

REVIEW OF THE RELATED LITERATURE

Any work done properly requires a direction without which it is likely walking in dark only to collide with some obstacles. It is true for research work also. Any research work cannot be carried without proper understanding of the subject of one's study. Thus, a review of research work is prima-facie important in any research because such a review is likely to enable the researcher to view the study in hand against the backdrop of prior researches. The knowledge gained from earlier researches help in locating sources, selecting procedures and methods, delineation of the problem, interpretation of data and selecting the relevant literature.

The meaning of the review of related literature is collection and organization of previous researches related to the research problem in scientific manner. It is a process of accumulation of previous researches on a specific field of research. On the basis of this review of related literature new knowledge is to be created. It provides direction and vision to the research work at each stage of solving problem. It helps researcher in selection of sample and sampling technique, tools, collection of data, scoring and analysis. It supports the results and its discussion and prediction. "The literature in any field forms the foundation upon which all future will be built. If we fail to build the foundation of knowledge provided by the review of literature our work is likely to be shallow and naive and will often duplicate work that has already be done by someone else." (*Good, 1998*)

Review of literature is the summary of the writings of recognized authors and of previous researches on topic related to the research under the question. It provides evidence that the researcher is familiar with what is already known and what is unknown and to be tested. Since effective research is based on past knowledge, this steps help to eliminate the duplication of what has been done and provides useful hypothesis and helpful suggestions for significant investigations, citing studies that show substantial agreement and those that are seem to present conflicting conclusions helps to sharpen and define understanding of knowledge in a problem area, providing a background for the research project and makes the reader aware of the status of the issue. However, only those studies that are relevant, completely executed and clearly reported should be included.

In any research, the review of the literature serves a background function i.e., reparatory to the actual collection of data. In these approaches, the literature is reviewed to create the context from the past for the new study to be conducted with new subjects and newly gathered data. The review of literature has two phases (i) Identification and reading (ii) Writing. This chapter reviews the related literature in a chronological order and concludes the findings at the end. The studies which are directly or indirectly related with the areas mentioned above are grouped into four variables dimensions as depicted in Fig 2.1.

Fig 2.1: Review of Research Dimension Wise

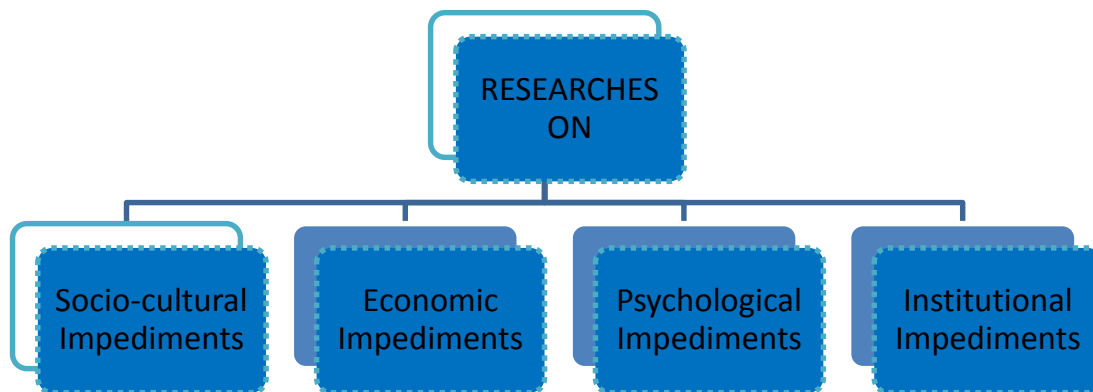


Fig 2.1: The Researches on Existing Variables in the Study

2.1 Review of Researches in the Area of Socio-cultural Impediments

Social and cultural beliefs, practices and attitudes often do not favour girls in their pursuit of education to the same extent as boys. Discriminatory values and norms against girls and women are deeply rooted in Nepali culture and society. A tradition of early marriage, social norms and values that undermine the importance of educating girls on an equal footing with boys, preferential treatment of the male child, perceived dubious benefits of educating girls, the traditional view of girls as someone else's property -- all conspire to limit girls' enrolment and school attendance. 'Why invest in a resource that will soon be someone else's?' is the common attitude to be found in most communities. Untouchability is also identified as a factor influencing non-enrolment or withdrawal of 'untouchable' girls from school. Untouchability is still rampant in some parts of the country. Parents are largely unaware of the benefits of girls' education. It is often difficult for people to see a connection between women's education and economic development, better health, child development, family welfare and overall social progress. Many research, studies, articles, reports etc. were published related with all these above mentioned issues, which short description is mentioned below.

Naik (1969) dealt with the problems of education of scheduled castes and tribes. He examined some problems of education of scheduled tribes with particular reference to the extent of wastage and the extent to which they show their difference to different types of education and the probable reasons why it is not possible to get suitable persons from their communities as teachers. The problems of enrolment of scheduled tribe children at different educational level have been discussed and a few recommendations have also been made.

Jonsson (1987) in his paper examined changes in how social background affects educational attainment in Sweden. The analyses, using log-linear models, cover a long period of time. A broad perspective on educational attainment is applied, with the emphasis being placed not only on higher levels of education, but also on the overall allocation of education and on the social selection of people with no education beyond compulsory school. It is shown that during this century, education is allocated according to social origin to a decreasing extent.

By assuming that the higher of the parents' educational levels reflects cultural resources in the childhood family, an attempt is made to estimate the relative effect of class and 'cultural' origin on children's formal schooling. Contrary to common assumptions, the relative importance of the latter is not growing. 'Cultural capital', as measured here, appears to become decreasingly transferable between generations, which, it is suggested, has implications for theories of social reproduction.

King and Bellew (1989) determined that the schooling levels of both parents had a positive and statistically significant effect on the educational attainment of Peruvian children, both boys and girls. The father's education had twice as large an impact on a son's schooling as did the mother's education, but both parents' education had the same impact (strong and positive) on a daughter's schooling. The authors calculated that the elasticity of a son's schooling with respect to the father's education, evaluated at the mean level of fathers' education in the sample, is more than twice the elasticity with respect to the mother's education (0.19 and 0.09, respectively). For a daughter's schooling, these two elasticity measures are about equal (0.19 and 0.21, respectively). The explanation offered for these results is that an educated mother partly counterbalanced the father's preference for sending sons rather than daughters to school.

Oakes (1990) revealed that Women and non-Asian minorities are under- represented in the science, mathematics, and technology work force. Although women's share of the professional work force had risen to 49%, in 1986 they still constituted only 15% of the employed scientists, mathematicians, and engineers. In the same year, blacks (who constitute 10% of all employed workers and 7% of professional workers) and Hispanics (5% of all employed workers and 3% of professionals) each represented about 2% of the scientific work force. The physically disabled represented approximately 2% of scientists and engineers (National Science Foundation [NSF], 1988). Despite these gains, women and minority scientists are more often underutilized in the work force than are their white, male counterparts. Among scientifically trained women and minorities in 1986, 25% of the women, compared with 14% of the men, were employed in work unrelated to science (NSF, 1988). Although some gender disparities result from many women's late entry into the work force, gender disparities in employment are found even among recent science graduates (NSF, 1988).

Hill & King (1995) in their article published in 'Feminist Economy' stated that evidence across regions in the world reveals patterns in school enrolment ratios and literacy that are divided along gender lines. In the developing world, apart from most countries in Latin America and the Caribbean, enrolment ratios of girls lag behind those for boys at all levels of education. Worldwide literacy rates for adult men far exceed those for women. While educational progress has been enjoyed by both sexes, these advances have failed to eradicate the gender gap. Education enhances labor market productivity and income growth for all, yet educating women has beneficial effects on social well-being not always measured by the market. Rising levels of education improve women's productivity in the home which in turn can increase family health, child survival, and the investment in children's human capital. The social benefits from women's education range from fostering economic growth to extending the average life expectancy in the population, to improving the functioning of political processes. Their paper reviewed recent empirical research that analyzes the benefits of women's education, describes the importance of women's education for country-level

measures of economic development, and examines the implications of a gender gap in education for aggregate social well-being.

Hatcher (1998) examined the explanation of class differences in choices at transition or branching points in the system which is offered by Rational Action Theory in the light of evidence from qualitative studies of educational transitions. It also explored the relationship of 'rational action' to Bourdieu's theory of cultural reproduction, with reference to some recent research into parental choice of school. It concludes with a discussion of a reconceptualised notion of 'rational action'.

Leach (1998) in her article explained that Women's participation in formal education continues to be lower than that of men. Her article examined a range of reasons for the persistence of this gender gap, and also why the education provided in schools has generally had little impact on women's status in society.

Lynch & O'riordan (1998) conducted a study among four groups of people who have direct experience of how social-class position affects students' access to, and participation in, higher education. Intensive interviews were undertaken with 122 people deliberately chosen from a range of counties, schools and higher educational institutions in Ireland. Interviews were undertaken with 40 low-income working-class second-level students, 40 others at third level, 10 community workers who were both activists and parents in working-class communities, 16 teachers and school principals including four from fee-paying schools, and 16 second-level students from fee-paying secondary schools. The aim of their study was to examine the barriers experienced by low-income working-class students in accessing and succeeding in higher education. The study also set out to identify strategies for change as seen from the perspectives of the different groups, and to examine the ways in which more privileged students were able to maintain their educational advantage. Working within a broadly structuralist framework, the study identified three principal barriers facing working-class students: economic, social and cultural, and educational. Our findings are in general concurrence, therefore, with those of Gambetta. However, our research suggests that while economic barriers are of prime importance, cultural and educational barriers are also of great significance. The three sets of barriers were also found to be highly interactive. Their research challenges the view of both resistance and rational action theorists as to the value of structuralist analysis. It argues for a dynamic view of structures as sets of institutions and social relations which are visible, accountable and open to transformation. It is suggested that the dynamic role of the state, and its collective and individual actors, in creating and maintaining inequality, needs to be more systematically addressed, especially in strongly (Stale) centralised education systems. Through the clarification of how the Stale and other education mediators create inequalities, it is possible to identify both the actors and the contexts where resistance is possible.

Volet & Ang (1998) in their paper discussed that one of the major educational goals of the internationalisation of higher education is to prepare students to function in an international and inter-cultural context. Cultural diversity on university campuses creates ideal social forums for inter-cultural learning, yet, one of the most disturbing aspects of the internationalisation of higher education in Australia is the lack of interactions between local and international students from Asian backgrounds. Their article examined the factors which

students believe are affecting the formation of mixed groups for the completion of academic tasks. It also explored the nature of change in students' perceptions after a successful experience of mixed group work. They focused on both local and international students' appraisals of the situation highlights the two-way, interactive nature of group formation and shows how both parties share some responsibility in the lack of cultural mix.

Davis & Watson (2001) employed ethnographic data to illustrate that disabled children encounter discriminatory notions of 'normality' and 'difference' in both 'special' and 'mainstream' schools, and that these experiences relate to both the structural forces in schools, and the everyday individual and cultural practices of adults and children. In contrast to much of the literature in the field, their paper examined the everyday life experiences of adults and disabled children from their own perspective. They highlighted disabled children's own criticisms of 'special' and 'mainstream' schools to illustrate the fluid nature of disabled children's lives within educational settings. They argued that schools will be prevented from becoming fully inclusive until adults who control schools take account of children's views of specific educational processes and until educational policy makers adopt a more nuanced multi-level approach to inclusion. Children should be enabled to challenge the structural, cultural and individual conditions which create disability.

Abouchedid & Nasser (2000) in their article examined different patterns between males and females in the rating of university majors as either feminine or masculine. External and internal barriers were measured and used as independent variables with gender, to study the effects on the rating of majors as masculine and feminine. A set of interviews and pilot questionnaire were used to obtain the internal and external barriers. A final questionnaire was administered to 206 university undergraduates. Main gender effects were found on computer science, political science, mathematics, and physical education; these majors were rated higher in the masculine direction by males than females. Interaction effects were found among the physical education, political science, mathematics and science disciplines with exception to biology. Males with high external barriers rated higher in the masculine direction than females did. Males with internal barriers rated the physical education and political science majors as more masculine than did females. The results indicated that internal and external preferences are important measures of difference in the rating of majors among university students.

Khanal (2002), carried out an investigation on factors affecting high and low educational achievement. The main objective of this research was to find out the factors which affect in high and low educational achievement. He concluded that there is the interrelationship between parents occupation, ethnicity parents guidance and educational achievement.

Qureshi (2003) made an attempt to explore, identify and explain specific issues related to gender and education in Pakistan in order to advocate an affirmative plan of action for girl's education both at policy and school level. More specifically, her study aimed to: 1. Study chronic problems of limited access to basic primary education in Pakistan 2. Analyze trends of primary education in Pakistan highlighting existing gender imbalances in enrolment, participation and drop-out levels based on statistical information 3. Identify factors affecting access to primary education with focus on girl's education 4. Identify the gaps that need to be bridged to improve girl child education 5. Analyze gender dimensions of policies and

strategies over the last decade implemented to achieve gender balance in the context of Education for All 2000 goals 6. Draw lessons from good practices i.e. projects and experiences perceived as “best practices” in the context of quality and equal education 7. Compare the gender indicators for education with other developing and developed countries and draw up lessons for its dissemination 8. Develop a possible scenario for girl’s education in Pakistan, in the general context of gender equity. She concluded that the root of female education problem lies at the primary level, therefore narrow base of female education needs to be broadened or else higher education will remain beyond the reach of female population except to a small proportion of urban women. Higher investment in female population, particularly in rural areas, which comprise 70 per cent of female population is required. Improving access to girl’s education require a high level of political commitment.

Sharma, Khadka &Gautam (2003) in their report based on field’s case study reporting concluded in 20 selected VDCs in four different priority districts across the country. The four districts selected for case study included: Kavrepalanchowk (Bagmati), Saptari (Sagarmatha), Kapilvastu (Lumbini) and Dadeldhura (Mahakali). Through the help of the journalists, an investigating reporting was concluded in these districts, where the UNICEF has implemented its DACAW programme. The case study was concluded on the status of girls’ education and issues related to quality of education, local, social, economic, religious, cultural, political and ethnic factors as well as schools physical infrastructure, and teaching-learning environment.

