2 education for better job, and to be economically self reliant.

4.4.2 Selecting Particular Field of Study (Subject)

Everyone has aims and interest for choosing any field. Selected field gives effective result than pressurized one.

Table 4.6
Select Particular Field

Cause	Number	Percent
Better job opportunity	12	30.00
Social prestige	9	22.50
Personal interest	17	42.50
Some one's recommendation	2	5.00
Total	40	100.00

Source: Field Survey, 2006.

12 (30%) respondents select this field for better job opportunity, 9 (22.50%) respondents choose particular field of study for social prestige, 17 (42.50%) respondents choose particular field of study by personal interest, and 2 (5.00%) respondents choose this field for some one's recommendation.

This shows that, some select particular field by personal interest and some select this field for, better job opportunity.

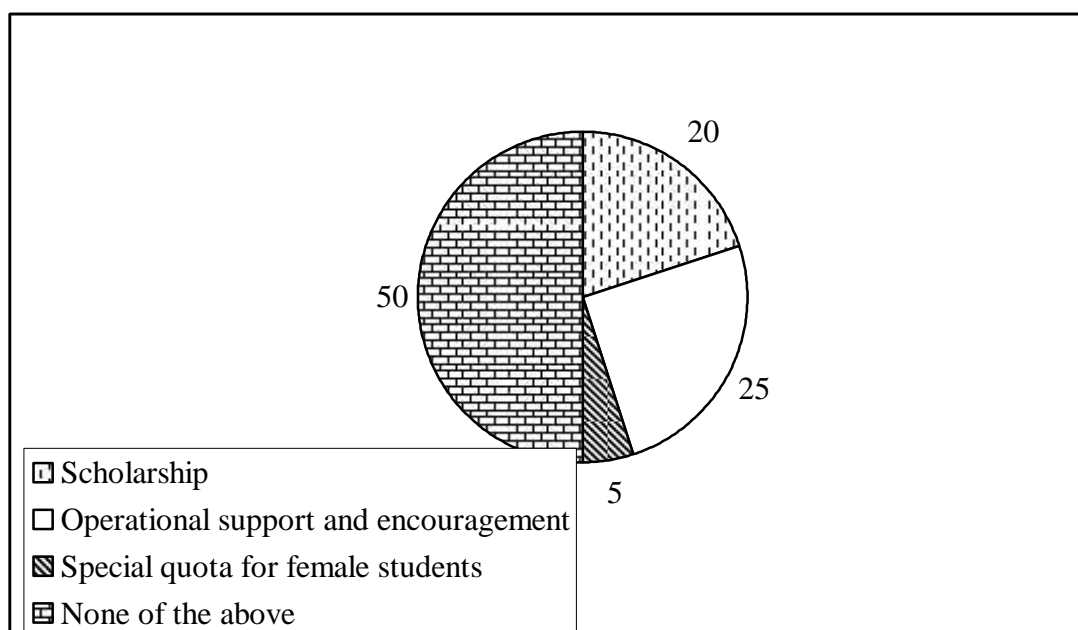
4.4.3 Facility Given from +2 Education

Table 4.7
Facility Given from +2

Facility	Number	Percent
Scholarship	8	20.00
Operational support and encouragement	10	25.00
Special quota for female students	2	5.00
None of the above	20	50.00
Total	40	100.00

Source: Field Survey, 2006.

Figure 4.4
Facility



(+2) schools give scholarship for 8 (20%) students operational support and encouragement is given for 10 (25%). Student +2 also provide special quota for 2 (5%) student and 20 (50%) students do not get any facility from (+2) schools.

To increase the number of women student special quota for female students should be increased and scholarship for vulnerable groups should also be provided. Thus (+2) schools should increase the ratio of scholarship.

4.4.4 Aim of Facility

Increasing participation creates facility. Facility is to encourage students for getting better. Participation is increasing then the facilities are also increasing. HSEB gives scholarship for 2 girl student in one school in a year.

Table 4.8
Aim of Facility

Facility	Number	Percent
Attraction	1	7.69
capacity building	8	61.53
Emphasis for further education	9	69.23
Total	13	100.00

Source: Field Survey, 2006.

Number and percentage exceed the sample size above 100 because of multiple responses.

The aim of 1 (7.69%) sampled school is attraction 8 (61.53%) sampled schools reply for capacity building. The aim of 9 (69.23) sampled school is emphasis for further education.

So, this data represents that mostly HSS has the aim of emphasizing for further education.

4.5 Challenges Faced by Women in (+2) Participation

4.5.1 Education status of respondents parents

Education is the key indicator of development. Literacy rate of under development country is low. Education aims to increase the life standard of

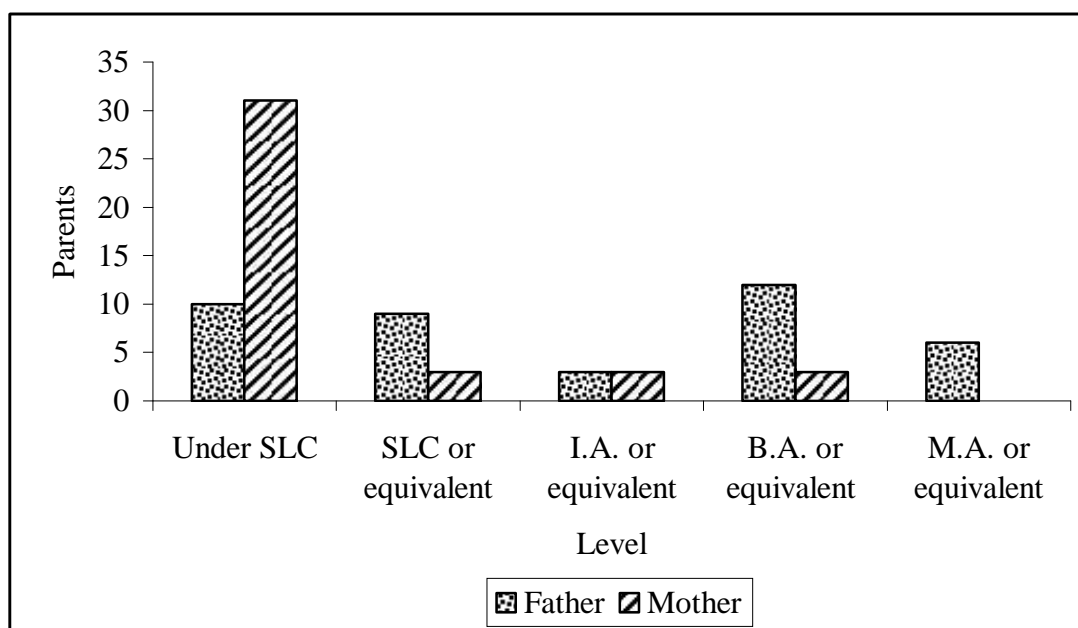
people. Even, in the 21st century people are uneducated in UDC's. If parents are educated then children will also be educated.

