

# CHAPTER-ONE

## INTRODUCTION

### Background of the Study

Information is power. The art and science of using information to one's advantage is one of the key to influence and power in any society. As a matter of fact man alone has the capacity to generate information through new symbols, and to share the meaning of these symbols with fellow men. One may even look with advantage at human history through the information/ communication prism.

It is the history of an ever-increasing capability to create new generates information and shares it with others to their mutual advantage to ward off danger, to inform about the new opportunities, etc. In brief, information/ communication are the key to organized human life (Yadava, 1990, P. 7).

Information is a necessary tool for development and empowerment and that once people are able to realize the need for a better life and they are availed with the relevant information, then they will be willing to undertake that change (Shepherd, 1998 cited in Musubika, 2008, P. 11).

Information is a major contributor in the progress of change and development. It is only through communication one acquires information associated to our immediate surroundings. To get information on national/international news, politics, health, science, or trade, one of the media (print/ electronic) comes into play directly or indirectly. Thus, media is the foremost source of information dissemination which considerably influences masses' opinion. Views or behaviours are based in what an individual perceives from information collected through media (Guleria, 2010, P. 4).

To gin with men and women perhaps had only the tools of the voice, the gesture, the engraving and the painting to communicate their ideas and messages. But as human society progressed, people discovered or invented

more and more efficient methods and technologies to multiply the voice, the signs and the writing for simultaneous sharing with a large number of people. The result is what we know today as the mass media- the press, the radio, the film and TV. There emerged the mass society (Yadava, 1990, P. 7).

The word media comes from a Latin plural form for the singular noun medium. Mass media transmit messages to large audiences. A modernizing society finds mass media essential. These media help disseminate information with great speed to large numbers of people located at different places. Mass Media serve as both authoritative resources, circulating meanings that legitimate particular forms of conduct and allocate resources, producing economic value like other means of production. Equally, media production and reception are subject to specific rules of interpretation and conduct (Kharel, 2007, P. 54).

Communication for development assumed that Mass Media was rapid and more efficient in transmitting information. It did not take into account the importance of interpersonal communication in the diffusion process (Rogers, 1995 cited by Musubika, 2008, P. 58). In today's world, mass communication occupies an important place. It contributes towards the emergence of a mass society and mass culture. In a mass society, public opinion and images on various important issues are shaped to a great extent by the mass media. In a democratic society like ours, public opinion influences public life and governance (Yadava, 1990, P. 7).

Due to the work of Weber and Durkheim (Webster, 1990 cited in Musubika, 2008, P. 22), development was believed to be only possible under Western influence. Development would occur through prior change in the values, attitudes and norms of the people. Webster, stated, "Development then depends on 'traditional,' 'primitive' values being displaced by modern ones" (Webster, 1990 cited in Musubika, 2008, P. 22). Mass media were to be used to disseminate ideas and encourage increased awareness about society and also heighten political awareness and participation in the democratic system.

Proponents of this stand were recruited from the United States of America and the United Nations to work in developing countries (Musubika, 2008, P. 22). This resulted in the domestication of women. Since women were confined to the domestic sphere, (Kabeer, 1994 cited in Musubika, 2008, P. 23) stressed that they were therefore recipients of home-economics not agricultural extension service. Western discourse did not recognise the productive and creative role of women. This refusal relegated women to divisions of labour that kept them in positions of subordination (Musubika, 2008, P. 23).

Most experts in the field of development have come to the realization that sustainable rural development in developing countries can only occur if it is directed towards the local people, and if it involves them within the development process. They stress that women must be involved because in most of the developing countries, women contribute a lot to the production of food and labour. However, in reality, women continue to lag behind in most societies in all spheres of their lives (Matewa, 2003, P 23).