Bista (2004) reviewed research literature on girl’s education in Nepal which main aim was to review the existing research on girl’s education in Nepal. The study examined the role of educational research in policy making in relation to girl’s education. More specifically the research attempted to prepare a profile of studies carried out in Nepal on the topic of girl’s education/ gender disparity, to describe the key findings of research, to identify the areas that have been over or under- researched, to assess the overall quality, validity and reliability of the studies, to examine the soundness of the research findings, to find out the extent to which these findings are disseminated to and shared with policy makers, to study the impact of studies in policy making and to make recommendations as to how more evidence-based educational policies can be designed and adopted.

Kane (2004) in her report, ‘Girl’s Education in Africa’ stated two of the eight goals of Millenium Development Goals relate directly to girl’s education. She concluded that culture, poverty, institutional factors, distance, gender abuse, religion as the major barriers to girl’s education.

Siddiqui (2004) conducted a study on "Secondary School Dropouts". The main objective of the research was to determine the relationship between cognitive and non-cognitive casual factors of dropout and to compare the result with variable such as Muslim and non-Muslim students. According to him, student drop-out at secondary level because of the school and home environment, which has various aspects, namely, educational, social, cultural, economic, religious and so on. He further suggested that in order to solve the problem, every aspect of individual drop-out and the school as well as family environment must be fully taken into consideration.

Khanal (2005) in his artical published in Jica, The Community –based Alternative Schooling Project’s Newsletter mentioned about programmes conducted by CASP in Siraha district and provided some important data related with SER, literary rate, HDI etc.

Lifanda (2005) conducted an online discussion on Education and training of women and girl child organized by UNESCO/ UNICEF. She concluded that obstacles to female education remain a reality in many countries and impair women and girls from fully enjoying the right to education and the associated benefits to all of the rights. The challenges to female education are many and extend beyond the education system into society as a whole.

Mobilization and Development Nepal (2005) conducted a case study to study the effect of women literary programs (WLP). The impact of the WLP was assessed through the interview with and observation of behaviours of the WLP participants and non-participating illiterates. Those effects of the program noted in participating women's behaviours but not existent in non-participants were recorded as impact of WLP. It concluded that WLP was found effective in raising literacy rate, providing health education applicable in participants' daily life, the participants were found to have been empowered through literacy and numeracy, development of self-confidence and with the income generation skills and the WLP participants were found capable of bringing harmony in family and neighbourhood and improvement in their social practices.

Kirk & Sommer (2006) examined the relationships between adolescent girls' health and well-being, with a particular emphasis on the intersection between post-pubescent girls' menstrual management and education. The paper focused on developing country contexts, such as sub-Saharan Africa and Asia, where physical, socio-cultural, and economic challenges may render girls' menstrual management in school particularly difficult. They begin with a general introduction on menstruation issues for girls, and then focus on its relationship to girls' educational participation and success. They examined how poor sanitary facilities, provision of sanitary supplies, and educational practices can impact negatively on girls in terms of school access and experience. They also examined the possibilities for school-based programs to address some of these menstrual or maturation-related concerns and to improve the situation for post-pubescent girls. They ended with a series of broad, overarching recommendations for further work on this topic, including a call for additional research, policy and programming on this critical issue for girls.

Murphy & Whitelegg (2006) in their article, discussed selected findings of a narrative review, funded by the Institute of Physics,² in response to the continuing decline in the number of girls studying physics post-16 in England; 177 selected sources, of national and international research literature about girls' participation in physics, were reviewed. In the article, they argued that gender and science are mutually constitutive and girls' participation in physics education, historically and currently, needs to be understood in relation to this. Prior achievement and perceptions of the difficulty of physics are determinants of students' decisions about whether to continue to study physics. These influences may be heightened for girls by gendered associations about who is, and is not, competent in mathematics and physics. Interest and enjoyment in physics also influence students' course choices, particularly those of girls, and these decline relative to other sciences through schooling, more so for girls than boys. This decline is not disrupted by school organization. Single-sex organization is associated with high teacher expectations in science and a greater sense of 'belonging' for girls, but not for all girls. The contents, contexts and ways of approaching problems and investigations in physics more closely reflect what boys, more than girls, engage with outside school, and those activities associated with what culture defines as masculine rather than feminine attributes. These exert a negative influence on girls' engagement with physics, their sense of self-efficacy in relation to it, and their perception of its personal relevance. Girls, relative to boys, continue not to see a future self engaged in

physics and physics-related careers. This can be disrupted by changes in the curriculum and in pedagogy. Context-based courses alter how physics content is organized, and impact positively on overall performance, and on girls' performance relative to that of boys. They also raise fundamental challenges to physics education and its perceived educational purpose. Developments in science education in England, we suggest, do not challenge the gender–science relationship and their impact on girls' participation may be limited as a consequence. Their article highlighted the paucity of UK-based research generally into girls' participation in physics, and particularly into pedagogy that enhances participation for girls from a variety of different ethnic and socio-economic backgrounds.

Nepal Demographic and Health Survey (2006) in its report mentioned that women in Nepal are generally less educated than men at all level of education, with the median of less than 1 year of schooling compared with 2.8 years among male. However, this gender gap has narrowed in recent years, Nevertheless, more than one in two women age 15-49 has never been to school, compared with one in five men in the same group.

Pirzado (2006) in his article discussed the issues regarding barriers to girls' education in rural Pakistan. The data is drawn from various sources and some barriers have been identified which are hindering the progress of achieving the goals of Education for All. There are many barriers, and social and cultural reasons for this imbalance such as lack of educational facilities for girls, poverty and child labour. The problem of dropout is very serious and the percentage of dropout before completing the grade V is very high. Currently 56% children leave school before completing grade V.

Renold & Allan (2006) in their paper refocused attention on and problematizes girls' experiences of school achievement and the construction of schoolgirl femininities. In particular, it centres on the relatively neglected experiences and identity work of high achieving primary school girls. Drawing upon ethnographic data (observations, interviews, and pupil diaries) from a broader study of girls' and boys' perceptions and experiences of schoolwork and achievement from two contrasting primary schools in a city in South Wales (UK), the paper explored the gendered subjectivities of high achieving girls from diverse social and cultural backgrounds. Three narrative case studies were re-presented and analysed to explore the feminization of success and thus the tensions and contradictions as girls negotiate the pushes and pulls to be both “bright” (i.e. succeeding academically) and “beautiful” (succeeding in “doing girl”). Of key interest were the possibilities, costs, and consequences of girls producing ambivalent femininities and the rearticulation and transgression of normative ways of “doing clever” and “doing girl” in 21st century primary schools.

Shah(2006) presented a paper entitled ‘Social Inclusion of Madheshi Community in Nation’, in workshop organised by Social Inclusion of Research Fund in which he clearly mentioned how Madheshi Community in spite of having long history of origin and habitat within the present day Nepal is considered outsider and they have been mostly marginalized and face exclusion in active political participation, admission and governance, decision making and policy planning and more over they face serious humanitarian problem i.e. their identity in their own native land.

Smits & Hoşgör (2006) studied family background effects on participation in primary and secondary education of children in Turkey using large representative data sets. Educational participation, especially of girls, was found to be still a major concern, with non-enrolment being especially high in the countryside and the eastern part of the country. Parental education, number of siblings, household income, occupation of the father, traditionality of

the mother and the mother's ability to speak Turkish were major factors affecting participation. For primary participation of girls, having a mother who had completed primary education and who can speak Turkish is most significant. Traditional gender role attitudes of the mother reduce the girl's chances to get secondary education. For participation of boys, the economic situation of the household is important. Findings indicated that a key role is played by the mothers of the children who are out of school. Reaching this group of mostly illiterate and traditional women is a major challenge for policy makers wanting to improve the situation.

United Nations (2006) prepared a report in the context of the mid-term comprehensive global review of the Brussels Programme and examined the status of human development in LDCs by focusing on gender. Specifically, it assessed the status of women in LDCs as per the direction provided by the Programme's three areas: economic, social and political spheres. It highlighted where LDCs and their development partners have been successful in meeting these commitments and identified areas where urgent action is required.

Walker (2006) in his article mentioned that increasingly there is interest in development studies and specifically in the field of education in taking up Amartya Sen's capability approach as a framework for theorizing, implementing and evaluating education policy as a matter of social justice. Their paper set out to contribute to the emerging debate and to show how the capability approach offers an assertive alternative discourse to dominant human capital ideas in education. It considered core ideas of capability and functioning, and the emphasis in Sen's approach on each person's freedom and opportunities to develop valued beings and doings. Their article then showed more concretely how the ideas might be operationalized by producing a provisional, situated list of education capabilities, with specific attention to gender equity in contemporary South African schools. It closed by presenting and emphasizing the importance of public debate and discussion around the policy potential of the theoretical and empirical ideas raised.

Crisis Group Asia (2007) published a report entitled 'Nepal's Troubled Terai Region'. In its report it mentioned some of the key issues in Madhesh like citizenship, underrepresentation, language, economic discrimination and provided many valuable recommendation to the Government of Nepal, United Nations, International Community, and Madheshi leaders as well by which their issues can be addressed.

Hachhethu (2007) in his paper 'Madheshi Nationalism and Restructuring Nepali state' presented at an international seminar on "Constitutional and Diversity in Nepal" organised by Center for Nepal and Asian Studies TU, attempted to capture the rise of Madheshi nationalism both in historical context and contemporary politics.

Hove (2007) explored girls' secondary school participation in rural Bangladesh, specifically, to lend insight into the factors that inhibit girls' retention through the completion of secondary school. This question was particularly relevant in light of the Female Stipend Programme (FSP), which provided financial school incentives to eligible girls. To uncover the main determinants of girls' participation, the researcher utilized data from interviews with teachers, parents, girl students and out-of-school girls from four schools and villages in rural Bangladesh. Interviews revealed the importance of socio-economic condition and private tutoring to understanding why some girls remain in school and others do not. The researcher used interview responses and educational data to analyse four policy options based on their impacts on access, learning achievements, school improvements, financial sustainability and

stakeholders' response. He recommended that the FSP be modified to target disadvantaged girls and to provide instructional support to stipend recipients.

Shah (2007) study revealed how Madheshi are excluded and attempted to suggest measures for their inclusion. In his study he mentioned that there is mass illiteracy among the Dalits, Janjati, Muslims, and the other caste people living in villages of Madhesh. Female education is practically non-existent among many communities living outside the urban centres. The traditional society has very little changed in the last fifty years or so and due to the non-migratory nature they have little interaction with other community. Again, the level and quality of secondary or higher secondary education in Madhesh region is quite inferior compared to education in hill areas. Consequently, the Madheshi people getting all their education in Madhesh could not compete with Pahadi people having their education in hills where it is comparatively superior; they lose opportunities.

UNICEF (2007) in its report entitled "Progress for Children: A World Fit for Children Statistical Review" reports on how well the world is doing in meeting its commitments for the world's children. This special edition of Progress for Children analysed progress towards the Millennium Development Goals in four priority areas for children: promoting healthy lives, providing a quality education, combating HIV and AIDS, and protecting against abuse, exploitation and violence.

Adhikari (2008) carried out a research work on, "Women's Perception on Gender Discrimination in Education". Her study dealt on women's perception on gender discrimination in education. Her finding was that the family custom was the root of discriminatory practice against women's education. Particularly, parents and husband discourage women's education and bound women in household work which consequently affect the women psychologically and socially. Further, the prevalence of poverty fuels such discrimination practice.

Loaiza (2008) in her paper reviewed the educational participation, progress and attainment of adolescents in Africa using very current data for 38 countries and age-appropriate developmental markers. She mentioned that the overwhelming majority of adolescents in Africa were not attending a grade appropriate for their age either because they do not attend school or because they were attending a grade that is behind the grade that is appropriate for their age. With sexual maturation, adolescents face new social challenges in school and are at greater risk than their younger classmates of dropout if they are behind grade for their age. Thus, the educational circumstances of adolescents are in part determined by a critical decision parents make on their children's behalf well before their children become adolescents, and that is the age of first enrolment.

Lynn, Dahal and Govindasamy (2008) in their report Caste, Ethnic and Regional Identity in Nepal: Further Analysis of the 2006 Nepal Demographic and Health Survey mentioned that the data on educational attainment of men and women age 15-49 presents a disheartening picture of the pockets of illiteracy that remain in Nepal. Nearly 85 percent of Tarai/Madheshi Dalit women are not educated. Madheshi Other Caste women and Muslim women are close behind: 75 and 78 percent respectively have no education. Hill Dalit women do somewhat better (59 percent without education) – though still below the national average for women (53 percent). The men from the Tarai/Madhesh-origin groups do better than women, but with 29 percent uneducated, they still lag behind the national average for men (18 percent uneducated) and quite far behind the average for men from Hill/Mountain groups (13 percent). The highest rates of uneducated males are among the Tarai/Madheshi Dalit (46

percent) and Muslims (42 percent). Tarai/Madheshi Other Caste men have the same percent uneducated as Hill Dalit men (25 percent).

Mandal (2008) came with a study entitled, "Violence against Women in Marginalized Madheshi Community-Root Causes, Consequences and Prevention: A Case Study of Saptari District in Eastern Terai Region of Nepal". The main aim of this research study was to explore and identify the root causes of different forms of violence against Madheshi women. According to her research work, it was found that 80 percent women of field survey sample were under the stress of violence and 14 percent of such women were single women. Women from other backward castes, Dalit and Janjati were the most affected social groups by the incidence of violence. The study concluded that the violence in Madheshi women existed because of poor socio-economic and educational status which consequently affected the livelihood of Madheshi women.

Mc. Carthy and Berger (2008) in their article, 'Moving Beyond Cultural Barriers: Successful Strategy of Female Technology Education Teachers', sought to find answers to research questions: (a) What are the common themes in the female technology educators lives and educational experiences that can shed light on more efficacious ways to increase the number of female participating in STEM fields and technology education in particular? (b) What strategies did these female technology education teachers develop to overcome the gender barriers blocking their chosen carriers? (c) What steps do the participants believe should be taken to attract more women to technology education studied careers? In order to answer these questions, ten female technology teachers were interviewed as a part of a qualitative study.