Table 4.9
Educational Status of Parents

Level	Father	Percent	Mother	Percent
Under SLC	10	25.00	31	77.50
SLC or equivalent	9	22.50	3	7.50
I.A. or equivalent	3	7.50	3	7.50
B.A. or equivalent	12	30.00	3	7.50
M.A. or equivalent	6	15.00		
Total	40	100.00	40	100.00

Source: Field Survey, 2006.

Figure 4.5
Educational Status of Parents



Out of 40 respondents

10 (25%) respondent's father's qualification is under S.L.C.

9 (22.50%) respondent's father's qualification is S.L.C. or equivalent.

3 (7.50%) respondent's father's qualification is I.A. or equivalent.

- 12 (30%) respondent's father's qualification is B.A. or equivalent.
- 6 (15. 0%) respondent's father's qualification is M.A. or equivalent.
- 31 (77.50%) respondent's mother's qualification is under S.L.C.
- 3 (7.50%) respondent's mother's qualification is S.L.C. or equivalent.
- 3 (7.50%) respondent's mother's qualification is I.A. or equivalent.
- 3 (7.50%) respondent's mother's qualification is B.A. or equivalent.

When mother is educated then family is educated. The children are more dependent to mother. Therefore, there should be emphasis for women education.

4.5.2 Occupation of the Respondent's Parents

Occupation is the focus point to spend life. The parents are involved in different occupation. The educational status of family is miserable. The occupation structure of parents is given below.

Table 4.10
Occupation of the Respondents Parents

Occupation	Annual in come (Rs.)	Number	percent
Service	less than 1,00,000	2	5.00
	1,00,000-1,50,000	9	22.50
	1,50,000 and above	2	5.00
Agriculture	less than 1,00,000	7	17.5
	1,00,000-1,50,000	6	15.00
	1,50,000 and above	2	5.00
Business	less than 1,00,000	3	7.50
	1,00,000-1,50,000	6	15.00
	1,50,000 and above	3	7.50
Total		40	100.00

Source: Field Survey, 2006.

Parents involved in Service are only 13. 2 (5%) people have annual income less than Rs.1,00,000, 2 (5%), people have annual income of Rs. 1,00,000-1,50,000. Similarly, 9 (22.50%) people have annual income of Rs.1,00,000 - 1,50,000 and above.

The main occupation of 15 people is agriculture. Of these 15 people 7 (17.50%) parents have annual income less than Rs.1,00,000, 6 (15.00%) parents have annual income of Rs.1,00,000-1,50,000, 2 (5.00%) people have annual income of Rs.1,50,000 and above. The main occupation of 12 parents is business. In the field of business, 3 (7.50%) parents have annual income less than of Rs.1,00,000 6 (15.00%) parents have annual income of Rs.1,00,000-1,50,000 and 3 (7.50%) parent have annual income of Rs.1,50,000 and above.

This table shows that the occupation of most parents is agriculture. The income from agriculture is not enough to maintain the standard of life. So, it is very hard to maintain life. They are not able to educate their children properly because the income from agriculture is not regular.

4.5.3 Monthly Fee Structure of Schools

Nepal is a least developed country and per-capita income of people is also low. Because of their poor economy, they can not afford high fee. Low income does not help to maintain high quality life of rural people.

Table 4.11
Fee Structure

Interval (Rs.)	Number	C.F
0-500	5	5
500-1000	4	9
100-1500	2	11
1500-2000	2	13
Total	13	

Source: Field Survey, 2006.

$$\text{Median} = \frac{N}{2} = \frac{13}{2} = 6.5$$

Median lies in 500-1000

$$\text{Median} = L + \frac{N/2 - C.F}{f} \times i$$

$$\frac{N}{2} = 6.5, i = 500, c.f = 5, f = 4, l = 500$$

$$\begin{aligned} \text{Median} &= 500 + \frac{6.5 - 5}{4} \times 500 = \frac{1.5}{4} \times 500 \\ &= 500 + 0.37 \times 500 \\ &= 500 + 187.5 = 687.5 \end{aligned}$$

The average fee structure is Rs.687.5 per month. This fee structure is expensive. Parents can not maintain the expenses of family.

4.5.4 Economic Source of Sampled HSS

The HSEB provides very less grant to HSS to fulfill their needs. The grant offered by the HSEB is only enough to pay the salary of two teachers in each school. This policy has been continued upto FY 2002/003 as well. If woman is principal of the school, then HSEB provides one years salary for one more teacher. This policy has been formulated from FY 2006. From this facility many HSS have been benefited.

Table 4.12
Economic Source of HSS

Type	No of HSS	Percent
Fee collection	13	1.00
own resource	1	7.69
Donation	1	7.69

Source: Field Survey, 2006.