Indeed women all over the world, especially in developing countries have been and continue to be exploited despite the fact that they are efficient users of resources in that when given access to say training, raw materials, market opportunities or credit; they are able to add their own initiative to come up with ventures that are normally successful. Higher income for rural women means improvement in basic foods and health of their households while health education for these women means increased levels of nutrition, health and sanitation of their households. However, because the women lack the above resources, they are constantly victims in their homes and even in the societies in which they live. For instance, women are almost solely responsible for their families 'health and for the provision of food, water and yet their work is not paid, nor is it recognized (Kar, 1995 cited in Matewa, 2003, P. 23).

Women's empowerment and their full participation on the basis of equality in all spheres of society, including participation in the decision-making process and

access to power, are fundamental for the advancement of equality, development and peace (Nassuna and Ouma, 2004 cited in Matewa, 2003, P. 24).

Women empowerment is a global issue and discussions on women's rights are at the forefront of many formal and informal campaigns worldwide.

Empowerment is widely used but seldom defined. Latterly empowerment denotes "to invest with power". Power is defined as the ability to influence the behaviour of others with or without restraint (Neog, 2011, P. 1).

The topic of the economic (and social) empowerment of (rural) women is not a new one as it has been going on for decades now. Early concerns in this field can be traced back in 1975 when the first World Conference on Women which was held in Mexico City from the 19th of June to the 2nd of July. This conference, which coincided with the 1975 international women's year and called for by the United Nations General Assembly, was aimed at focusing international attention on the need to develop future oriented goals, effective strategies and plans of action for the advancement of women.' The purpose of this was to remind the international community that discrimination against women continued to be a problem in the majority of the world (United Nations General Assembly, 1975, P. 1).

A series of World Conferences related to women have strengthened social, economic, and political magnitude of gender equality through empowerment of women, internationally as well as nationally. The two calculated objectives of Beijing Platform of Action concerning women and media that aims to promote women empowerment is to increase women involvement in decision-making through media and other technologies of mass communication; and promotion of non-stereotyped portrayal of women in media (Guleria, 2010, P. 3).

In 1980, the second World Conference on Women in Copenhagen, Denmark took place. It was noted during this conference that significant progress had been made in matters concerning women i.e. a number of governments and the international community had made steps towards achieving the target that

had been set out five years earlier in Mexico. Nonetheless, despite this progress, it was still noted that there was significant disparities that were emerging between the rights secured and women's ability to exercise these rights. It was during this conference that three specific areas were highlighted in which there was need for highly focused action in case the goals of equality, development and peace that were spelt out during the conference in Mexico were to be attained. These specific areas were equal access to;

- Education
- Employment Opportunities and
- Adequate health care services

In addition, the conference called for stronger national measures to ensure women's ownership and control of property, as well as improvement in women's right to inheritance, child custody and loss of nationality. There was also an urge to the ends of stereotyped attitudes towards women (United Nations General Assembly, 1980).

Ten years later, after the first Conference on Women in Mexico, the third was held in Nairobi, Kenya in which it was revealed that the extent of poverty, disease, illiteracy and unemployment were on the increase in developing countries and the most affected people were women (Momsen, 1991 cited in Musubika, 2008, P. 26). The above problems were due to the after effects of colonialism such as modernization of agriculture, which altered the division of labour and led to the loss of control by women of such resources such as land as well as their exclusion from access to new technology, hence increasing their dependency on their husbands for survival. The above conferences on women later led to the 1995 UN fourth World Conference on Women and the NGO Forum in Beijing, which revealed the poor state of most of the developing countries that had been accumulating debts since the 1980's (See Beijing Platform for Action, 1996 & Dralega, 2002).

Since then, a lot of importance has been placed on the achievement of women emancipation, with the United Nations Decade for Women, realizing a need to consider women when planning for development. The discussion of development should greatly consider gender because when the roles of women are incorporated into the development processes of developing countries, then these countries will be availed with more opportunities for development (Udoh, 1999 cited in Musubika, 2008, PP. 26-27). It is no wonder that in many parts of the developing world, a number of women's organizations have been established at both community and national levels in order to initiate and implement development projects for the benefit of women and the nations as a whole (Momsen, 1991 cited in Musubika, 2008, PP. 26-27 ).