Nahar (2008) conducted a qualitative study to identify the barriers to women's post-secondary education in Bangladesh and to investigate the possible strategies to remove those barriers, from the perspectives of three Bangladeshi women who received postsecondary education in Bangladesh and who were currently living in Canada. To explore participants' perceptions, he used open-ended structured interviews and analyzed data using the conceptual framework of subsystems within an open systems theory. The study revealed that the barriers Bangladeshi women encounter when pursuing a postsecondary education are vast and complex. The findings from this study indicated that Bangladeshi women face barriers from multi-level social subsystems such as family, financial, educational, socio-cultural, political, and governmental subsystems. Six broad themes of major barriers emerged from participants' reports: (a) financial constraints; (b) socio-cultural practices and attitudes; (c) male domination; (d) inadequate education facilities; (e) student politics and unstable political situations; and (f) corrupt government and inconsistent implementation of law and punishment.

Sarva Shiksha Abhiyan (2008) in its report clarified that both the socio-cultural and the physical environments continue to create barriers to girls education, social malpractices, such as child marriage, while hardly affect the education of boys, they have a prominent adverse effect on the girls' education. These factors adversely contribute to creating unattractive environments in which girls must run the gauntlet of difficulties to remain in school, as a result of which their learning is severely compromised. A discriminatory attitude builds up among teachers and other members of society resulting in girls dropping out in large numbers.

Tembon. and Fort (2008) analyzed the current state of education from a gender perspective and highlighted the importance of and challenges to female education as well as

the interdependence of education and development objectives. They concluded that education and gender equality *are* intertwined: not only is education a critical path to gender equality and women's empowerment, but gender equality and women's empowerment are critical pathways for girls' education. We can no longer neglect the education, well-being, and intellectual advancement of half the human race.

UNICEF (2008) in its final report on 'Socio-economic and Cultural Barriers to Schooling in Southern Sudan' identified the main barriers to schooling as being broad and cross cutting, including: the shrinking national education budget, affecting among other things, facility development and teacher remuneration, economic barriers particularly at the household level leading to drop – outs as children become contributors to household economies, cultural barriers driven mainly by attitudes and traditions about the girl – child including early marriages, school – based barriers such as sexual harassment, early pregnancy and child to child violence, psycho-social barriers such as age - lapse among the pupils and the challenges of maturation for teenage girls, inadequate numbers of teachers (few of whom are qualified) and other human resource limitations, inadequate physical facilities and infrastructure of school, and gaps between policy formulation and implementation.

Chitrakar (2009) carried out a study 'Overcoming Barriers to Girl's Education in South Asia' which purpose was to contribute to the achievement of education and gender related goals of EFA and MDG in the south Asian countries by adhering to the framework of a right- based approach; and to offer feasible policy options and/or tools for advocacy, as appropriate for Ministry of Education of the region. He described the status of girl's education for each country of south Asia. Factors supporting as well as hindering girl's education were explored through the study of available documents. In his study he identified poverty and socio-cultural factors as persistent barriers to girl's education.

Mak (2009) conducted a survey with girls at the secondary level in Tanzania to study about the barriers girls face, including gender-based violence (GBV) and on their way to school. She found that girls do indeed face distinct challenges, such as mistreatment and GBV at the hands of those in the transportation sector and forced truancy from either occasional inability to pay transport fees or from discrimination in the transport sector. Findings of this study highlight one small but crucial aspect to the challenges girls face while getting an education, and this aspect deals with girls' access to school. This study shows that while girls are determined to go to school and are creative in finding alternative ways to get themselves to and from school, the challenges they face with transportation do impact their attendance. With girls' attendance impacted in this way, targets in retention and performance are hard to achieve. Donors, NGOs and governments are urged to consider the issue of transportation to and from school when developing and implementing mechanisms to improve girls' education.

Roby, Lambert, & Lambert (2009) explored the barriers to children's – especially girls' – education in central Mozambique, based on information on 738 children in two separate communities. Household, child, environmental, and social/cultural factors are examined in the context of global and regional data. The study found girls to be impacted more negatively by every correlating factor, including the lingering practice, in rural areas, of early marriage. Policy and research implications are discussed.

Shakya (2009) conducted a study which was primarily qualitative in scope aimed to ascertain the overall social impact of armed conflicts on the victims, particularly excluded and disadvantaged social groups and women through the lens of structural violence. She

concluded that armed group affected majority of Nepalese. It has created enormous upheaval at the personal, family, societal and country level. It has destroyed physical infrastructure and social harmony. It caused immense pain, both physically and emotionally but at the same time it created opportunities for self empowerment of women, men and marginalized communities which never existed before.

Thapa (2009) conducted a study which main aim was to document existing information on vulnerable groups in national contexts and the manifestations, triggers and processes of exclusion; highlight differential disadvantages of women and men for each identified vulnerable group and examine the gender dimension of their exclusion, examine policy responses to address these identified forms of exclusion and examine the relevance of the selected indicators in capturing these forms of exclusion as well as measuring policy responses to them, with recommendations to refine them if necessary. The work reported here involved both primary and secondary data collection and electronic consultations to identify the additional targets and indicators. An extensive search and review of secondary literature, that addressed the study questions, was conducted. Selective primary data were collected to fill up data gaps and assimilate a diversity of perceptions.

Hatoss & Huijser (2010) in their paper argued that whilst equitable educational pathways are integrated into educational policy discourses in Australia, there are significant gendered barriers to educational participation among members of the Sudanese refugee groups. The specific conditions of forced migration reinforce disadvantage and further limit opportunities. Cultural factors play a key role in this, as the data from this study demonstrate. Participants in this study were Sudanese refugees who arrived in Australia as part of the humanitarian programme. The paper was drawn upon interviews and focus group data that were collected for a larger study on the broader issue of resettlement of Sudanese refugees in Australia. The paper argued that women from refugee backgrounds are particularly at risk and face cultural and linguistic barriers in accessing educational opportunities.

Kushiyait (2010) carried out a research work on, "Social-Exclusion in Education: A Study on School Dropouts in Terai and Hill Districts of Nepal". The main aim of the study was to analyze the status of school dropouts in Hills and Terai district of Nepal. According to him, the preliminary finding of the research revealed that the high dropout was observed in disadvantaged children. Poverty and discriminatory social customs were the primary factors responsible for high dropout. This study also recommended on policy implication to enhance educational attainment of disadvantaged peoples.

Wydra, Jay, Johnson, Draper, Escobosa and Maurseth (2010) in their report tried to study the situation of women and girl in Nepal in relation to their empowerment and mentioned that Nepal is among the most illiterate countries in the world with a disappointing 48.6% (CIA Fact book) of the overall population being literate. When this is broken down by gender for the purpose of showing the extreme disparity between male and female literacy, one cannot but be astonished that the 2010 literacy rate for men of 62.7% is nearly double the literacy rate for women of 34.9% (CIA Fact book). Literacy rates are thus a direct hindrance on women's mobility and empowerment within Nepalese society. Women's lack of education is a primary factor for the reproduction of inequality.

Arayesh(2011) sampled 120 girl students who were selected through stratified random sampling. The main tools for gathering information were questionnaire. In their study they analyzed the barriers girls and women graduate students regarding Entrepreneurial activities. The results showed that the barriers – economic and political and cultural breeding were the

most important barriers to women entrepreneurs in the commissioning stage of business and skill barriers, economic and legal obstacles have been the most important stage of entrepreneurship development of women entrepreneurs in their businesses.

Bayisenge (2011) tried to explore the issue of early marriage in Africa. It shaded light specifically on reason behind its perpetuation, its harmful consequences, shows how it constitutes a barrier to education and enjoyment of girl's human rights and how it further threatens the development of countries. The findings from an extensive reading of materials related to early marriage suggested that early marriage is due to various factors including among others, the search for economic survival, protection of young girls, peer group and family pressure, controlling female behavior and sexuality, wars and civil conflicts and socio-cultural and religious values. It is a violation of girl's human rights as it deprives her from freedom, opportunity for personal development, and other rights. It also a developmental challenge for population pressure, health care costs and lost opportunities of human development. It is barrier to girl's education as young girls drop out from school to get married which impacts negatively on the community as whole and on the wellbeing of future generation.

Educational International (2011) Submitted a report entitled 'Quadrennial Report on the Status of Women in Unions, Education and Society'. All through the report, one message appeared again and again: The big gap between the stated commitments or policy goals on the one hand, and their implementation on the other hand. Despite mechanisms for gender equality in education unions, women are underrepresented in the union leadership. Despite gender equality in school curricula, gender stereotypes determine subject choice and teaching materials. Despite laws for gender equality in the labour market, women face discrimination in recruitment, promotion and pay. Despite equal access to politics, women are underrepresented in the political leadership. Despite the existence of laws, women are still not effectively protected against male violence.

Langford. and Bhattraï (2011) in their article reported that women in Nepal experience multiple discrimination within this ethnic-caste-religious linguistic stratum, partly on account of a long history of official systemic and institutionalised discrimination. If we take education, which is a significant explanatory variable of inequality generally in Nepal, the differences are dramatic. While 92.8 per cent of Brahmin men and 68.6 per cent of Brahmin women are classified as literate, only 48.5 per cent of Madhesi dalit men and only 17.2 per cent of Madhesi dalit women can read and write, across the "ethnic" divide, there is also social stratification, which has been accelerating since 1990. Landless households and small farmers experience the highest levels of poverty.

Mainali, Jafarey & Gabriel (2011) studied the impact of marital anticipation on female education. First, they developed a theoretical model analyzing the intra- household division of labor and the interaction between the age at marriage and human capital acquisition. Second, they estimated the causal effect of age at marriage on education. In order to control for potential reverse causality we use socio-cultural instrumental variables based on the dowry culture and differences among ethnicities and regions. The econometric results confirm that the gender gap in education is significantly affected by cultural practices of early marriage.

Naz, Daraz, Khan, Hussain & Khan (2011) critically analyzed the socio-cultural, economic, religious and political obstacles that exist in women's education in Pakhtun

society of Khyber Pakhtunkhwa Pakistan. The data was collected from 320 respondents categorized in different segments with proportional allocation method of stratified random sampling technique using questionnaire as a tool of data collection. The data has been analyzed by applying Chi-square test, correlation technique and processed in the form of tables and bar-charts, while discussions have been made on the basis of findings and results. The results show that socio-cultural, economic, religious and political constraints exist in women's education, which has adversely affected the developmental process. The study suggested that proper policy making, implementation, availability of educational institutions etc. would promisingly increase women's education in Pakhtun society.

Polat (2011) in his article discussed the theoretical relationships between inclusion in education and social justice. It draws on Martha Nussbaum's use of the capability approach is given as one of the few philosophical and political theories that places disability/impairment in the social justice debate. The article goes on to present findings from the initial stages of a three-year participatory action research project involving eight primary schools located in Dar es Salaam and Pwani (Coast) regions of Tanzania. The project aims to develop an Index of Inclusion in Tanzania. There are numerous barriers to inclusion at national, community and school levels. Both the literature review and the emerging findings of the project suggest some progress has been made towards inclusive, just and quality education in Tanzania but there is still a long way to go.

Saguna (2011) in her article stated that education is milestone of women empowerment because it enables them to responds to the challenges, to confront their traditional role and change their life. So that we can't neglect the importance of education in reference to women empowerment India is poised to becoming superpower, a developed country by 2020. The growth of women's education in rural areas is very slow. This obviously means that still large womenfolk of our country are illiterate, the weak, backward and exploited." In her article she stated that education of women in the education of women is the most powerful tool of change of position in society. Education also brings a reduction in inequalities and functions as a means of improving their status within the family.

Ullah (2011) explored the obstacles in the way of girls' enrolment in primary and secondary schools in rural and tribal Pakistan. He explored the main cultural and financial barriers, which have increased a gender disparity in the enrolment of rural and tribal schools. The focus of the study was main barriers in the way of enrolment and the role of theoretical concepts such as patriarchy, public private division and poverty in rural and tribal families of Pakistan. This paper proceeded mainly under the qualitative method with the supplementary touch of quantitative method. The results explored that there were many cultural and financial obstacles such as patriarchal mind set of parents, their fears regarding girls' rape, hidden unpaid labour by girls, poverty and insufficient fund allocation for education in the way of girls' enrolment ratio in the rural and tribal schools of Pakistan. Furthermore the concepts of patriarchy, public/private division and poverty had their significant role in maintaining the gender disparity in schools' enrolment.

UNFCO (2011) in its qualitative study mentioned that the literacy rate in the Eastern Development region of Nepal is 65.2% for the population above 6 years and 57.2% for the population above 15 years. However, there is a considerable gap (21.6% for 6+ years and 26.7% for 15+ years) in the literacy rate between males and females, and there are substantial inequalities in literacy rates across different social groups (MOHP et al. 2007; UNDP 2009). Literacy data for various social groups reveal substantial disparities among Hill and Tarai

Dalits, Madhesi Brahmins and Madhesi Dalits and advanced and marginalized Janajati groups (NHDR, UNDP 2009). The net enrolment rate (NER) in Grade 1 is 86.44 (85.51 girls, 87.32 boys). Although there has been a gradual closing of the gender gap in NER at the primary level, the gender gap is particularly high in the Tarai (5.1% in 2008) compared to the Hills and Mountains (DOE, 2008). The NER of Dalits at the primary level is 17.3 whereas it is 45.4 for the Janajati groups. In order to remove physical barriers to access, the government has adopted policies to establish more schools and upgrade existing schools. As a result, since 2005, the number of registered primary schools had increased by 15% and the number of primary students by nine percent. The government has also implemented policies to mainstream religious educational institutions such as Gompa and Madarasha.

Ara & Malik (2012) in the present paper examined the status of female education from primary to onwards higher secondary level of education. The main objectives of the study were (1) To find out the comparison of female and male enrolment ratio at various level of education (2) To investigate the role of gender discrimination at various level of education. The data was taken from district Swat (Pakistan). Data were collected from the office of district education officer Swat. Results exposed that number of female students starts lessening gradually with the increase of their age from primary to higher secondary education. It was suggested that there is need for significant paradigm shift in the way that government, parents and scholars should plan how to increase the number of female education trend in public sector educational organizations. There is need to provide equal access to for various level of education without any discrimination in order to develop female in the district Swat Pakistan. There is need to create awareness among parent about the importance of various level of female education.