Number and percentage exceed the sample size above 100 because of multiple response. Income source of almost all HSS is fee collection. 1 HSS has also income from fee collection and 1 HSS has also income from donation.

In this situation the main economic source of HSS is fee collection, economic problem is fulfilled by students' fee. So, the fee is expensive

4.5.5 Time taken to reach in HSS

Time is an important factor for increasing participation. If HSS is near then the pressure of student is high but the HSS is far then the pressure is low.

Table 4.13
Time taken to reach in HSS

Time (minute)	Number	C.F
0-15	8	8
15-30	11	19
30-45	18	37
45-60	3	40

Source: Field Survey, 2006.

$$\text{Median} = \frac{N}{2} = \frac{40}{2} = 20$$

Median lies in 30-45 interval

$$\text{Median} = L + \frac{N/2 - C.F}{f} \times i$$

$$\frac{N}{2} = 20, i = 5, c.f = 19, f = 18, l=30$$

$$\text{Median} = L + \frac{N/2 - C.F}{f} \times i$$

$$= \frac{20-19}{18} \times 5 = 30 + \frac{1}{18} \times 5$$

$$= 30 + 0.27 = 30.27$$

Average time allocated to reach H.S.S. is 30.27 minutes.

The time taken to reach H.S.S. is high. Students have to give more time to reach school.

4.5.6 After S.L.C. could not Attain College

In many cases, girls are married after S.L.C. They are deprived from getting higher education. They have to remain as care giving house wives engaged in non earning activities. Because of the lack of educational institution in their reach, women are not capable to get higher education.

Table 4.14
After S.L.C. could not Attain College

Type	Number	Percent
Yes	18	45.00
No	22	55.00
Total	40	100.00

Source: Field Survey, 2006..

After passing SLC 18 (45%) women students could not attain college. Only 22 (55%) girl student attain college.

The reason for this are as follows.

1. Financial crisis
2. Social taboos, discrimination
3. Traditional belief, cultural norms, values

4.5.7 Sort of discriminatory Practices

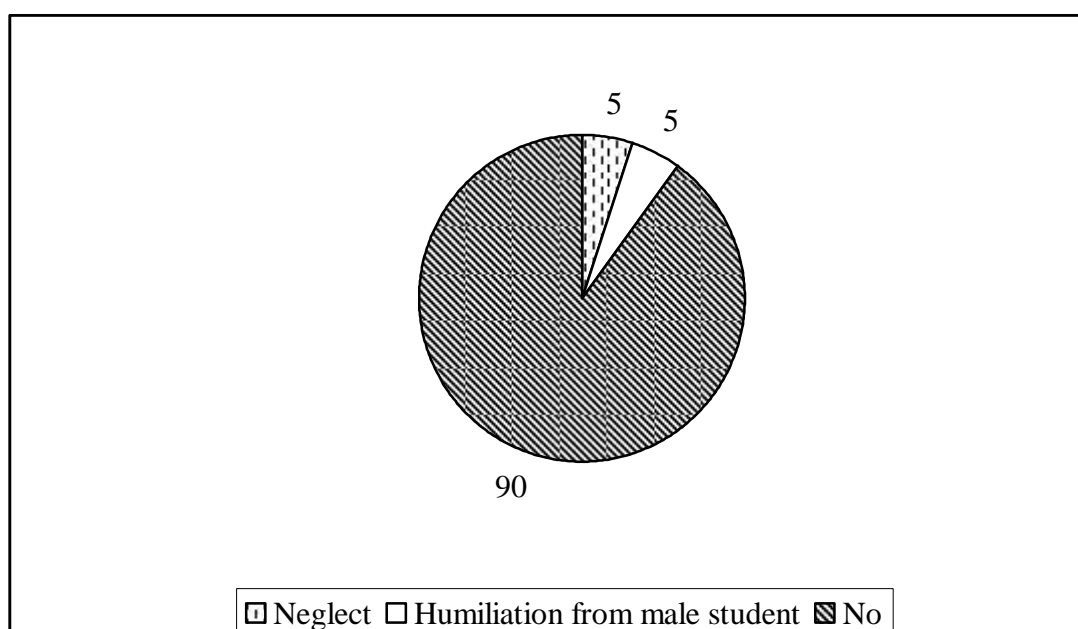
There is discrimination prevailed in practices. In our society female are considered as the 2nd class people. Until this discrimination is alleviated the participation will remained high. By created awareness, such discriminations can be removed.

Table 4.15
Discriminatory Practices

Practice	Number	Percent
Negligence	2	5.00
Humiliation from male student	2	5.00
No	36	90.00
Total	40	100.00

Source: Field Survey, 2006..

Figure 4.6
Discriminatory Practices



2 (5%) respondents reported that they are facing the problem of negligence. 2 (5%) respondents reported that they are facing the problem of Humiliation from male students. But 36 (90%) respondents answered that there is no problem related with discriminatory practices in +2. Still there is discrimination practice in our society. Low level of discrimination shows that the awareness level is high. 36 (90%) respondents reported that there is no problem of discrimination. From this result, it is found practices are reducing from male students and negligence is reducing. So, female are encouraged to participate in (+2) education.