Women must be woven into the mainstream economic, social and political systems of each country, so that they, their families, their communities, and their countries can benefit from the potential they represent and the economic growth they are capable of achieving.

The costs of ignoring the needs of women are many: uncontrolled population growth, high infant and child mortality, a weakened economy, ineffective agriculture, a deteriorating environment, a divided society and a poorer life for all (Momsen, 1991 cited in Musubika, 2008, P. 27).

Empowerment endows women with the ability to gain control over resources, develop physical and psychological capacity to challenge the prevailing gender norms and ensure change. Again empowerment of women is defined as the process in which women challenge the existing norms and culture to effectively improve their well-being. Empowerment is an active, multi-dimensional process which enables women to realize their full identity and power in all spheres of life (Sahay, 1998 cited in Neog, 2011, P. 1). Empowerment helps women to make necessary transitions over their life course. It also implies avoidance of crime and atrocities against women and improvement in education, health (Neog, 2011, P. 1).

Empowerment is a process by which women gain greater control over material and intellectual resources which will assist them to increase their self-reliance and enhance them to assert independent rights and challenge the ideology of patriarchy and the gender based discrimination against women. This will also enable them to organize themselves to assert their autonomy to make decisions and choices, and ultimately eliminate their own subordination in all the institutions and structures of society. As a result, welfare of women is a subject of great concern for the society and media and media has a major role to play in enhancing these aspects (Joshi, 2012, P. 26).

For the empowerment of women, exposure to mass media channels of communication contributes as a major factor. Women get considerable information on issues related to their empowerment if they are more open to the elements of mass media channels like newspaper, magazines, radio or television. Communication processes and media together can bring socio-economic development in a developing country like ours (Guleria, 2010, P. 4).

The exposure to mass media can help in gaining knowledge and change attitudes which will indirectly help women gain freedom at all fronts. Mass media aims at improving the quality of life of those who are under developed and marginalized, thus contributing to empowerment. With the present advancements in global communications, the media has a large role to play in the empowerment of women (Guleria, 2010, P. 4). Thus, mass media is fast becoming effective means for empowerment of women at various levels. But, before broadcasting and publishing programme that empowers, they should know about their literacy rate, health status, work load, tendencies, mobility, social responsibility, household status, role in decision making, commitment for social reform.

On this regards, mass media can play vital role for promoting empowerment of women. Considering the reach, impact and influence of mass media in any given society should not be ignored. As far as, the issues of empowerment of women and role of mass media became emerging issues of the

era of communication. This study could be useful for understanding and identifying the role of mass media for promoting social, political and economic empowerment of woman.

### **Statement of the Problem**

Women form the integral part of the society. Yet they are the most under-privileged and vulnerable section of the society and constitute a sizeable segment of those who belong to the below poverty line. Women are the victims to multiple socio-economic and cultural constraints; they face discrimination and exclusion in all spheres of life. In almost all societies women have less power than men. The situation is more severe in rural and backward areas. Societies that discriminate women have greater poverty, slower economic growth and lower standard of living (Amudha, 2013, P. 8).

The status of women is a recently-emerged complex, dynamic and multi-dimensional concept. It is generally viewed in relative context. The 'status of women' has been defined by scholars putting different emphasis to its various dimensions. It is used as an access to resources such as education, gainful employment and health services. Sometimes, it is also used to indicate the position, power, prestige and authority that a women has in various situations in the society (Neog, 2011, P. 2).