Full Bright Consultancy (2012) submitted its report on ‘A Study on Out of School Children and Verification of Data’ to Ministry of Education, Nepal. In view of the purpose of the study, a combination of both quantitative and qualitative research design of the study was set. The focus therefore was on collecting quantitative and qualitative data and interpretation. As revealed by the study, the poor economic condition of the family, unfavourable school environment, socio-cultural beliefs and tradition, lack of easy access to ECD/PPC, parents’ ignorance about importance of education, disabilities of children, parents’ unwillingness, involvement of children in the household chores and unawareness about ECD program are some major reasons of out-of-school children .

Joseph (2012) carried out a qualitative study to examine gender culture on the education of girls and women. His paper examined the literature on gender and education and the access of girls and women to education and their experiences in developing states such as South Africa.

Mahapatra (2012) in her article ‘Role of Education in Promotion and Protection of Human Right’ enhances the importance of human rights in day to day life and the role of education in protecting and promoting them. It also focuses the Inter relation between RTE 2009 and HR. It was shown in the discussions below the role of HER started by UN around 60 years ago. It was shown here the potential of education to inculcate and imbibe the values of human rights and values in a person and use them in his life. The paper concludes with some suggestive measures that should be taken as a part of education programmes.

Ministry of Agriculture and Cooperatives (MOAC) (2012), in its report ‘Disaster Risk Management Plan, Siraha District gave a clear picture of siraha district including educational facilities available in siraha district, literacy rate etc.

Samal (2012) aimed at assessing attitude of parents towards the education and schooling of their children. The study analyzed the data from 145 parents, who had one or more than one school going children. Out of these, 116 parents belonged to tribal families and 29 families belonged to non-tribal families. The age range of the sample was 25-35 years, and they all belonged to Santoshpur village of Sundargarh district consisting largely of tribal population. A 23-item questionnaire was used for collecting data along with personal interview. The respondents were required to indicate their agreement or disagreement with each of the statements about children's education in a four-point Likert type scale, where 1 denotes strong disagreement and 4 denotes strong agreement. Mean scores were calculated separately for tribal and non-tribal samples, and for male and female respondents. The 't' test was used to examine the significance of difference between tribal and non-tribal communities as well as across gender with regard to their attitude towards children's schooling and education. The findings showed that the overall attitude of the respondents was moderately favourable and positive towards schooling and education of their children. The results also indicated that there was no significant difference in the attitude of tribal and non-tribal parents. Gender difference was also found to be non-significant. The difference between tribal and non-tribal respondents was evident in their future plans to provide facilities for higher studies for their children. The study suggested that, although government endeavours at universalizing education has resulted in creating mass awareness and positive response towards schooling and education, there is a lot of scope for improvement in this regard.

The International Center for Research on Women (2012) carried out a study in partnership with Plan's Country Offices (COs) in Bangladesh, India and Nepal. The report presented the findings from a research study on child marriage in Bangladesh, India and Nepal. The research was carried out under the aegis of the Asia Child Marriage Initiative (ACMI), which is part of Plan International's Because I am a Girl (BIAAG) campaign. Plan sees child marriage as a serious violation of child rights and a barrier to the development of children. Plan also believes that gender equality is central to achieving its vision for change: a world in which all children, both girls and boys, realise their full potential in societies that respect people's rights and dignity. Child marriage among girls perpetuates unequal community and family decision-making power, gender gaps in educational achievement and economic independence, and poor reproductive and sexual health.

Abbassi & Saeed (2013) investigated the factors influencing female education in province of Sindh. It further examined the major barriers and troubles faced by female population, who have quest for knowledge. The study recommended some measures which will help to take adequate steps to improve the conditions related to female education in rural Sindh.

Adhikari (2013) attempted to explore the girls' experience and perception of factors influencing girls school attendance, including parents', teachers, and key persons' views on it. In doing so, the study identified and discussed the factors leading the girls to discontinue their study in a Nepalese context. The main findings of the study indicated that the reasons for girls' school dropout is a complex phenomenon and a result of interplay of structural, cultural, religious, social and economic factors. The most important constraint was gender inequality, where gender is perceived in terms of religion and economy. The interventions can therefore be of various kinds, aiming at different factors which influence girl's participation and drop out of school.

Ahmad, Hussain and Khan (2013) critically analyzed the socio-cultural, religious and politico conditions of Pakistani society in the context of co-education. The main findings of

the study were derived from critical review of literature. As a result of investigation into the existing literature, the study found some socio-cultural, political, economic and religious barriers to co-education in Pakistani society. For example, the study discovered some hurdles to co-education such as patriarchic system, male dominancy, conservatism, rigid customs and traditions, stereotyped social codes, acute and chronic poverty, male insularity towards women role, complex social structure, Pardah (veil) system, religious misperceptions, illiterate Mullah (clergymen), gender disparities, female segregation, domestic affairs and lack of women political empowerment. On the basis of the findings, they concluded that removal of these hurdles would pave the way for promotion of girl's education.

Kainuwa & Yusuf (2013) reviewed literature on how cultural traditions practiced by the parents affect the education of their girl children. The paper also examined the negative role of parents' cultural traditions and practice on the Educational process of their girl children. The study revealed that cultural practices serve as hindrance to girl-child education and that inaccessibility of the girl-child to education makes her vulnerable to diseases such as HIV/AIDS, early marriage, denial of rights and child labour. In their paper they also tried to explore the reasons for female children dropping out of school from the students' perspective. The goal of the paper was to find out why a significant percentage of female students drop out of the Nigerian school system every year. The findings were drawn from a research study on female students' dropouts in Nigeria based on the data collected from junior secondary schools of Shinkafi local government Zamfara state. The major reasons behind drop outs were mentioned in the findings of the paper with some little explanations on each reason. In the course of discussion, the paper reviews literature on how socio-economic status, cultural traditions and practice and religious belief from the students' perspectives affects the education of female children; in addition, studies and researches from the previous works of scholars relating to the students' perspectives on female students' dropout were also analyzed and discussed throughout the paper. The study has discovered that enrolment rate of female students is still very low and still remains worrisome, where by dropouts' rate is very high. This is further worsened by traditional system and belief pattern of gender disparity, and high incidence of early marriage of very young girls based on value system.

Scheuermann (2013) analyzed the relation between socio-demographic attributes and equity regarding access and attainment applying a mixed-method research design comprising a quantitative data analysis using the Nepal Living Standards Survey 2010/11 and qualitative participatory assessments in the field and discovered that wealth, geography and gender do matter, but culture-specific attributes were at least as relevant. Poverty remained a major barrier to equity in education. The effect of geography was two-dimensional, impeding equity in rural and urban areas but for different reasons. Whereas gender differences have decreased with regard to access, girls remained disadvantaged when it comes to higher attainment. The impeding effects of the established attribute trilogy increased significantly when cross-cutting with further group characteristics. Increased attention should thus particularly be paid to marginalized population groups who hold multiple disadvantaged characteristics, facing socio-cultural, physical as well as financial barriers, often reinforcing each other.

USAID & Stri Shakti (2013) conducted a primary research effort based on both qualitative and quantitative research including the Time Allocation Study (TAS) method. The Objectives were (a) to examine the social, economic and civic changes that have taken place at the individual, household and societal levels in relation to the lives of women over the past three decades (b) to examine the patterns of change that have emerged over the past three decade in the life experiences of women from vulnerable communities, such as Janajati and excluded

minorities (c) to examine emergent changes that have occurred in women's lives, especially during and after the conflict, including their survival and coping strategies and (d) to develop and strengthen the scientific data and information base on the status of women in Nepal. They recommended that Women and girls rely heavily on non-formal education (NFE); therefore, providing quality education through this alternative medium is vital and must continue in the future. Flexibility in the timing and hours of the (NFE) must be carefully considered to allow women to take full advantage of these opportunities, bearing in mind the heavy work burdens of most women, especially in rural areas. Gender discrimination in education is narrowing but the gains which have been made are not uniform throughout Nepal. The rights of girls to equal education must be disseminated through various media such as mass communications and multi-media, with special focus given to the disadvantaged Dalit, Muslim, Maithali, Madhesi, Tharu, Tamang and Janajati communities in remote rural areas.

2.2 Review of Researches in the Area of Economic Impediments

There hardly exists any difference of opinion on the view that the level and standard of education is affected by economic factors. Differences, if any, may be degree and dimensions. Social values change and mould the economic and social set-up of the country. There is cause and effect relationship between education and vice-versa. Many research, studies, articles, reports etc. were published related with all these above mentioned issues, which short description is mentioned below.

Ekstrom (1972) in her article stated that although the phenomenon has long been observed that women enter all types of post-secondary education at lower participation rates than men, there have been few attempts to analyze the reasons for this. These barriers may be categorized as (1) institutional, (2) situational, and (3) dispositional. Institutional factors that serve to exclude women from participation in post-secondary education include admissions practices, financial aid practices, institutional regulations, types of curriculum and services adopted, and faculty and staff attitudes. Situational barriers that deter women from participation in further education include family responsibilities, financial need, and societal pressures. Dispositional barriers that prevent women from continuing education include their fear of failure, attitude toward intellectual activity, role preference, ambivalence about educational goals, level of aspiration, passivity, dependence, and inferiority feelings.

King And Hill. (1997) concluded that grinding poverty is the biggest barrier to education in South Asia, making the direct costs of schooling and the opportunity costs of forgone child labour too expensive for many families. These countries are among the poorest in the world, suffer some of the highest infant mortality rates, and are less urbanized than many other developing countries. Educational levels are drastically lower in rural areas than in cities, in part because of greater poverty and in part because of less access to schools.

McWhirter (1997) investigated, ethnic and gender differences in perceived educational and career barriers in a sample of 1139 Mexican-American and Euro-American high school juniors and seniors. Differences in perceived barriers were assessed using MANOVA and ANOVA procedures. Results were consistent with the hypotheses, suggesting that (1) female participants anticipated more barriers than male participants; (2) Mexican-American participants anticipated more barriers than Euro-Americans; and (3) these differences were consistent within ethnic and gender groups.

Alderman & King (1998) tried explore possible explanations for the disparity using a model of parental investment in children. The model allows for differences in investments due to differences in costs — including the opportunity cost of the child's labor as well as school fees and availability. Moreover, it indicates that disparities in investment could come through differences in returns realized by parents, for example, in the probability of transfers from children to parents or in the degree of sympathy or altruism, even when market returns to the children themselves do not differ. While it is difficult to distinguish these different explanations empirically, the paper reviewed available evidence and indicates interventions that governments can make to reduce the gender gap in education.

Baldly (2000) in his study examined the barriers of girls' education in Ghana. He interviewed Ghanaian students in his university. He found that the education of girls and women is central to Ghana's economic development, their ccess to education and family planning. Despites females out-numbering males in Ghana, fewer girls than boys are enrolled in school; and those who are enrolled generally performed at lower standard. Several factors such as poverty, traditional/ cultural beliefs and traditional gender roles have stood in the way of Ghanaian female's access to education.

Glick & Sahn (2000) in their paper investigated gender differences in the determinants of several schooling indicators—grade attainment, current enrollment, and withdrawal from school—in a poor urban environment in West Africa, using ordered and binary probit models incorporating household-level random effects. Increases in household income lead to greater investments in girls' schooling but have no significant impact on schooling of boys. Improvements in father's education raises the schooling of both sons and daughters (favoring the latter) but mother's education has significant impact only on daughters' schooling; these estimates are suggestive of differences in maternal and paternal preferences for schooling daughters relative to sons. Domestic responsibilities, represented for example by the number of very young siblings, impinge strongly on girls' education but not on boys'. Policies such as subsidized childcare that reduce the opportunity cost of girls' time in the home may therefore increase their ability to get an education.

Deininger (2003) attempted to evaluate the impact of Uganda's program of "Universal Primary Education" which, starting from 1997, dispensed with fees for primary enrollment. They found that the program was associated with a dramatic increase in primary school attendance, that inequalities in attendance related to gender, income, and region, were substantially reduced, and that school fees paid by parents decreased at the primary but not at the secondary level. At the same time, the general decline in the quality of education suggests that, in order to lead to sustained improvements in attendance and to transform these into higher levels of human capital, the policy needs to be complemented by improvements in school quality and accessibility of secondary education.

Mahat (2003) in her article discussed on the situation of women in Nepal. According to the Gender Development Index (GDI), socioeconomic conditions for Nepalese women are worse than for other South Asian women. Moreover, women remain far behind men in Nepal according to the Gender Empowerment Measure (GEM). Indeed, women's participation in politics is only one-fifth that of men and the same pattern prevails in professional occupations and administrative jobs. In this article she mentioned that the literacy rate for women is 30 percent, but for men the rate is twice as high at 66 percent. Many poor rural families consider

education for girls as a needless burden. In poor households, parents prefer to pay for their sons' education and keep their daughters at home to help their overburdened mothers.

Gibbons, Huebler and Loaiza (2005) in their report submitted to UNICEF estimated that out of the 115 million children out of school, 62 million are girls. Many of these children work but traditional indicators of child labour often underestimate the amount of girls' work because they ignore household chores. The human rights principle of non-discrimination requires that all work by children – whether of a domestic nature or not – be considered equally in the analysis of child labour. This paper presented estimates of child labour in sub-Saharan Africa that include household chores and thus reveal the discrimination against girls. The authors also investigated to what extent participation in child labour leads to lower school attendance and increased repetition and drop-out rates, and whether child labour affects girls and boys differently. The data in the study were collected in MICS and DHS household surveys from 18 African countries. Sixty per cent of children aged 7 to 14 years in the sample are attending school and 38 per cent are engaged in child labour. Twenty per cent of all children are combining school attendance and child labour. A regression analysis shows that household wealth and education of the mother are the most important determinants of school attendance. Children from wealthier households and children of mothers with a formal education are more likely to attend school. In the majority of the countries in the study, boys, urban residents and children not engaged in labour also have an increased probability of school attendance.