4.5.8 Obstacles While Pursuing (+2) Education

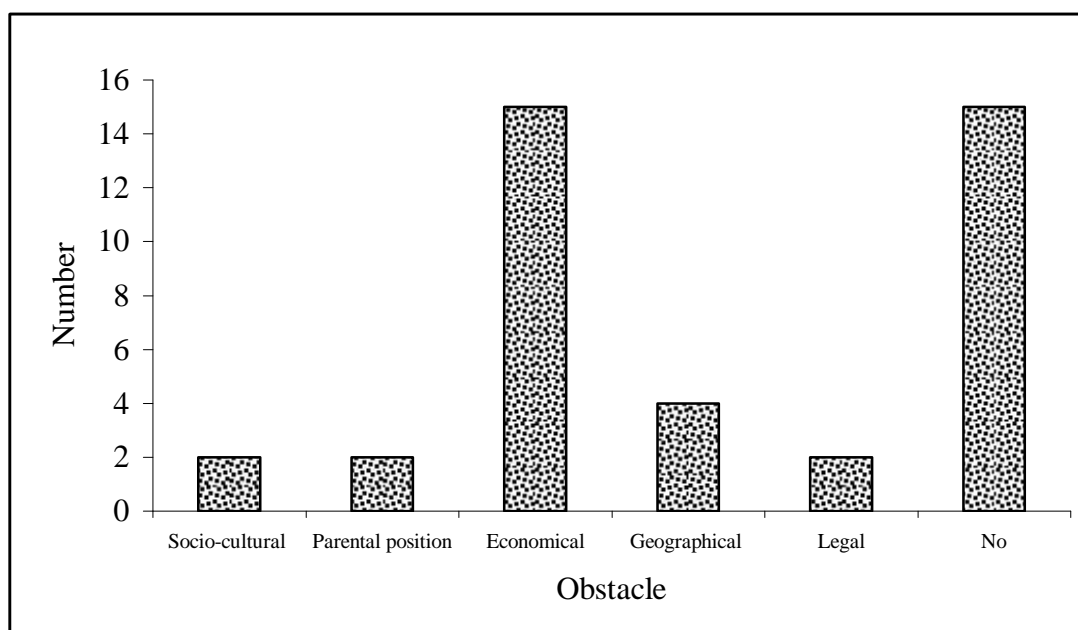
Female students are facing obstacles for participating in +2 education. The obstacles put women always backward position.

Table 4.16
Obstacles for Pursuing +2 Education

Obstacle	Number	Percent
Socio-cultural	2	5.00
Parental position	2	5.00
Economical	15	37.50
Geographical	4	10.00
Legal	2	5.00
No	15	37.50
Total	40	100.00

Source: Field Survey, 2006.

Figure 4.7
Obstacle for Pursuing +2 Education



Out of 40 respondents, 2 (5%) respondents reported that there is socio-cultural problem among female students. 2 (5%) respondents replied that, parental position is the obstacle for +2 education. Similarly, 15 (37.5%) respondents reported that the obstacle for pursuing +2 education is economical problem. 4 (10.00%) respondents reported that the geographical condition is obstacle for pursuing +2 education. Likewise, 2 (5.0%) respondents reported that legal factor is also an obstacle for pursuing +2 education 15 (37.50%) respondents answered that there is not any obstacle for pursue +2 education. Most of the students have obstacle but the main obstacle is economic problem.

4.6 Factors Responsible for Lower Participation of Women

1. Financial factor
2. Geographical condition
3. Female are dominated by male
4. Early marriage (due to low chance to read)
5. Social evils
6. Weaker mental and physical strength
7. Traditional concept cultural norms and values.
8. Women are considered as the production engine

4.7 Future Plan after Completing This Level

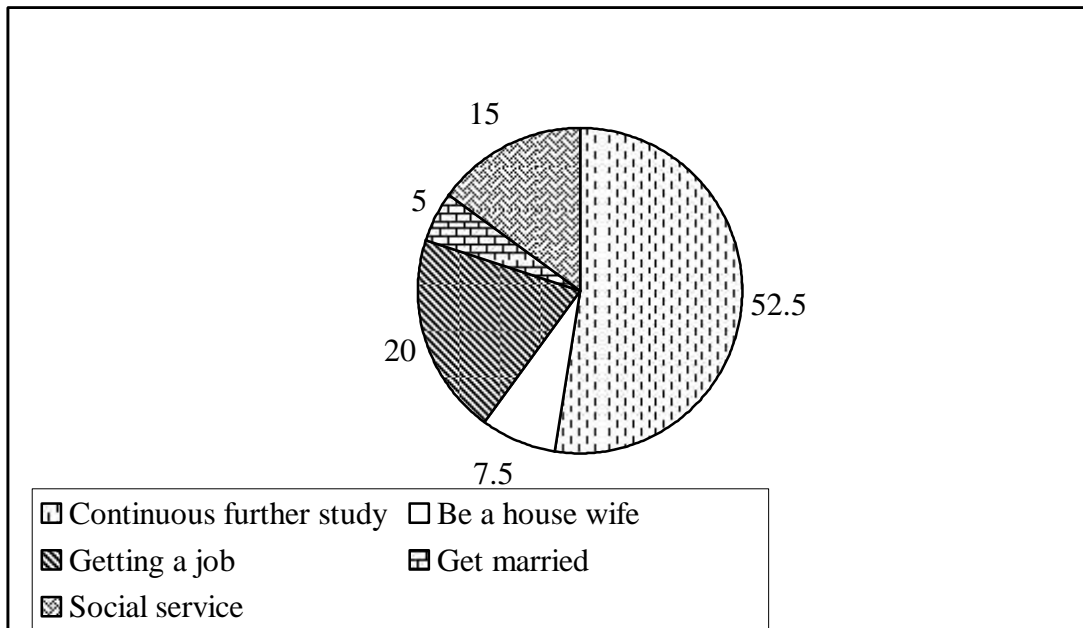
Almost all the people have aim for learning more. After learning, students are engaged in different fields. If they do not engage in any field they are unemployed. The problem of unemployment creates frustration.

Table 4.17
Career Plan After Complete This Study

Career plan	Number	Percent
Continuous further study	21	52.50
Be a house wife	3	7.50
Getting a job	8	20.00
Get married	2	5.00
Social service	6	15.00
Total	40	100.00

Source: Field Survey, 2006.

Figure 4.8
Career Plan After Complete This Study.