The women are the unique creation of the world and constitute half of the population of the country. No society can socially, economically, politically and culturally progress without the active participation of women as stated by the great philosopher and emancipator of Indian women, Swami Vivekananda "There is no chance of the welfare of the world unless the condition of women is improved. It is not possible for a bird to fly on one wing." In spite of the fact, women are the most deprived and socially discriminated in the society in the name of gender and treated as sex object and commodity. Such approaches and perceptions prevailed in the society are shown in the media from time to time (Das, 2012, PP. 1-2). New technologies allow people to communicate more



effectively and visibly, for example through online conferences, discussion lists and emails, debates and consultations on useful knowledge and new networks of information exchange, potentially across the globe for the hands of women, who play a major role in all the aspects of the development of the society including family and individuals. The poorest and the neediest in most rural societies are women (Jothi, 2012, P. 28).

Information, consensus, advertising, entertainment and development etc., are main functions of the mass media, it does not necessarily follow that audiences go to them for same reasons. Besides these functions, other functions are socialization, motivation, education, cultural promotion, integration, knowledge, modernization, etc. so whatever functions the mass media have, the people will continue to use them in the way they like. It is in this sense that audiences are 'active' rather than 'passive' receivers.

The exposure to mass media can help in gaining knowledge and change attitudes which will indirectly help women gain freedom at all fronts. Mass media aims at improving the quality of life of those who are under developed and marginalized, thus contributing to empowerment. With the present advancements in global communications, the media has a larger role to play in the empowerment of women (Anvarbhai, 2013, P. 9).

The present research will be guided by the following research questions:

- Is there mass media access to women?
- How frequently women are using mass media?
- What is the peak time and prime hours of women to use mass media?
- What is the women's attitude towards mass media?
- What will be the perception and influences of respondents regarding the mass media?
- Have their any habitual and behaviour changed on respondents by mass media?

- Is mass media promoting social, political and economic empowerment of women?

### **Objectives of the Study**

The broad objective of the study is to examine the role and performance of mass media in promoting women's empowerment in the study area. However, the study has some specific objectives. They are:

- To identify women's access to different components of mass media;
- To examine women's attitude towards the mass media;
- To find out the perceptions of message and influence of mass media; and
- To explore mass media promoting women's empowerment.

### **Significance of the Study**

The study has vital importance not only from the academic point of view but also from development policy point of view. Media is considered as the powerful weapon to educate, influence and motivated the people. The present study would be useful in determining the possible impact of mass media on women empowerment issues in society. The study will attempt to provide a comprehensive understanding of relationship between mass media exposure on women issues and empowerment of women. This work may also be useful for the planners and policy makers particularly in formulating media policies and programmes for women in rural and urban areas.

This study is significance for three main reasons. First, empowerment process for women of Nepal is very complex in the diversified and heterogeneous Nepalese community settings. They need different approaches to empower culturally, linguistically, socially, economically, legally and politically. Second, various dimension of women have to be known before talking about women's empowerment process because hungry women, oppressed women,

illiterate women cannot be empowered as same process of empower other women. Third, this study is an attempt to examine the concept of empowerment of women in the context of media. That definitely helps us to understand the importance of media in a life of women.

Communication research is a relatively new area of scholarly endeavour in most Asian countries. Many social sciences have a bearing upon it. Some have investigated social phenomena and processes with what may be called communication optics. But a proper study of communication in its own right is of relatively recent origin (Yadava, 1990, P. 9).

Even so, the urgency to communicate new skills for improved agricultural practices, to popularize the small family norm and health care facilities, adopt new mass media facilities and use new technologies of communication like satellites have given a tremendous impetus to communication studies in Asia in recent years. Today, communication phenomena and processes are being investigated from varied approaches and perspectives.

Initially number of village and community studies which were undertaken by anthropologists and sociologists to understand the traditional social structures and culture and the processes and dynamics of change in their units of study incidentally touched upon and took note of outside contacts and communication as an instrument or catalyst of change. These village and community studies are rich in detail about social and cultural processes and if one reads between the lines one can get an insight into the communication processes at the grassroots level. However, no specific efforts were made at this stage to clearly identify the role of communication and its significance (ibid).