UNICEF (2005) stated that 115 million primary-school-age children are out of school according to a joint UNESCO Institute for Statistics (UIS)/UNICEF global estimate. This number equals 18 per cent – or almost one in five - of the children worldwide in this age group. Moreover, many of the children who are in school may never complete their primary education or may finish it without attaining even basic literacy skills. The report presented new estimates and explored the characteristics of children out of school. It provided a single UNESCO/UNICEF source for global and regional estimates of out-of-school children based on an improved methodology and the integration of household survey data. The report used survey data from 80 countries to explore child and household characteristics and factors associated with schooling status and presents compelling evidence of disparities due to household wealth, place of residence and sex based on survey data, e.g. more than three times as many children from the poorest households are out of school compared to those from the richest households – 38 per cent compared to 12 per cent.

Bhatt (2006) carried out a research on effects of family background and economic status on Student's English Language Achievement". The main objective of the research was to find out the effect of family background and economic status of students on their English language achievement and to compare those effects keeping in view the variables such as parent's education occupation, structure of the family ethnicity, locality etc. His finding out that there is tremendous effect of these entire factors in student's educational achievement.

Bhadra & Shah (2007) in their report 'Country Profile of Nepal' mentioned that still 31% of Nepalese fall below the poverty line. Firstly and foremostly, the brunt of poverty falls disproportionately on women and girls resulting in human deprivation, in terms of access to food and nutrition, access to education, access to other human development opportunities and excessive work burden. Furthermore, even if a household does not fall below the poverty line but is in the poverty threshold, the share of women and girls in intra-household resource distribution is very low resulting in human deprivation poverty status.

UNGEI (2007) in its regional update reports admitted that poverty, which makes direct and indirect school fees harder to bear, weak government capacity, poor infrastructure and long distances to school are key barriers to education in South Asia. Education in the region has also been affected by civil unrest, armed conflicts and natural disasters that have destroyed schools, taken the lives of teachers and students and destroyed the stability essential to learning. Socio-economic inequality is a major challenge in the region, and girls within excluded groups face double discrimination. Indeed, the poorest and most vulnerable groups in society can often be identified simply by asking which children are not in school. Even when schools are physically within reach, the poorest families are faced with stark choices between education and activities related to economic survival. For girls, this often means domestic work.

Wedgwood (2007) in his paper reviewed research on the returns to education in Tanzania, both financial and non-financial, and considers whether these returns translate into poverty reduction. It looks at reasons why achievement of high primary enrolment rates in the past did not lead to the realisation of the associated developmental outcomes, considering factors both within and beyond the education system. Achieving mass access at the expense of quality appears to have had a negative impact on equality. The poverty reduction potential of current programmes to develop the primary and secondary education systems were discussed in the light of past experience.

Bennett, Dahal and Govindasamy (2008), in their study 'Caste, Ethnic and Regional Identity in Nepal' suggested that despite Nepal's impressive progress in meeting MDGs, there are some groups who have left behind. The illiteracy, poverty and low social status of many of these excluded groups means that they face higher barriers in accessing services, taking advantage of economic opportunities and participating fully as responsible citizens of a democratic state. These groups include Dalits, Janajatis, and Madheshi, In all above mentioned groups they focused most on madheshi people in each group and suggested some guidance on the nature of the specific barriers they face.

Huebler (2008) mentioned that Child labour is one of the obstacles on the way to the Millennium Development Goal of universal primary education. His paper presented data on child labour and school attendance from 35 household surveys that cover one quarter of the world's population. The data were collected with Demographic and Health Surveys (DHS) and Multiple Indicator Cluster Surveys (MICS) between 1999 and 2005. Estimates for child labour and school attendance were described at the aggregate level for each country, as well as disaggregated by age, sex, place of residence and household wealth. A series of bivariate prohibit regressions identified the determinants of child labour and school attendance at the household level. Children from poor households and from households without a formally educated household head are more likely to be engaged in child labour and less likely to attend school than members of rich households and children living with an educated household head. This finding led to strong support to the hypothesis that poverty is the root cause of child labour. The paper concludes with recommendations for targeted cash transfers as a means to increase school attendance and reduce child labour.

Bishwakarma (2009) conducted a study entitled, "Educational Status of Musahar Community". The main aim of this research work was to analyze the educational status of Musahar and to identify the obstacles to improve their educational situation. Her finding was that the educational status of Musahar was miserable. The main causes for this situation were poor economic condition, illiterate parents, household works etc. and she also identified language barrier as a reason for low educational attainment.

Jackson (2009) in his article mentioned that investing in women and empowering women lifts entire families, communities and countries out of poverty. Studies, using cross-country regression, typically find that female education has a larger impact on economic growth than male education. All the data shows that investments in women have the single most effective payoff in terms of poverty alleviation and the general prosperity of a country. Improved gender equality means increased opportunity and higher income for women. Increased productivity and higher incomes raise consumption, investment and savings rates which assist with the overall status of the family.

Klasen & Lamanna (2009) investigated to what extent gender gaps in education and employment reduce economic growth. Using the most recent data and investigating an extended time period (1960–2000), they updated the results of previous studies on education gaps on growth and extend the analysis to employment gaps using panel data. They found that gender gaps in education and employment considerably reduce economic growth. The combined “costs” of education and employment gaps in the Middle East and North Africa, and South Asia amount respectively to 0.9–1.7 and 0.1–1.6 percentage point differences in growth compared to East Asia. Gender gaps in employment appear to have an increasing effect on economic growth differences between regions, with the Middle East and North Africa, and South Asia suffering from slower growth in female employment.

Bajracharya and Amin (2010) conducted a longitudinal study which examined the influence of household poverty experienced during early childhood on early marriage and outcomes in schooling and workforce participation for girls during adolescence in Nepal. Much of the evidence concerning these relationships was drawn from cross-sectional data that cannot be used to and has not been able to address causality. In their study, the researcher used longitudinal data from the Nepal Living Standards Survey. Analyzing the data by household-wealth quintiles reveals surprisingly nonlinear results indicating that these associations are largest for the second-poorest quintile rather than for the poorest one. Their study also highlighted the role of the household rather than of the individual in decision making for these adolescent girls.

Reddy & Sinha (2010) attempted to assess the magnitude of the problem of dropout. Their paper critically reviewed the evidence on some of the commonly cited reasons for dropout, including poverty, limited access to credit, child labour, and children’s and parents’ lack of interest in education. They argued that the literature rarely looks at the role of procedures and rules in schools and the wider education system in terms of pushing children out of school. It is the contention of this paper that the reason a persistently high dropout rate should be located in the absence of a social norm in terms of children’s right to education; and that this is reflected in the lack of systemic support available for children a risk of dropping out.

Spielhofer, Golden, Evans, Marshall, Mundy, Pomant and Styles (2010) studied barriers to participation in Education and training. Their survey was supplemented with interviews with booster samples of 519 young people across specific sub-groups and 102 parents interview According to them main barriers and constraints experienced by young people relate to finance, transport, availability of provision and their knowledge and awareness of the post-16 options available to them.

Chaaban & Cunningham (2011) conducted a study which major objective was to quantify the opportunity cost of girls’ exclusion from productive employment with the hope that stark figures will lead policymakers to reconsider the current underinvestment in girls. The paper

explored the linkages between investing in girls and potential increases in national income by examining three widely prevalent aspects of adolescent girls' lives: early school dropout, teenage pregnancy and joblessness. The authors used secondary data to allow for some comparability across countries. They found that investing in girls so that they would complete the next level of education would lead to lifetime earnings of today's cohort of girls that is equivalent to up to 68 percent of annual gross domestic product.

Tikly & Barrett (2011) tried to set out a theoretical approach for understanding the quality of education in low income countries from a social justice perspective. The paper outlines and critiques the two dominant approaches that currently frame the debate about education quality, namely, the human capital and human rights approaches. Drawing principally on the ideas of Nancy Fraser and Amyarta Sen the paper then set out an alternative approach based on a theory of social justice and of capabilities. The paper developed an overall understanding of how education quality can be understood in relation to the extent to which it fosters key capabilities that individuals, communities and society in general have reason to value. It then analysed three inter-related dimensions of the quality of education from a social justice perspective. Each dimension was considered in relation to contemporary policy debates and research including the work of EdQual. The first dimension, that of inclusion draws attention to the access of different groups of learners to quality inputs that facilitate the development of their capabilities, the cultural and institutional barriers that impact on the learning of different groups and priorities for overcoming these. The second dimension, that of relevance, was concerned with the extent to which the outcomes of education are meaningful for all learners, valued by their communities and consistent with national development priorities in a changing global context, whilst the third dimension, that of democracy considers how decisions about education quality are governed and the nature of participation in debates at the local, national and global levels. It was argued that a social justice framework can provide an alternative rationale for a policy emphasis on quality that encompasses but goes beyond that provided by human capital and rights approaches; that through emphasising the importance of context and through providing a normative basis for thinking about quality in relation to development, it provides a useful starting point for re-conceptualising education quality and how it can be evaluated; and, that it draws attention to the central importance of public dialogue and debate at the local, national and global levels about the nature of a quality education and quality frameworks at these levels.

Clarissa & Albert (2012) tried to investigate into two major issues regarding universal primary education, viz., late school entry and dropping out before completion of elementary, which are tied to a variety of factors related to demand for education. Their paper focused on a select few that appear to have substantial consequences on school attendance: perceptions about school readiness of children, economic factors (poverty and costs of education), differences in expectations between boys and girls, and education of mothers. Supply barriers also exacerbate these problems, particularly in a system that suffers continuous shortages of various education inputs.

Iversen (2012) in her report submitted to Plan West Africa mentioned that financial costs remain a huge barrier, and in poor families girls are more likely than boys to miss out on education. Barriers within the school environments include gender based violence, quality and availability of basic facilities, approaches and materials which reinforce discriminatory gendered norms, expectations and behaviours, and formal and informal school policies. Teacher shortages present huge challenges to quality, and the low proportion of female teacher's impacts on the protection and aspirations of girls. Constraining socio-cultural norms

outside of the school are also a major challenge: in terms of domestic labour and caring for family, and early or forced marriage. Early pregnancy amongst primary and secondary school children is widespread, spelling the end to education for girls in many countries.

Rashid (2012) submitted a report entitled 'A Bridge to the Future' to National Campaign for Education Nepal. In her study she conducted the case study of some girls and women who dropped out of school or who wanted to go to school to get the education they needed. She concluded that the study giving some valuable recommendations like, find available funds to employ a counsellor to aid students to either, find employment in the community by building school-community-employer linkages or help students to further enrol into higher education/vocational courses, form a support group for students who are having difficulties in attending school and/or keeping up with their class, help form a mediation group to work with families resistant to letting their wives/daughters/daughters in law be educated, to help them understand that supporting further education of women can benefit the family, both economically and socially, help form an association of former students who can only continue to be a peer support group for each other, serve as mentors and role models for current students, and fund-raisers for the school and provide scholarships or fees on a sliding scale or based on economic ability.

Subedi and Suwal (2013) surveyed 12 districts – seven in the central and eastern Tarai and five in the far-western hills and concluded that around a third of working children were in forced labour, a significantly higher proportion than among adults. A slightly higher proportion of working girls than boys (36% against 32%) were in forced labour. Within age groups, the highest proportion of forced labourers was found in the 10-14 years category (45%), while the highest absolute number of child forced labourers was in the 15-17 year old group. Tarai Dalit children represented the largest social group of children in forced labour (50 per cent of the total). A higher proportion of working children in the Tarai Districts were in forced labour than in the hill districts (37% and 19% respectively).

2.3 Review of Researches in the Area of Psychological Impediments

Westervelt (1975) conducted a review of the literature as background preparatory to the design of a survey program to ascertain the extent of women's nonparticipation in postsecondary education and apparent reasons for it. The proportions of women who participate in degree programs have changed very little in the past 40 years. Institutional barriers were found to be in admissions practices such as sex quotas and age restrictions, financial aid practices, institutional regulations (e.g., credit for nonclassroom learning, housing policies), curriculum planning and student personnel services, and faculty and staffing attitudes. Situational barriers, or social constraints, were seen as those effects of class, ethnic or racial group membership, family attitudes, domestic responsibilities, place of residence, and community attitudes. Psychological factors include the current status of theories regarding the psychology of women, sex differences in intellectual functioning, attitudes of women toward themselves and in relation to others, motivation for achievement, and psychological correlates of socialization practices.

Farmer (1980) aimed to investigate some environmental and psychological variables related to optimizing the achievement strivings of high school girls. It was hypothesized that environmental and psychological variables would have significant relationships to achievement strivings. The criterion variables were career motivation and achievement motivation. The predictor variables were: community support, early family socialization (environmental), self-esteem, risk preference, sex role orientation, and fear of success

(psychological). Subjects were 10th-grade girls ($N = 158$) in a suburban midwestern high school district. Procedures involved group test administration involving 2 hr during the regular school day. Multiple regression analysis indicated that high achievement motivation and career choice were significantly associated with perceived support for achievement and career goals in the school and community environment ($p < .01$). Implications for increasing achievement and career motivation were discussed in relation to the requirements of the Education Amendments of 1972 and 1976 .

Holland, Gottfredson & Power (1980) developed a 2-page form to operationalize a diagnostic scheme for research and career counseling. The form contains 3 scales: Vocational Identity, (the need for) Occupational Information, and Barriers (personal limits or environmental problems). The scales were developed using a sample of 496 high school sophomores and were validated using a new sample of 824 high school students, college students, and workers. Scale reliabilities ranged from .23 (Barriers scale, 4 items) to .89 (Vocational Identity scale, 23 items). Construct validity of scales was supported by external ratings, factor analysis, item content, item process analysis, correlational analysis, and earlier research.

Pandey (1981) tried to analyze the socio-cultural factors which determined the academic achievement of scheduled tribe students. Besides this he tried to find out their academic and occupational aspiration, the teacher-taught relationship and the interaction between tribal and non-tribal students. On the basis of its findings the author suggested that a different educational system should be provided to accelerate the progress of the tribal.

Vasquez (1982) attempted to identify and examine barriers purported to prevent the participation of Mexican American women in higher education as well as strategies to confront those barriers. Sex-role restrictions and the oppressive effects of low socioeconomic status, rather than culture or language, partially accounted for the relatively low participation of Chicanas in postsecondary education. The fact that Chicanas must generally seek and obtain financial sources of support because of parental inability to aid further deters chances of obtaining a degree. The alienation and isolation that Chicanas often experience because of the lack of "fit" and support in the college environment can also discourage participation of this underrepresented group. The traditional admissions criteria such as tests scores and high school achievement are often erroneously used to prevent the entrance of many Mexican American women who might indeed have potential to succeed. Motivation and positive self-expectations have been found to mediate the barriers that many Chicanas face. These variables resulted from support and encouragement, particularly from mother encouragement, teacher expectations, and positive identification with one's language and culture. Programs designed to provide financial and emotional support as well as provide an advocacy role are clearly desirable.