Out of 40 respondents, 21 (52.50%) respondents reported that career plan after completing this study is continuing further study. Similarly, 3 (7.50%) respondents replied that their career plan after completing this study is become a good house wife. 8 (20%) respondents argue that after completing this study they are getting job. Likewise, 6 (15.0%) respondents reported that, they will become social workers after completing this level of education.

More than 50% respondents reported that after completing (+2) they will continue further study. This shows that, the participation in higher education is increasing and women are encouraged for empowerment and participation.

CHAPTER - FIVE

SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of the study and at the end it presents some valuable suggestion and recommendations for policy improvement by Nepal Government regarding the woman sector in higher secondary school.

5.1 Summary

Education is one of the basic infrastructure of over all development of country. Nepalese people were deprived of higher education before the establishment of Tribhuvan University. To meet the growing need of higher education. Tribhuvan University was established in 1959 and higher secondary education board in 1989 to meet the growing demand of higher education in Nepal. Not only the number of campuses under different universities but also large number of higher secondary schools under HSEB has mounted up in both government and private sectors. In the context of the area of this study, the higher secondary education system was established from a decade before.

Women cover more than 50% of the world's population and yet they are oppressed group. Women have suffered form patriarchal social structure. Education helps women develop their capacity in decisive role in the socio-economic progress of the country. Educated manpower is a precious asset as well as development agent for all round development of country. Education helps to mobilize and empower people with the knowledge and skills to participate more actively in development activities. Only the 7th plan emphasized for women education. If women are educated whole country will be educated women are agent for development. After restoration of democracy in Nepal the importance of women education has been felt at the policy and decision making level.

Women participation in (+2) was chosen as a special topic to address in the problem of education in the study area. Increasing rate of (+2) in the study area shows that the women's participation is also increasing quantitatively as well as qualitatively.

Kaski district has been taken as the study area out of 38 H.S.S. i.e. 13 in one hand. In the other hand, 40 women students from sampled H.S.S. have been taken as the sample by using simple random sampling. For key informant interview taken as a purposively sampling.

Before selecting the topic a brief review of the literature related with women participation has been studied. Primary as well as secondary data have been used in this study.

The main objective of this study is to explore the participation of women in +2 education, causes of selecting +2 education and challenges faced by women in the process of educational participation.

K.I. interview, structured questionnaire school and students survey have been taken as the methods of data collection and collected data has been analyzed by using simple statistical tool.

This study focuses on the problem of educational participation and it is helpful for GOs, NGOs, and other related agencies.

5.2 Main Findings

After finishing the data analysis, the outcomes are include in findings, they are.

1. There are altogether 940 higher secondary school in Nepal. In Kaski district, 38 higher secondary schools are running at public and private sectors. In sampled H.S.S. 9 were public and 4 were private.

2. In the study area, there are 2886 students involving in sampled higher secondary schools. Out of them, 1648 (57.10%) boys and 1238 (42.89%) girls are studying in at the fiscal year 2005/006. In the average number of female student is increasing but percent has remained same.
3. In H.S.S. the age difference of student is not so great. The average age for (+2) student is 17 years.
4. Out of 13 sampled H.S.S., the student from 10 H.S.S. have dropped out but the students from 3 H.S.S. have not dropped out. This result shows that the drop out condition is more in (+2).
5. The number of students is increasing in (+2). They intend to pursue (+2) education for different purposes 12 (30.0%) respondent reply for better social status, 12 (30%) reply for better job, 10 (25%) reply for economically self-reliant 2(5%) reply for getting better life partner. Similarly, 2 (5%) reply for better quality education and 2 (5%) reply that others members of family are educated. Aim of almost all the students is having better social status and getting better job.
6. Out of 40 respondents, 12 (30%) select this field for better job opportunity, 9 (22.50%) select this field for social prestige. 17 (42.50%), select this field by personal interest, 2 (5.00%) select this field from some one's recommendation. This results that 17 (42.50%) choose this field by personal interest and 12 (30%) choose this field for better job opportunity.
7. One of the attraction point in (+2) is facility. Out of 40 respondents, (+2) give scholarship for 8 (20%) students. Similarly, (+2) give operational support and encouragement for 12 (25%) students, (+2) give special quota for 2 (5.0%) students, (+2) does not give any facility for 20(50%) students. The rate of facility should be increased for increasing the women students involvement.

8. (+2) give facility for student and aim of facility are different. The aim of facility in 1 (7.69%) sampled H.S.S. is to attract students. The aim of facility in 8 (61.53%) sampled H.S.S. is capacity building. The aim of facility in 9 (69.23%) sampled H.S.S. is emphasis for further education.
9. Out of 40 respondents
 - 10 (25%) respondent's father's qualification is under S.L.C.
 - 9 (22.50%) respondent's father's qualification is S.L.C. or equivalent.
 - 3 (7.50%) respondent's father's qualification is I.A. or equivalent.
 - 12 (30%) respondent's father's qualification is B.A. or equivalent.
 - 6 (15.0%) respondent's father's qualification is M.A. or equivalent.
 - 31 (77.50%) respondent's mother's qualification is under S.L.C.
 - 3 (7.50%) respondent's mother's qualification is S.L.C. or equivalent.
 - 3 (7.50%) respondent's mother's qualification is I.A. or equivalent.
 - 3 (7.50%) respondent's mother's qualification is B.A. or equivalent.
10. Occupation of the respondents parents, agriculture oriented are 15 (37.5%). Service oriented parents are 13 (32.5%) and business oriented parents are 12 (30%). The occupation of most of the parents is agriculture. Income from agriculture is low and is not enough to maintain better standard of life.
11. The average fee structure per months is Rs.687.5/-.
12. The main economic source of 13 (100%) sampled H.S.S. is fee collection. 1 (7.69%) HSS has also income from own resources, and 1 (7.69%) HHS has also income from donation. Income source of most of the schools is fee collection. It hampers the desire of student.
13. The average time taken to reach H.S.S is 30.27 minute from home and vice versa. So, it takes total 1 hour 54 seconds of students' time on the way.