The mass media newspapers, radio, television, magazines are important in socializing attitudes and values in nations around the globe. The mass media are typically the prime source of information on the politics of the day (Almond, 2010 cited in Mathur, 2013, P. 4). However, there is no consensus regarding the précised and definite objectives of the two of the politico-economic factors that

generally have a direct bearing in defining the objectives of the mass media are; first, the nature of the political system and its relationship with the media, and second, the nature of the ownership that controls the media. However, for a general understanding, the primary objective of the mass media is to narrate the existing realities to the readers, listeners or the viewers and to help them to form their opinion, views and interests. As matter of fact, the media are the medium between the people and the society, the means of communication between citizens and political organization, and a bridge between the state and the international community (Mathur, 2013, P. 4).

Health and education levels of women and girls in developing countries have not much improved compared to that of men- in many cases they are catching up to men and boys. But no such progress has been seen in empowerment of women: women continue to consistently trail men in formal labour force participation, access to credit, entrepreneurship rates, income levels, and inheritance and ownership rights. This is neither fair nor smart: under-investing in women limits development, slows down poverty reduction and economic growth. A host of studies suggest that putting earning in women's hands is the intelligent thing to do to speed up development and the process of overcoming poverty. Women usually reinvest a much higher portion in their families and communities than men, spreading wealth beyond them. This could be one reason why countries with greater gender quality tend to have lower poverty rates (Margaret, 2012, P. 21).

Women are highly discriminated in different sectors though it is said that they are equal to men in the society. They are not having equal participation in education, empowerment and others. In general women are untapped resource who can provide an economic contribution to development. Thus, development of women is important for achieving economic, environmental, cultural, and political and social security. But they are in isolation and not integrated in the development process (ibid).

It is fact that liberal theories accept the intermingling and interdependence of media and democracy as inevitable. In that respect, the media industries in Nepal grew manifold in the post 1990 era. The advent of multiparty democracy and adoption in liberal economic policy had its underpinning in the development of media. However, irrespective of the apparent advancement, the role and responsibility of the media in its watchdog garb is altogether a different aspect to go with. The case is equally glaring given media's role in relation to conflict resolution in Nepal.

Media's duty in informing, educating and entertaining has found its space in public discourses. Media as an advocacy tool has also been practiced and discussed upon. As a civil society entity it has also garnered certain acceptance. Its space in a functioning democracy has been duly recognized.

Empowerment process for community women of Nepal is very complex in the diversified and heterogeneous Nepalese community settings. Community women need different approaches to empower them culturally, socially, economically, legally and politically. Empowerment process for women has to be well understood to equalize the status a women with men. Women focused program only cannot empower women as the role of men is equally important to empower women. Various issues have to be addressed women; illiterate women cannot be empowered without fulfilling their physical and psychological needs. Household is the domain where these needs can be fulfilled. Her household relations, support and corporation can create an enabling environment for women to be empowered. No empowerment process of women is complete without proper individual capacity assessment. Programs and projects have to assess what women can do, what they want to do, what they are interested to do, and women's household relation and support (Sharma, 2004, P. 23).

For the empowerment of women, exposure to mass media channels of communication contributes as a major factor. Women get considerable information on issues related to their empowerment if they are more open to the

elements of mass media channels like newspaper, magazines, radio or television. Communication process and media together can bring socio-economic development in a developing country like ours (Anvarbhai, 2013, P. 8).

We considered that Nepalese women have limited access to printed and electronic channels of communication, lack adequate quality and appropriate programmes which address areas of interest and issues of concern to them, have very limited human and material resources for feedback and have different needs that are not recognised by the media.

Awareness about women's right should be created. To create awareness in women mass media can play major role. Awareness can be created through mass media like radio, television and film (Anvarbhai, 2013, P. 9).

The impact of media can have two major functions. One is to make the society aware of the contribution of women to national development and second is to make the women aware of their share of benefits in population control, literacy and empowerment (Guleria, 2010, P. 102). The study also seeks to see how the women have benefited from the activities of the mass media and the challenges met by media in meeting its goals. Another aim of the study is to help those improving if need be on their services in the fight for the empowerment of women.