Daly (1996) after a brief review of internationally recognized empirical studies of the relative impact of single-sex and coeducational secondary schooling on girls' performance, the paper provided impact estimates drawn from two educational surveys carried out in a region which has many state-supported single-sex secondary schools, namely, Northern Ireland. Data relating to girls from two pupil cohorts were re-analysed using multilevel statistical software not available to the original researchers whose main concerns are not considered here. Six outcomes were investigated. They were all related to pupil performance in public examinations taken, typically, after five years of secondary schooling. After adjustment for a range of pupil-intake measures and for the selective status of the schools (grammar/nongrammar), a small achievement advantage favouring single-sex schooling for

girls is reported. However, this advantage was not statistically significant as far as any one of the six outcome measures was concerned.

Lynch & O'riordan (1998) conducted study among four groups of people who have direct experience of how social-class position affects students' access to, and participation in, higher education. Intensive interviews were undertaken with 122 people deliberately chosen from a range of counties, schools and higher educational institutions in Ireland. Interviews were undertaken with 40 low-income working-class second-level students, 40 others at third level, 10 community workers who were both activists and parents in working-class communities, 16 teachers and school principals including four from fee paying schools, and 16 second-level students from fee-paying secondary schools. The aim of the study was to examine the barriers experienced by low-income working-class students in accessing and succeeding in higher education. The study also set out to identify strategies for change as seen from the perspectives of the different groups, and to examine the ways in which more privileged students were able to maintain their educational advantage. Working within a broadly structuralist framework, the study identified three principal barriers facing working-class students: economic, social and cultural, and educational. Their findings were in general concurrence, therefore, with those of Gambetta. However, their research suggested that while economic barriers are of prime importance, cultural and educational barriers are also of great significance. The three sets of barriers were also found to be highly interactive. The research challenges the view of both resistance and rational action theorists as to the value of structuralist analysis. It argued for a dynamic view of structures as sets of institutions and social relations which are visible, accountable and open to transformation. It is suggested that the dynamic role of the state, and its collective and individual actors, in creating and maintaining inequality, needs to be more systematically addressed, especially in strongly (Stale) centralised education systems. Through the clarification of how the Stale and other education mediators create inequalities, it is possible to identify both the actors and the contexts where resistance is possible.

McWhirter, Hacket & Bandalos (1998) sampled 282 Mexican American high school girls and developed, 'A structural model predicting the educational and career expectations' which was further tested on samples of 247 Mexican American boys and 228 European American girls. Predictors included socioeconomic status, acculturation, academic achievement, instrumentality, expressiveness, gender role attitudes, parental and teacher support, family and career commitment, and perceptions of barriers. Results indicated that the initial model was plausible in the sample of Mexican American girls. Findings from the multiple-groups analyses provided evidence supporting the primacy of cultural influences over gender in predicting the educational and career expectations of Mexican American girls

Choudhary (2000) tried to find out the cause that block the progress of girls education in tribal areas. Her work is centred upon finding out the effect of aspiration level and frustration on the scholastic achievement of the ST girls. She used normative survey method for her investigation using random stratified technique of sampling and adopted Frustrations Test, questionnaire for Achievement as her tool of investigation. Her finding revealed that there is significant difference between the aspiration level and frustration among the tribal and non-tribal girls and also these plays a crucial role in determining their level of achievement.

Lent, Brown, Brenne, Chopra, Davis, Talleyrand, & Suthakaran (2001) in their article "The role of contextual supports and barriers in the choice of math/science educational options: A test of social cognitive hypotheses". Mentioned that social cognitive career theory

proposes that contextual supports and barriers play key roles in the career choice process, yet little research has examined hypotheses involving these variables. Participants (111 college students) completed measures of math/science-related course self-efficacy, coping efficacy, outcome expectations, interests, goals, and perceived contextual supports and barriers. Findings indicate that self-efficacy and outcome expectations were jointly predictive of interests and choice intentions. Support and barrier percept produced only weak direct relations to choice, though barrier precepts were found to moderate interest-choice relations. A model portraying barriers and supports as linked to choice indirectly (via their impact on self-efficacy) produced better fit to the data than did a model specifying barriers and supports as directly linked to choice. Implications for future research and counselling were discussed.

Luzzo & McWhirter (2001) sampled 168 female and 118 male undergraduate students and completed a brief questionnaire, a measure of perceived educational and career-related barriers, and a measure of coping efficacy. As expected, women and ethnic minorities anticipated significantly more career-related barriers than did men and European American students, respectively. Ethnic minorities also exhibited more perceived educational barriers and lower self-efficacy for coping with perceived career-related barriers relative to their European American counterparts. Findings were discussed in terms of their theoretical implications and practical career counseling applications.

Kerr & Robinson (2004) tried to seek answer to although gifted girls are closing the gap in math and science achievement, they continue to lose interest and drop out of math/science careers. An intervention was developed for talented at-risk young women that emphasized enhancing career identity and exploration, building science self-efficacy and self-esteem and reducing risky behaviors. Self-esteem, school self-efficacy, and future self-efficacy increased from pre-test to the 3- to 4-month follow-up. Girls significantly increased their seeking information about career and were likely to stay with nontraditional choices. The risk factor suicidality also decreased over this period.

Turner, Steward & Lapan (2004) in their study tested a causal model, based on social cognitive career theory (SCCT; R. W. Lent, S. D. Brown, & G. Hackett, 1994, 2000), of math and science career interests among 6th-grade adolescents ($N = 318$). Consistent with SCCT, it was found that career gender-typing, mother's and father's support for pursuing math and science careers, as well as the structure of the family itself (2-parent intact vs. single parent) predicted young adolescents' math self-efficacy; career gender-typing and mother's support predicted math outcome expectations; and math self-efficacy and outcome expectations predicted math and science career interests.

Gushue & Whitson (2006) examined the influence of two potential sources of strength (i.e., ethnic identity and parent/teacher support) on the cognitive variables of career decision self-efficacy and outcome expectations in a sample of 104 African American ninth-grade students. The results indicate that parental support is positively related to career decision self-efficacy and teacher support is positively related to career decision self-efficacy and career outcome expectations. No relationship is found between ethnic identity and either self-efficacy or outcome expectations. The findings confirm the importance of considering contextual supports in career counseling and education.

Kenn, Gualdro, Scanlon, Sparks, Blustein, & Jernigan (2007) in their study presented the educational and career goals and perceptions of supports and barriers related to these goals as described in semistructured interviews of 16 students from diverse racial and ethnic backgrounds attending 9th grade at an urban public high school in a large Northeastern city.

Using consensual qualitative research (CQR) methodology (C. E. Hill et al., 2005), the authors identified categories and subcategories to students' perceptions of barriers and supports. The findings highlighted students' understanding of how their proximal contexts serve potentially as both supports and barriers. Implications for educational and career interventions were discussed.

Danneker & Bottge (2008) used a multiple-case design in their study to describe the experiences of four elementary students with disabilities who were taught how to communicate their goals and identify appropriate accommodations at their individualized education program (IEP) meeting. Observations of the IEP meetings and follow-up interviews with parents, teachers, and students revealed that elementary students were capable of contributing important information about their disabilities and suggestions for accommodating them. The potential for promoting greater self-reliance in young students with disabilities was discussed.

Ojeda & Flores (2008) tested a portion of social-cognitive career theory (R. W. Lent, S. D. Brown, & G. Hackett, 1994) by examining contextual factors related to the educational aspirations of 186 Mexican American high school students. A 3-step hierarchical regression analysis was conducted to determine the influence of gender, generation level, parents' education level, and perceived educational barriers on educational aspirations. Results indicated that perceived educational barriers significantly predicted students' educational aspirations above and beyond the influence of gender, generation level, and parents' education level. Implications for Mexican American students' educational goals were provided.

Wudu & Getahun (2009) in their article examined the state of female students' enrollment and dismissal rate and major factors that cause them to dropout from the higher learning institutions. Data were collected from the drop out students, instructors, gender officers and guidance and counselling office of the University through questionnaires, interview and focus group discussion. Moreover, secondary data were collected from the university registrar. The results of the study reveal that though the enrolment rate of female students increased from time to time there is a wide gap between the two sexes. Moreover, the dismissal rates of female students are greater than males. The major factors that caused female students to be dismissed from the university include harassment, homesickness, lack of assertiveness training, teacher's gender insensitivity, absence of special support program, poor time management, anxiety, financial problems lack of proper guidance, and counselling service and department placement without interest.

DFID (2012) in its report attempted to determine the most significant demand-side barriers to girls' secondary school enrolment in Madhya Pradesh (MP), India among three minority populations – Scheduled Cast (SC), Scheduled Tribe (ST), and Muslims. Based on this information, an effort would be made to determine the amount of subsidy needed to incentivize girls' enrolment in secondary school. The high dropout rate at the secondary level for girls in disadvantaged communities was the main motivator behind commissioning the study. The foundational hypothesis was that an optimal cash transfer program to households would increase girls' enrolment. The study relied on qualitative data collection from (in-depth interviews and focus group discussions) as well as household surveys in these communities

2.4 Review of Researches in the Area of Institutional Impediments

Sujatha (1980) carried out her study extending the field of education beyond the classroom and the formal system to the realm of non-formal education. She further emphasized that in view of the paucity of resources, non-formal education may be the only solution for the education of the weaker sections of the society.

Bowl (2001) described the experiences of 32 mature, 'non-traditional' students as they make the transition to higher education. The paper draws on the stories of three of the participants to highlight some of the financial and institutional barriers experienced by mature minority ethnic students. It points to the need for institutional change if nontraditional students are to thrive within a system that purports to be directed towards widening participation. The study reveals the non-traditional student as a frustrated participant in an unresponsive institutional context and questions the tendency to problematize students from non-traditional backgrounds, rather than the educational institutions responsible for their progress. This paper is based on research carried out with adults involved in a communitybased, flexible access to higher education project in an inner-city area of the UK. The study involved the development of a participatory research design to encourage mature students to speak directly to an academic audience and to reflect on their experiences as they made the decision to aim for higher education entry, and as they entered a variety of part-time and fulltime higher educational establishments and courses.

Chirag (2001) conducted a study which major aim was to assess classroom practices of languages in the primary schools of Nepal. The stratified but purposive sampling methods were adopted while identifying the districts. Similarly, the researchers figured out the 100 study schools in consultation with District Education Officer. In the selection of the respondents at the community level, snowball technique was applied. However, the head-teachers were the local advisors for the field researchers. Four different types of tools, school survey form; interview schedule/questionnaire, classroom observation and guidelines for focus group discussions were developed. These tools were administered in order to collect the information from parents, teachers, head-teachers, school supervisors, district education officers, members of the school management committee, and students.

Olafson (2002) in their article presented the experiences of adolescent girls in physical education. In the interviews and focus groups that were part of a larger study on resistance to schooling, the participants repeatedly expressed their dislike for physical education and discussed their strategies for avoiding physical education. In addition to describing the phenomenon of resistance to physical education from a Foucauldian and feminist framework, this paper suggests curricular implications arising from the theoretical frame. The data demonstrate that resistance to physical education stems from three sources. Therefore, revisioning physical education classes must take into account these barriers to participation.

Kenny, Maureen; Blustein, David; Chaves; Grossman, Jennifer; Gallagher and Laura (2003) drawing on developmental contextual theory, the authors examined the relationship of perceived barriers and support with school engagement and vocational attitudes among 9th-grade urban high school students in 2 studies. Study 1 (N=174) showed that both perceived barriers and perceived support from family kin were associated with youths' commitment to school and aspirations for success in their future careers. Study 2 (N=181) replicated and extended Study 1, demonstrating that perceived barriers, general perceptions of support, and kinship support were associated with behavioral and attitudinal indexes of school engagement, as well as with aspirations for career success, expectations for attaining

career goals, and the importance of work in one's future. The findings contribute to efforts to identify individual and contextual factors relevant to the educational and vocational lives of urban minority youth.

ActionAid International (2004) study showed that violence is a key factor in denying girls right to education. Addressing gender violence in school is essential for making progress toward global goal to education. In its report it mentioned violence as a major barrier to education for millions of girls across the globe. The prevalence of violence against girls affects both their rights to education and their rights in education, and is the focus of a new Action Aid International advocacy initiative. The Millennium Development Goals (MDGs), including Goal 2 (universal primary education) and Goal 3 (gender equality), make no explicit mention of violence against girls as a critical structural barrier to education (UN 2000). The issue has also been neglected by major education initiatives such as the Global Campaign for Education.

Gibson (2004) in his report published by the IDL group (UK) named 'Girls Education in Africa', suggested a twin-track approach to promoting girls education is needed in all countries. First, improving access and quality for all children with an emphasis on primary education- will make the greatest contribution to furthering girl's education. At a minimum this required sufficient government spending, minimizing families educational cost, controlled unit cost, reasonable class sizes and teacher's salary and sufficient number of physically accessibled schools. Second, targeted interventions and cross-sectoral programes designed to promote girl's enrolment, progression and completion have potential to make a significant across the system.

Shabaya & Konadu-Agyemang (2004) in their study revisited the question of gender disparities in educational access in Africa by analyzing data from recent comparative national surveys including the Demographic and Health Surveys, Living Standards Surveys, and World Bank data, focusing on Ghana, Zimbabwe and Kenya. It concludes that while substantial progress has been made in the last 40 years, female illiteracy rates are still high compared to males, and entrenched attitudes continue to keep females out of the educational system, thereby perpetuating the gender gap. Furthermore, while females are generally disadvantaged vis a vis their male counterparts, females living in the urban areas and some core regions tend to be better off than those living in the rural areas and peripheral regions. The paper suggested a number of policy recommendations that would enable African countries, especially the three countries used as case studies, to reap the full benefits that accrue from female education. These include the need for African governments to rededicate their efforts towards giving female education the highest priority, creating girl-friendly school environments, helping resolve parental poverty issues that compel them to force girls into early marriages, legislating and enforcing laws that compel all children to stay in school for at least 12 years, and wiping out the long existing spatial inequities that enable people in certain locations to have better access to education than others.