14. Out of 40 respondents, 18 (45.00%) student can not attend college after SLC. Only 22 (55%) student attain college after S.L.C. The percentage of students not attending college is high. The HS schools can play a vital role in producing skilled manpower needed for country's development.
15. Out of 40 respondents, 2 (5.00%) respondent reported that, they are facing the problem of Negligence. 2 (5%) are facing the problem of humiliation from male student and 36 (90%) are not facing any problem in attain higher education.
16. Out of 40 respondents, 2 (5%) are facing the socio-cultural obstacle, 2 (5%) are facing the obstacle from parental position, 15 (37.50%) are facing the economical problem, 4 (10%) are facing the geographical obstacle, 2 (5%) facing the legal obstacle and 15 (37.50%) do not face any problem while pursuing (+2) education.
17. Out of 40 respondents, 21 (52.50%) reply that career plan after completing this study is continuing further study. 3 (7.50%) reply that their plan after completing this study is becoming house wife similarly, 8 (20%) have their career plan of getting a job after completing this level. 2 (5%) intend to get married and 6 (15%) reported that their plan is to be social worker after completing this level.

5.3 Conclusion

There are altogether 940 higher secondary schools in Nepal. Of them 38 H.S.S. are in Kaski district. Sample has been taken from 13 H.S.S. and 40 female student from sampled H.S.S. Education is the fundamental right of human beings. "If you educate a man you educate a person, If you educate a woman you educate the entire family". The conclusion of this study is as follows.

In Kaski district the number of Higher Secondary Schools is increasing per year. The number of female students is lower in comparison to male students. In the average, number of female students is increasing but the percent has remained same. Majority of students drop-out and minority of students do not. Most of the respondents (55%) attend college after S.L.C. and few respondents (45%) can not attend college after S.L.C.

The significant number of female students intend to pursuing (+2) education for better social status but least number of female students intend to pursuing (+2) education for better life partners, better quality education and other members of family are educated. The greater number of the students select this field for better job opportunity and social prestige but lower number of students select this as per some one's recommendation. The number of women students seems increasing because some of the student have got scholarship, some have got operational support and encouragement and only 5 percent have got special quota for female student. 50% student do not get any facility. Most of the respondents parents' main occupation is agriculture low percentage of parents are involved in business and some of are involved in service.

The qualification of most of the respondents mother is under S.L.C. less percent of fathers has the qualification of I.A. or equivalent least percent mother are also S.L.C. or equivalent, I.A. or equivalent and B.A. or equivalent. The qualification of most of the respondents fathers is B.A. or equivalent and least percent of fathers have the qualification of M.A or equivalent. This proves that "If you educate a man you educate a person, If you educate a woman you educate the entire family."

In majority of sampled H.S.S. main economic source is fee collection. Among them some H.S.S. fulfill their few needs by own resources and donation as well. Majority of the respondents are not facing problems of discrimination but few respondents are facing the problem of Negligence and

humiliation from male students. Majority of the respondents are facing economic obstacle and few are facing geographical and socio-culture problems.

5.4 Recommendation

To motivate the women to go for education for the right purposes, the GOs, NGOs and related agencies can take some of the following steps.

1. Special policy, programmes and strategies aimed at promoting female education in the all regions should be adopted in general and higher education in particular.
2. The government must make efforts to create awareness regarding importance of higher education not only as a security from, future, uncertainties but also for the person's own development of self and career.
3. A separate women division in the HSEB should be opened to encourage female scholars to engage themselves in research as well as academic sectors.
4. Education is specially for female should be made free and compulsory. Educational institutes which enroll more female students and make them continue their studies should be awarded handsomely.
5. Incentives like scholarship and others should be provided to enable girls from rural areas to pursue +2 education. Girls belonging to weaker sections should be provided with full scholarship. In addition to scholarship bursaries should also be provided to meet their requirements for food and lodging. This was a problem that was vividly faced by most of the girls.
6. Facilities for part time self-study and correspondence courses should be provided in a large scale to enable who are not in the position to join +2 educational institutions in a regular basis to continue their studies.

7. Media should be used profusely to install among the masses the message that "If you educate a man you educate a person, if you educate a women you educate the entire family. The marriage age of girl should be increased from 16 to 18 years for girls and 18 to 21 years for boys.
8. In order to change the attitudes towards women and girls and raise the social consciousness in the country, a conscious strategic change is required in national media and communication efforts.
9. HSEB will be monitoring in the HSS and give extra opportunity for those schools which have more female students.
10. In all H.S.S. It is most essential to select women in the post of teacher.
11. +2 Should be established to promote women participation just not only on the bases of demand but also on the bases of distance.

Suggestions given by respondents and key informants to increase participation of women in +2 education.

- ❖ Increasing social awareness among parents and in the society.
- ❖ Initiate policy by government to increase participation of women.
- ❖ Equal emphasis for boys and girls.
- ❖ Marriage to be held after 20 years of age.
- ❖ Care and guidance from administration and teachers.
- ❖ Needs to provide scholarship for girls from MOE (Ministry of Education) for +2course.
- ❖ Increasing the lady teachers can improve the number of girls in the school.
- ❖ Needs to give priority to girls for the admission.
- ❖ Eliminate the traditional norms, values and taboos.

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ANNEX-1

QUESTIONNAIRE FOR HSS

This questionnaire has been prepared as a part of thesis work in Masters level in Humanities & Social Science, focusing on the enrollment of girls students in the Higher Secondary Education.

Your kind co-operation to provide information for this questionnaire will be appreciated.

1. Name of Higher Secondary School.

2. Establish date and address in detail.

3. Name of the faculties.

a. Humanities [] b. Education []

c. Management [] d. Science []

e. Other (Please specify) _____

4. Nature of School

a. Public [] b. Private []

5. Total number of students in early years ?

a. Faculty of Management

Years	Class 11			Class 12		
	Total	M	F	M	F	Total
2055						
2056						
2057						
2058						
2059						
2060						
2061						
2062						

b. Faculty of Humanities

Years	Class 11			Class 12		
	Total	M	F	M	F	Total
2055						
2056						
2057						
2058						
2059						
2060						
2061						
2062						

c. Faculty of Education

Years	Class 11			Class 12		
	Total	M	F	M	F	Total
2055						
2056						
2057						
2058						
2059						
2060						
2061						
2062						

d. Faculty of Science

Years	Class 11			Class 12		
	Total	M	F	M	F	Total
2055						
2056						
2057						
2058						
2059						
2060						
2061						
2062						

7. How much fee do you charge?
 Class 11 Rs _____(Monthly)
 Class 12 Rs _____(Monthly)
8. Economic source of your HSS.
 a. Fee collection b. Own Resources
 c. Donation d. Other (please specify)_____
9. What type of facility are being given to female students? (Please Specify)_____
10. Aim of facility are:
 a. Attraction [] b. Capacity building []
 c. Emphasis for further education []
 d. Any other (please specify) _____
11. Do you provide scholarship? Y/N?
12. How do you collect fee?
 a. Monthly [] b. Terminal []
 c. Biannual [] d. Yearly []
13. What is the S.L.C background of students doing HSS level?
 a. Public School [] b. Private School []
14. What is the number of teachers in the school?
 a. Total [] b. Male [] c. Female []
15. How is the attendance of student?
 a. Regular [] b. Partial []
16. Have there been any gender discriminatory practice in 10+2 ?
 a. Yes [] b. No []
17. What short of gender discriminatory practice is common?
 a. Partiality [] b. Humiliation from male students []
 c. Neglect [] d. Humiliation from teacher []
18. What is the situation in the school so far ?

19. If yes, what may be the cause of drop -out ?

20. Which caste has most participation in 10+2 education?
 a. Hindu [] b. Buddhist []
 c. Muslim [] d. Christian []
 e. Other (Please specify)
21. From what distance do the students come?
 a. 1km [] b. 2 km []
 c. 3 km [] c. 4 km []
22. Academic performance of the school
 a. Positive [] b. Negative []
23. If cultural factors are responsible for the poor enrolment of girls students
 (Please specify)
 a. _____
 b. _____
 c. _____
24. Which aim you have to take after establish the Higher Secondary School?
 a. _____
 b. _____
 c. _____
25. What factor are responsible for lower participation of women in higher
 education, give your opinion.

26. Do you have any suggestion to increase participation of women in 10+2
 education? Give your opinion.

ANNEX II

QUESTIONNAIRE FOR 10 + 2 STUDENTS

For Women Students

This questionnaire has been prepared as a part of thesis work in Masters Level in Humanities and Social Science, focusing in the enrollment of girls students in the Higher Secondary Education.

Your kind cooperation to provide information for this questionnaire will be appreciated.

1. Name: _____
2. Address in detail:
Temporary _____
Permanent _____
3. Religion
(a) Hindu [] (b) Christian [] (c) Buddhist []
(d) Muslim [] (e) Other (Please specify) _____
4. Nationality: _____
5. Marital Status:
(a) Single [] (b) Married [] (c) Widow [] (d) Divorced []
6. Age: _____ years
7. Name of the HSS _____
Faculty _____
8. Ownership of HSS
(a) Public [] (b) Private []
9. (i) How many time to reach in HSS ?
_____ Hrs.
(ii) How many time do you spend
Household _____ Hrs. Reading _____ Hrs.
10. Are you parents educated
(a) Father : Yes [] No []
(b) Mother: Yes [] No []

11. If yes, what are their qualification ?

Level	Father	Mother
a) Under SLC		
b) SLC or equivalent		
c) + 2 or equivalent		
d) B.A. or equivalent		
e) M.A. or equivalent		
f) Above MA		

12. How many children do your parents have /

Number of children _____

13. What are their qualification ?

Level	Male				Female			
	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th
a) Under SLC								
b) SLC or equivalent								
c) + 2 or equivalent								
d) B.A. or equivalent								
e) M.A. or equivalent								
f) Above MA								

14. (i) If married, what is your husband's post and occupation ?

(ii) If unmarried, what is the occupation of your father/mother ?

(a) Service [] (b) Agriculture [] (c) Industry []

(d) Business [] (e) Other (Please specify): _____

15. (i) What is the annual income of your husband/parent ?

(ii) If you join in the job. Y/N

(iii) If join, how much your annual income ?

Rs. _____

16. Do you have any friend with whom you have studied up to high school level and could not attain college ?

(a) Yes []

(b) No []

17. If yes, give the possible reasons:
- (a) _____ (b)
- _____ (c)
- _____
18. Why do you intended to pursue 10+2 education
- (a) Better social status []
- (b) Others numbers of the family are educated []
- (c) Better job []
- (d) Economically self reliance []
- (e) Get better life partner []
- (f) Any other (Please specify) _____
19. What facility do you get into 10+2 education /
- (a) Scholarship []
- (b) Operational support & encouragement []
- (c) Outstanding performance []
- (d) Special quota for female students []
- (e) Grants from organizations []
- (f) None of the above []
- (g) Any other (please specify) _____
20. What are the reasons for selecting your particular field of study (subject)
- (a) Better job opportunity []
- (b) Others members of the family have selected the same subject []
- (c) Social prestige []
- (d) Personal Interest []
- (e) Some one's recommendation
21. Have you ever felt any discriminatory practices in the HSS ?
- (a) Yes [] (b) No []
22. If yes, what sort of discriminatory practices ?
- (a) Partiality [] (b) Humiliation from male students []
- (c) Neglect [] (d) Humiliation from teacher []
- (e) Any others (Please specify) _____-