Bohon, Macpherson, & Atilis (2005) in their article mentioned the recent influx of Latinos to new destinations in the Southeast offers a unique opportunity to explore educational outcomes in emerging gateway states. Their study utilized qualitative methods to predict future educational outcomes for Latinos in Georgia. Six primary barriers to Latino educational attainment were uncovered: (a) lack of understanding of the U.S. school system, (b) low parental involvement in the schools, (c) lack of residential stability among the Latino population, (d) little school support for the needs of Latino students, (e) few incentives for the continuation of Latino education, and (f) barred immigrant access to higher education.

Center for Research Education and Development (2005) made an attempt to investigate mother tongue intervention at primary level and found that almost all the teachers faced problems in the resource materials and teaching learning process in terms of their quantity, availability and the type. Due to the lack of the materials, teachers have to translate the Nepali textbooks into the children's MT which, according to them, is tedious and time consuming and it seriously affected students' learning. It was also found that that teachers faced the problem of making children understand of what is expected from the curriculum and textbooks.

Sandkull (2005) aimed to clarify the underlying concepts of a rights-based approach to education programming and core human rights obligations in education, and their role in strengthening inclusive education activities. It will also briefly discuss possible entry points and tools to move forward. In addition, it is hoped that this paper will increase understanding of human rights' importance in underpinning development cooperation programming, as well as fostering a discussion on the practical aspects of implementing such programming.

Teacher Educators' Society Nepal (2005) conducted a survey to analyse the existing situation of SOP and FSP so that they can be improved and sustained to ensure equitable access of children to formal education. The sample of the study was taken from the two CASP districts, Dhading and Siraha, where SOP and ASP are in operation since 2000. The VDCs which conducted the programs in the two districts from the year 2000 to 2003 were included in the sample.

DFID (2006) published its first progress report on strategy for girls' education, Girls' Education: towards a better future for all. This report included a statistical overview of girls' enrolment and completion rates in all of DFID's Public Service Agreement (PSA) countries in Africa and Asia based on internationally comparable data from UNESCO's Institute of Statistics. This data had been supplemented by national data on secondary and tertiary education and a small number of case studies on educational attainment.

Full Bright Consultancy (2006) in its study, 'A Study on Effectiveness of Primary Teachers Training in Nepal' made an attempt to identity effectiveness of primary teacher training after three years (there was a study: Effectiveness Study of Teacher Training, 2003). There were ten different questionnaires, checklists, and interview guidelines used by the research team. They concluded that the transfer rate of primary teacher training is 50%. As trainers are not effective and efficient in using resources, teachers are also less competent in this area. Most of them did not show creativity in using teaching aids. The content of primary teacher training was found relevant. However, there are room for improvement. The concept behind extending primary education from 1-5 to 1-8 is reasonably good. However, in context of Nepal, it requires enough exercises to materialize in relation to infrastructure, human resources and financial supports.

Full Bright Consultancy (2006) attempted to identity effectiveness of primary teacher training after three years (there was a study: Effectiveness Study of Teacher Training, 2003). There were ten different questionnaires, checklists, and interview guidelines used by the research team. They concluded that training can only solve the problem of lack of knowledge, skill and attitude. Only these three components are not enough to perform better. Basically, a trained teacher needs support from management to deliver quality service. The primary teacher training has a standard curriculum. It is structured and helps trainers to conduct training effectively. However, Nepal is a diversified country. The training curriculum does not address this situation. Many teachers said that they have problem in teaching

because of different mother tongue of students. There is only one type of curriculum for primary teacher training for the entire country. The curriculum has overlooked the different working conditions, available resources and environment in different places.

Nepal Rastra Bank (2006) in its report “Achieving Millennium Development Goals: Challenges for Nepal” reported that promoting gender equality and empowering women is more challenging. There has been slow but steady rise in girls’ enrolment for all three levels of schooling. The gender gap has narrowed down in primary and secondary levels of education but has not improved in higher levels of education. The number of girls with graduate and higher degrees is still less than 23 to 100 boys, which has remained almost constant since early 1990s. The goal of achieving universal primary education is not easily attainable. Primary school net enrolment rate increased from 70.5 percent in 1998 to 84.2 percent in 2004. But the primary education cycle completion rate is still very low; in 2002 it was 50.4 percent. The current scenario signals that universal primary education could be achieved earliest by 2021.

Osler (2006) in his paper explored the policy context in which girls’ exclusion occurs and examines contributory factors, arguing that together they constitute systemic violence. Forms of violence include verbal abuse, psychological violence and the everyday “incivilities” which often go unchallenged in school cultures. The paper draws on research which privileged student voices and considered them alongside those of service providers, to analyse girls’ school experiences, examining violence and exclusion at interpersonal, institutional and structural levels. Issues such as bullying, self-exclusion, learning difficulties, peer relationships, teacher–student relationships and student pregnancies are considered.

Acharya (2007) carried a study aimed to understand whether and how a move towards a sector-wide approach (SWAp) in education in Nepal is making a difference to the addressing of educational inequity and exclusion. It further explored how current approaches could be adapted, strengthened or improved in order to enhance overall effectiveness. The main focus of enquiry was the Education for All (EFA) Programme 2004–09, which is already following a SWAP modality to some extent. However, consideration was also given to the Secondary Education Support Programme (SESP) 2003–09, as it is planned that this large, jointly-funded project for the secondary sub-sector will be merged with EFA into a single SWAp for the schools sector – the School Sector Approach (SSA). Conceptualization of gender and social inclusion issues within EFA 2004–09 and SESP and the implementation processes to address the issues were explored. The major methods adopted in order to capture the mechanisms as well as perceptions of the stakeholders were primarily document review and semi-structured interviews with key personnel. This report, while examining the process and contribution of SWAPs in addressing issues of inequity, explored dimensions of challenges and disparities that directly and indirectly affected the education of Nepali children.

Groot (2007) studied the factors which influence school attendance of children. He divided the outlined factors in his report in two groups. The first group includes factors that effectually exclude children from the social system. Such factors are poverty, often increased due to a recent change in circumstances at home such as divorce, illness or death of one or both of the caregivers; and discriminatory practices leading to social exclusion. The second group of factors includes those that impede school attendance, but which are never the sole reasons for a child to be out of school. These factors such as work and school quality and accessibility factors.

Huggin & Randell (2007) in their paper mentioned that may Rwanda has made enormous strides forward in improving access of boys and girls to education at all levels, and in promoting gender equality within the education system. Yet girl students continue to lag behind in educational achievement and access, particularly at the secondary and tertiary levels, where girls' enrolment, completion and achievement rates are lower. Girls are under-represented in government schools, and are instead more likely to attend more expensive and lower quality private schools and universities. Despite an enabling policy environment, a number of social and institutional barriers continue to prevent girls and young women from attending schools and universities and from performing equally to their male classmates. The prioritization of science and technology within the educational and development policies of the country may act to further exclude female students unless additional actions are taken to promote women's participation in these fields. Addressing gender equality in the education system, with a focus on improving girls' educational performance and outcomes, is crucial to meeting Rwanda's development goals and to protecting women's human rights within the country.

Ministry of Education and Sports (GON) (2007) published a report on 'A Study on the Status of Gender Equality in School'. The main objective of the study was to find out the status of gender equity and equality in school education with reference to social strata and ethnicity, to assess whether there is gender friendly environment in school or not, to find the problems for reducing gender gaps, to analyse the effectiveness of different programmes for supporting to eliminate gender disparity from school, to identify the gaps, if any, that exists between policy and implementation levels with reference to eliminate gender disparity from school and to provide practical suggestions and action step to eliminate gender disparity from school. Mixed method approach was used to conduct the study.

Social Development and Research Centre (2007) surveyed the status of gender equality in school and concluded that the curriculum and text books are not gender equity friendly, the numbers of female teachers are comparatively very low, the major causes of inequitable gender status in school level are male dominated society and less awareness for girl education in indigenous community, the general perception about education has been changed, many of concerned say that the education is a best tool for employment creation, income generation, knowledge and better life, educated parents advocate that more education for girls is needed rather than boys, financial and material assistance is highly demanded under scholarship programs, the parents who have entered in new profession or who are diverted from traditional profession to new profession, they are found more conscious about girls education, the main causes of fewer enrolments and dropping out are financial crisis, less friendly environment, less awareness in parents and students themselves, early marriage, earning compulsion for family members, heavy work in home and so on, in community based schools the ratio of girls' is comparatively better, only fifty percent schools have code of conduct for teachers and students, in comparison to boys, very small size of girls has chosen math and science as optional subjects (ratio is 69:31). The main causes for this are being weak in class, less confidence of being successful and time to be given for domestic work. The provision and status of physical infrastructures, facilities and services is not favorable for girls and women (such as toilets, flush and drinking water, separate rooms and compound wall).

Evangelau, Taggart, Sylva, Melhuish, Sammons and Blatchford (2008) adopted mixed method approach and investigated the issue related to transition of four distinctive group:

local authorities, children, parents and school. Responses were received from 550 children and 569 parents from across England drawn from 6 local authorities (Shire county, Inner London borough, Midlands/ Metropolitan Regions, East Anglia Area and two authorities in the north east) . Children were recruited to the case studies using stratified selection to get a balanced mix by region, gender, socio-economic status and ethnicity.

Huebler (2008) tried to Measure disparity in South Asia using an education parity index. His paper presented data on disparity in primary and secondary education by gender, area of residence and household wealth for countries in South Asia. To facilitate the interpretation of complex data an Education parity index (EPI) was introduced. The EPI combines information on disparities across different education indicators and across different groups of disaggregation. The EPI was flexible and caould be modified according to national priorities. The use of the EPI as a tool to assess education disparities was illustrated with household survey data from Afghanistan, Bangladesh, India, Nepal and Pakistan.

Morgan & Hansen (2008) conducted a study to determine what classroom teachers perceived to be the greatest barriers affecting their capacity to deliver successful physical education (PE) programs. An additional aim was to examine the impact of these barriers on the type and quality of PE programs delivered. This study applied a mixed-mode design involving data source triangulation using semi structured interviews with classroom teachers (n = 31) and teacher-completed questionnaires (n = 189) from a random sample of 38 schools. Results identified the key factors inhibiting PE teachers, which were categorized as teacher-related or institutional. Interestingly, the five greatest barriers were defined as institutional or out of the teacher's control. The major adverse effects of these barriers were evident in reduced time spent teaching PE and delivering PE lessons of questionable quality.

Full Bright Consultancy (2009) conducted a study entitled ‘A Study on the Identification of out of School Children and Possible Measures for Bringing them into Formal and Non-Formal Education System’. The scope of this study was national. The primary level of information/data was collected from 16 sample districts covering all 5 development regions, 3 ecological zones and Kathmandu valley. To collect necessary data and information, the consultants used various survey instruments including Household surveys, Community surveys, School surveys and Resource mapping. These survey tools were administered in 1 metro city, 9 municipalities and 38 VDCs. In total, 2902 households, 96 communities and 96 schools were surveyed and 96 resource mapping was done. The size of population (from the surveyed households) was 16,218. Of the surveyed population, 5032 were in the age group of 3 to 9. The average family size of the surveyed households was found to be 5.6. Half of the sample population was under 15 to 60 age group and 34% under the age of 10. Finally it concluded that School support programs are successful in increasing the school enrolment rate to some extent however, there are still out of school children. The school support programs conducted by NGOs have shown positive results in the communities. Special need based programmes for specific area, are some characteristics of NGO activities. Government’s school support program (scholarship, free textbook, tiffin and kerosene distribution) has also helped to increase school enrolment rate.

UNICEF (2009) in its qualitative review on ‘Towards Gender Equality in Education: Progress and Challenges in the Asia-Pacific Region’ reported about aspects of equality of education and discusses, in some depth, gender indicators that pertain to the equality of education in the *teaching-learning process* that can make a difference to boys and to girls. It suggests the disproportionate importance of quality to maintaining girls in school and why

this is so. It looks at a number of pertinent ‘quality’ indicators from a gender perspective to assess equality. These include such areas as curriculum, textbooks, the number and quality of teachers (including female teachers), and what constitutes girl-friendly education and why it appears so important to keeping girls in school. Studies show that a large number of boys and girls leave school midway through their education because of the uncongenial conditions in many schools. So, more attention must be paid to making the school environment child- and girl-friendly.

UNICEF (2009) conducted a survey to establish a baseline of parents’/guardians’ KAP on ECD and primary education in UNICEF Nepal’s education focus districts in order to assess the changes in KAP during UNICEF Nepal’s Country Programme for 2008–2010. Five of UNICEF’s 15 education focus districts were selected (Parsa, Dadeldhura, Siraha, Rupandehi, and Bajhang), representing all ecological zones, development regions, and types of UNICEF programme district. In each district, three programme VDCs were selected and, within each VDC, one disadvantaged community was selected. Two sets of survey tools—one for parents/guardians of ECD children and the other for parents/guardians of primary-school-aged children—were developed, using the research questions and key messages, and including both qualitative and quantitative research tools. Major findings of KAP on primary education were:

- Overall, the level of knowledge for all aspects of primary education was much lower (25 per cent) than the levels of attitude (84 per cent) and practice (50 per cent).
- Most parents/guardians had an insufficient (67 per cent) or highly insufficient (28 per cent) level of knowledge.
- The level of attitude was either highly satisfactory (64 per cent) or satisfactory (36 per cent).
- Some 77 per cent of parents/guardians were practicing at a sufficient or satisfactory level.
- Male parents/guardians had a slightly higher level of knowledge than female parents/guardians on child rights, parental role, and education for a brighter future of the children. Female parents/guardians had a slightly higher level of knowledge than male parents/guardians on inclusion and quality of education.
- Male parents/guardians had slightly higher levels of attitude than female parents/guardians on all aspects of primary education, except inclusion.
- Male parents/guardians had a slightly higher level of practice than female parents/guardians on inclusion and parental role. Female parents/guardians had a slightly higher level of practice than male parents/guardians on child rights, quality of education, and education for a brighter future of children.

Centre for Educational Research and Social Development (2010) conducted a study on scholarship management and its effectiveness in terms of enrolment and retention has adopted a conceptual frame work based on the objectives and research questions of the study. The study was descriptive in nature and used interviews, case study and Focus Group Discussions (FGDs) as major instruments of enquiry along with the analysis of relevant documents. The study has used methodological procedures that integrated qualitative (FGDs) approach with quantitative (survey) approach in one research design. The main objective of this study was to find out the effectiveness of the existing scholarship program in terms of enrolment and retention of the students especially from the disadvantaged community.

Department of Education (2010) conducted a study on Child Friendly School (CFS) Initiatives and its effects on school functioning in Nepal. Based on TOR and suggestion from concerned persons of DOE, MOE, UNICEF, four districts; (Kavre, Rupandehi, Rautahat and Siraha) are selected as sample districts. Similarly, six schools from each district, representing schools with grades 1-5, 1-8 and 1-10/12 have been included as the sample. Altogether 24 schools have been studied. Purposive sampling was adopted in the study. The main objective of the study was to assess the existing situation of CFS and its effects in school functioning, to identify what aspects of the different interventions under the CFS were working and what were not working, and to suggest ways for its improvement and up-scaling.

Duman (2010) attempted to inspect the reasons of higher inequality among females in terms of schooling distribution in Turkey. Our results suggest that occupation of the household head, size and the composition of the family, and education of the parents have a significant impact on the schooling decision for girls. The paper contributed to the literature in a twofold manner. First, it provides empirical evidence of schooling distribution in Turkey. Second, it investigates the factors that disproportionately affect schooling decisions for girls

Gautam, Kumal and Adhikari (2010) in their study examined effectiveness of scholarship management in terms of enrolment and retention. The study was descriptive in nature and used interviews, case study and Focus Group Discussions (FGDs) as major instruments of enquiry along with the analysis of integrated qualitative (FGDs) approach with quantitative (survey) approach in one research design. The main objective of this study was to find out the effectiveness of the existing scholarship program in terms of enrolment and retention of the students especially from the disadvantaged community.

Jenkinson & Benson (2010) carried out a survey in which an online questionnaire was completed by 115 physical education teachers to establish the barriers to their implementation of physical education in Victorian state secondary schools. In addition, the barriers perceived by teachers to impact on students' participation in school-based physical education and physical activity were examined. The barriers to the provision of physical education were found to be largely institutional, although two-thirds of respondents recognised their own difficulties in engaging students when teaching as potential obstacles to student participation. Students were also perceived to be influenced by their own (45 per cent) and their peers (62 per cent) low levels of interest when choosing to participate. An awareness of these barriers has implications for physical education teaching, curriculum design, teacher training and adolescent participation in the school environment.

National Environment and Health Study Centre (2010) in its report submitted to Ministry of Education, Nepal attempted to compute all the indicators to see the internal efficiency at primary education. Questionnaire was used to answer the research questions like (a) Who are the enrolled children at primary level (by gender, Dalit and Janajati) in a cohort of the school year 2062? (b) How many are they? (c) How they are making progress? (d) How do we track them in a given cohort? (e) How do we identify these groups by data? (f) What are the reasons of inefficiencies? (g) What measures should be taken to solve the inefficiencies?

UNESCO (2010) in its report, 'Education For All Global Monitoring Report' presented the most recent statistics for school attainment. It showed that much progress has been made in the past ten years. But while the MDGs set the goal of full universal primary schooling and elimination of gender disparities in primary and secondary education by 2015, reality is still

very far away from these targets. Globally, 87% of children in the primary education age group attend school, compared to 82% in 1995. This increase in school attendance concerns both boys and girls. The most dramatic increase in primary education attendance can be found in the regions that had low bases, i.e. South and West Asia (86%) as well as sub-Saharan Africa (73%). In most regions there are more than 95 girls per 100 boys in primary education, but more than half of the countries in sub-Saharan Africa, South and West Asia and the Arab States have not reached gender parity at the primary level. Worldwide 28 countries still have fewer than 90 girls per 100 boys in school; 18 of these are in sub-Saharan Africa.

Warner, Malhotra and MCGongal (2010) in their report mentioned how gender parity exist in school and how girls are facing problem related with this. They also explained by investing jointly in girls' education, empowerment and healthy, productive transitions to adulthood, we can unleash the potential of adolescent girls to transform their own lives and the world around them.

Chugh (2011) tried to examine the factors that contribute to dropping out by children at the secondary level. The analysis is based on the empirical study undertaken on the marginalized group of children living in slum areas of Delhi, which was conducted during the period from August 2006- July 2007. The findings reveal that both the family and school related factors were responsible and appeared to be highly correlated with each other. It was also found that adolescents dropout not merely due to poverty and financial constraints but also because the schools did not respond appropriately to their special educational needs forcing them to dropout. The paper proposed that the State needs to adopt a holistic approach to dropout issue and not treat it as merely a discrete problem that can be tackled without reference to the broader socio economic setting and poor delivery of education in which it is rooted.

Educational Resource and Development Centre Nepal (2011) in their final report submitted to Ministry of Education, Government of Nepal revealed the girls have almost half of the enrolment in school education, which is also reflected in Nepal's improved Gender Parity Index (GPI) (1.00 for primary and 0.99 for basic education (grade 1-8) in 2009-10. In the same period, the survival rate for girls was litter higher (79.8%) than the boys (77.8%). Within this context, the 100% GSP was initiated. The findings of the study also shows improved level of GPI (1.11 in 2067) and enrolment (52.8% in 2067). These findings draw attention of the DOE/MOE to revisit its girl scholarship policies in future. Review and implementation of the recommendations of the past studies along with this study such as need of a clear implementation guideline or manual for selection, distribution, monitoring and follow-up of the girls' scholarship program, address the time lag or delays in distributing the scholarship and improving efficiency are the other areas to look at.

Educational Resource and Development Center, Nepal (2011) conducted an investigation on Effectiveness of Girl's Scholarship Programe. Seven out of 75 districts of the country, namely, Jhapa, Rasuwa, Lalitpur, Gorkha, Jumla, Dailekh and Bardiya were covered by the study. In total, 415 girl students, 82 parents, 32 focused group discussions (FGDs) and 38 key informant interviews were conducted. The study was under taken in June 2011. The study examined the perceived changes as well as the changes in key educational indicators demonstrated in the school statistics. The girl students and the parents expressed that the girls' scholarship had had supported to continue their study (84.5% girls and 78.6% parents), to be regular in the class (63.3% girls and 52.9% parents), to do better in examination (58.5% girls and 52.9% parents) and to enhance their motivation in learning (52.2% girls and 58.6%

parents). Moreover, 49.1% girl student and 34.3% parents were of the view that girls' scholarship had enhanced their confidence, dignity and self respect in the family and the community. However, with an increase in the economic quintile of the family, parents and the girl children's perception regarding the contribution of 100% girls' scholarship on educational achievement declined. The participants did not mention any direct changes in their health and hygiene behaviours as the result of the girls' scholarship.

Sattar, Yasin & Afzal (2011) interviewed 600 respondents through multi-stage sampling technique. The researcher collected the data from three stakeholders i.e. parents, students and teachers. The results of the research depicted that limited family earnings, low parental education as well as direct and indirect cost of schooling are the prime determinants of high dropout rates of the students. In addition to this insufficient budget allocation by the government to education sector, weak policy making and improper policy implementation are the major blockades in education sector of Pakistan.

Save the Children (2011) developed the Choices curriculum, designed around eight participatory age and developmentally appropriate activities. In order to improve gender equity among very young adolescents in Nepal. The curriculum was piloted in Siraha district, in the Terai region of Nepal, which is known to have a high prevalence of practices that perpetuate gender inequity, such as early marriage, early motherhood and dowry. Further, formative research conducted during the development of Choices showed persistent gaps between boys and girls in the division of household chores, access to education, freedom to play and overall autonomy. Choices were designed with a gender reflective and transformative approach in mind, engaging boys and stimulating discussion and reflection between girls and boys. Choices explored the themes of gender inequity and power, identifying small actions that can promote gender equity and respect, and empower girls. Structured interviews were conducted with all participants at baseline and end line. The results clearly show that Choices was effective in contributing to more gender equitable attitudes and behaviors among boys and girls. The evidence is especially convincing because it the data was collected using diverse methods (both qualitative and quantitative) and shows a consistent picture.

Actionaid (2012) published a report on, 'Transforming Education of Girls in Tanzania' and concluded that girls have high aspiration for education, despite concerns with poverty, gender based violence, the consequences of early pregnancy and marriage and lack of school facility. Girl's views about overcoming obstacles tend to focus on short term and less sustainable interventions, like sponsorship to pay school fees.

Actionaid (2012) published a report on, 'Transforming Education of Girls in Nigeria' tried to investigate gender equality in schooling, girl's empowerment, teaching and teacher's school management, school funding and community mobilization. Altogether 72 project schools were included in the study. Among them 47 were classified as rural schools and 25 as urban. Data was collected using survey instruments to six categories of respondents (girls, girls club facilitator, school management committee chairperson, teacher, community circle members and CAPP programme officers).

Ahmad (2012) discussed about how the Taliban movement has affected common peoples to a great extent. It has deeply affected the education system in both countries. Education is a prerequisite for development. It makes the horizon of vision wider, helps to increase the role of women in family decision, including in matters of fertility, child birth, their upbringing

and socialization. Unfortunately the Taliban movement has affected the education system all over Afghanistan and in some areas in Pakistan. His work included a case study of district Swat in Pakistan, which has been under the Taliban control for more than two years. The Taliban destroyed and damaged both girls' and boys' schools in the area. Although the Taliban did not openly oppose boys' education, still they damaged it along with girls' education. The main aim of his work was to find out the ideology of the Taliban about education with a special focus on girls' education

OECD Council (2012) at Ministerial Level in their report mentioned that in developing countries, poor families may not be able to afford to send all their children to school and boys may come first when deciding which child to keep in education. Certainly when primary schooling is made free, girls' attendance rises. But it is not just a question of school fees, there are items such as uniforms and school meal costs too – support in these areas can help get girls into schooling and keep them there through secondary education. Some countries have also raised school attendance of girls through programmes that give a financial reward to families for sending girls to school. Prolonged schooling also cut down on early marriage. And education is the gift that keeps on giving – mothers who have had schooling place higher value on education for their own daughters.

Santowana Memorial Academy Educational Research Center (2012) carried a study entitled 'A Study on Mother Tongue Based Multi-Lingual Education in Nepal'. The study was carried out with mixed design of qualitative and quantitative approaches; however, the focus of the study was on qualitative methods of inquiry. The study was descriptive, analytical and exploratory at all. Qualitative data in the study were described and analyzed in a narrative way. Qualitative data were analyzed and interpreted quantitatively with simple statistical tools like frequency distribution, ratio and percentage and presented and displayed in different tabular form. The sample of the study represented altogether 11 primary level MT-based MLE school from 7 districts representing 9 language groups in Nepal in which 7 were government-run and four were run by NGO and INGO. The total sample size was of 292 stakeholders including Head teachers- 11, MLE teachers- 22, Other teachers- 26, SMC and PTA representatives- 35, Parents- 60, Students- 75, Local political leaders- 15, RP/SS-9/7, DEOs- 7, CSOs/CBOs representatives- 15, and Central level stakeholders- 10. The study was conducted and completed within three month. According to the study, many different international and national policies have supported the use of mother tongue as the medium of instruction in the school level. The review of national and international policies, plans, and provisions showed that these policies have greatly advocated the use of MT-MLE in schools, at the basic level.

UNGEI (2012) in its formative evaluation report on Nepal reported that it should focus its advocacy on the following: quality education and gender equality; strategic programming for hard-to-reach children; reducing gender disparities in lower secondary education; introducing an engendered curriculum; creating joint monitoring tools; conducting a joint study on location-specific and gender-responsive education; promoting action against sexual harassment to facilitate girls education.

Amirtham & Kundupuzhakkal (2013) discussed on conceptual approaches in gender education along with the major Government policies for gender equality. Statistical data for Primary, Elementary and Secondary Schools dropout rate in India were taken from 1999-2000 to 2010-2011 for analyses. The dropout rates at the three different levels were compared

and it is represented in graphs. The reasons for dropouts in India are discussed with various research project outcomes.

Chaubey (2013) sampled 540 to study importance of education in empowerment of girl students from the Kathmandu district under the Bagmati Zone of Nepal. A Multilevel mixed method sampling technique was used. This particular strategy is very common in research examining organization in which different units of analysis are 'nested within one another'. The district of Kathmandu was picked purposively by the researcher as Kathmandu districts has the highest number of colleges affiliated to Tribhuvan University. The 20 colleges were selected through simple random sampling and the 25 students per college in turn through purposive sampling. She concluded that higher education brings a positive change in the lives of Nepali women and change their perspective and towards the right and status of women in society.

All these above mentioned studies apparently proves that various researchers have studied hurdles in educational development, both for girls and as a whole for children studying in co-education schools, with various variables in different theoretical prospective. It may be concluded from the above reviews that although barriers in girl education was studied in different part of the world, i.e. Tanzania, Ghana, Nigeria, South Asian countries etc, those studies were conducted at superficial level, which findings cannot be applied for different educational and policy implication for children who are living with different culture, tradition and lifestyle. We can take these studies only as a pioneer, to speculate the situation of girls' education in the world. The reports of different UN agencies like UNICEF, UNDP have served the purpose. In the present research the researcher is trying to study the educational status of girls, the barriers which they are facing in the way of their educational development and the impetuses which can minimize the effect of those perceived barriers from girls point of view in the context of Madheshi girls. Before moving further, the researcher wants to clarify that Madheshi are the resident of the Terai region of Nepal. As **(Gaige, 2009; Rakesh 2007)** and many other scholars have mentioned in their books, papers, research, articles that the Terai is the least studied, least researched and least known major region of Nepal. Since Madheshi cover a large portion of national population of Nepal and are behind almost all development sectors, there is the need of conducting ethnic and social group specific research which, will finally contributes greatly in policy formulation of government as well as non- government programs. Thus, as per the knowledge of the researcher, there is no research conducted yet to study the impediment and impetuses of educational development of Madheshi girls in Nepal. To condense the perceived gap in research related to the status, impediment and impetuses of educational development of Madheshi girls the present study was designed.