23. What is your career plan after completing the present level of study ?
- (a) Continue further study [] (b) Be a house-wife []
(c) Discontinue [] (d) Have not thought yet []
(e) Getting a job [] (f) Don't know []
(g) Get married [] (h) Any others (Please specify) _____
24. Did you ever encounter any obstacle while pursuing 10+2 education ?
- (a) Yes [] (b) No []
25. If yes, what kind of obstacles, did you counter ?
- (a) Socio-cultural [] (b) Parental position []
(c) Economical [] (d) Geographical []
(e) Financial [] (f) Any other (Please specify) _____
26. If cultural factor are responsible, please specify.
- _____
27. What factors are responsible for lower participation of women in higher education, give your opinion.
- (a) _____
(b) _____
(c) _____
28. Do you have any suggestion to increase the people participation of women in 10+2 education /
- (a) _____
(b) _____
(c) _____
29. If you want to add anything, please feel free to do so.
- (a) _____
(b) _____
(c) _____

ANNEX-III

Key Informant Interview Schedule

1. What types of facilities given to women student are suitable for point of attraction.
2. Does any discriminatory practice still exist in our society ?
3. What factors are responsible for lower participation of women student in +2 education?
4. What are the causes for drop-out?
5. Are there any obstacles to pursue +2 education for women student.
6. What are the causes for selecting +2 education?
7. Do you have any suggestions to increase women student participation in +2 education?

ANNEX-IV

List of sampled Higher Secondary schools

S.No.	Schools Name	Location	Sectors	Establish year
1	Machhapuchhre Higher Secondary school	Dhikurpokhari, Nagdanda	Public	2049
2	Gandaki Higher Secondary school	Lamachour	Private	2050
3	Shree Brahamarupa Higher Secondary school	Rajadochautra	Public	2050
4	Shree JanaprakshHigher Secondary school	Bhandaradhik	Public	2051
5	Shree Rastriya Higher Secondary school	Tundikhel, Bagar	Public	2054
6	Kanya campus	Nadipur	Public	2055
7	Shree Chhorepatan Higher Secondary school	Chhorepatan	Public	2055
8	Pokhara Multiple Model Higher secondary school	Simalhour	Private	2056
9	Pokhara Higher Secondary school	Bagar	Public	2056
10	Janapriya Multiple Campus	Simalchour	Public	2056
11	Shree Vindabasini Higher Secondary school	Batulechour	Public	2057
12	Sagarmatha Higher Secondary school	Nayabazar	Private	2057
13	Amarsingh Higher Secondary school	Ramghat	Public	2057

ANNEX-V**List of Total Number of Higher Secondary Schools in Kaski District**

S.N.	Schools Name	Location	Sectors	Establish year
1	Machhapurchhre Higher Secondary School	Dhikurpokhari, Nagdanda	Public	2049
2	Gandaki Higher Secondary School	Lamachour	Private	2050
3	Shree Brahamarupa Higher Secondary School	Rajakochautara	Public	2050
4	Shree Janaprakash Higher Secondary School	Bhandardhik	Public	2051
5	S.O.S. Herman Miner Higher Secondary School	Rambazar	Private	2052
6	Shree Barahi Higher Secondary School	Malepatan	Public	2054
7	Shree Bishowshanti Higher Secondary School	Deurali	Public	2054
8	Shree Rastriya Higher Secondary School	Tundikhel, Bagar	Public	2054
9	Kanya Campus	Nadipur	Public	2055
10	Shree Chhorepatan Higher Secondary School	Chhorepatan	Public	2055
11	Pokhara Multimodel Higher Secondary School	Simalchour	Private	2056
12	Little Step Higher Secondary School	Simalchour	Private	2056
13	Sichha Mahavidhyalaya	Phulbari	Public	2056
14	Pokhara Higher Secondary School	Bagar	Private	2056
15	Janapriya Multiple Campus	Simalchour	Public	2056
16	Mount Annapurna Campus	Phulbari	Private	2056
17	Kalika Multiple Campus	Kajipokhari	Private	2057
18	Shree Vindabasini Higher Secondary School	Batulechour	Public	2057

19	Shree Kalika Higher Secondary School	Rambazar	Public	2057
20	Shre Bhawani Kalika Higher Secondary School	Gahripatan	Public	2057
21	Sagarmatha Higher Secondary School	Nayabazar	Private	2057
22	Amarsingh Higher Secondary School	Ramghatt	Public	2057
23	Nepal Tourism and Hotel Management College	Chhinnedanda	Private	2058
24	Ramkota Higher Secondary School	Ramkot	Private	2058
25	Shree Gauri Shankar Higher Secondary School	Hemja	Private	2059
26	Pashimanchal Higher Secondary School	Pokhara	Private	2060
27	Tribeni Public Higher Secondary School	Pokhara	Public	2060
28	New Galaxy Higher Secondary School	Pokhara	Private	2060
29	Pratibha Higher Secondary School	Pokhara	Private	2060
30	Mahendra Higher Secondary School	Pokhara	Public	2060
31	Laxmi Adarsha Higher Secondary School	Pokhara	Private	2060
32	Shirjana Barding Higher Secondary School	Pokhara	Private	2062
33	Step by Step Higher Secondary School	Pokhara	Private	2062
34	Herman Minor Higher Secondary School	Pokhara	Private	2062
35	Karunanidhi Education Foundation Higher Secondary School	Pokhara	Private	2062
36	Kumudini Homes Higher Secondary School	Pokhara	Private	2062
37	Ganubaba Awasiya Higher Secondary School	Pokhara	Private	2062
38	Janajagriti Higher Secondary School	Sarangkot	Public	2062