The aim of the study is to show how media could play a role in bringing about social, political and economic empowerment of women in Nepal.

### **Limitations of the Study**

Research is a scientific and systematic investigation about new facts. This study is based on role of media and its impacts on social, economic and political empowerment of women of Nepal. This study is marked with following limitation as given below;

- The important limitation of the study was inadequate time and resources available to the researcher.

- Generalization of the study could be extended to the area only where similar conditions exist.
- The study was based more on individual perception and expressed opinion of respondents under study.
- The study was confined to few districts of Nepal with a limited sample respondent of 200 women.
- Findings of this study are not applicable to all situations because of time and changeable socio cultural settings of community.
- This study may not be generalized to other women community then those studied.
- This study is limited to those women who are user of mass media. Thus, it cannot be generalized to those women who are non-habitual of mass media.
- This study looked at a few dimension of women empowerment like social, cultural and political, rest process of empowerment cannot be include as a determinates.
- The information provided by the respondents is purely based on their perception. The quality and reliability of the data collected are the actual expression of respondent.
- Many of the respondents were unable to read and write, some of them were senior citizens and majority of the respondents were from rural areas. So, confidence level is set at 95.
- This study was carried out to collect information for the research as partial fulfilment for the degree of doctor of philosophy in sociology by the researcher so the findings may not be generalized in any relevant context.

## **Outline of the Study**

The present dissertation is divided into various chapters and sub-chapters as follows; the first chapter of the dissertation deals with the background of the study, statement of the problem, objectives of the studies, significance of the study, and outline of the study.

The second chapter is review of literature. It includes overview of relevant literature, theoretical review, and conceptual frameworks of the study.

The third chapter concerned the research methodology, such as research design, the study area and rationale for selection, the universe and sample size, nature and sources of data, tools and techniques of data collection, reliability and validity of data, data analysis and interpretation, limitations of the study and ethical considerations. The fourth chapter devoted to geographical settings of the study area.

The fifth chapter is the respondent profile which included demographic (age and sex, marital status, residence, ecological region and development region) and socio-economic characteristics (caste/ethnicity, religion, language, education, occupation and economic status) of the respondents. The sixth chapter deals the access to different components of mass media, attitude towards the mass media and perception of message and influence of mass media.

Seventh chapter is on mass media promoting women's empowerment (social, political and economic empowerment) and eighth chapter (last chapter) deals with the summary of the findings and conclusion of the study.



## **CHAPTER - TWO**

### **LITERATURE REVIEW**

#### **Overview of Relevant Literature**

##### **Role of Mass Media**

The term 'mass media' is shorthand to describe means of communication that operate on a large scale, reaching and involving virtually everyone in a society to a greater or lesser degree. It refers to a number of media that are now long-established and familiar, such as newspapers, magazines, film, radio, television and the phonograph (recorded music). It has an uncertain frontier with a number of new kinds of media that differ mainly in being more individual, diversified and interactive and of which the Internet is the leading example. Despite the rapid and continuing growth of these 'new media' there is little sign that the 'mass media' are actually declining, according to any criterion. Rather, they are being supplemented, extended and also challenged to adapt to the newcomers to the scene (McQuail, 2000, P. 4).

A mass society is characterized by greater reliance on the mass media for information and news about the environment in which the people live. The news media are the main sources of local, national and international news. They set their agenda for public debate and create issues. In short, the mass media help in the emergence of public opinion and in the building up of images through news reporting, expressing views, informing the public through advertising and thereby facilitating public discussions on issues of wider concern. As a matter of fact, the mass media play a significant role even in the socialization of its members- their attitudes, preferences and mannerisms (Yadava, 1990, P. 7).

Mass communication researches primarily concentrates on the study of its effects on the society. The role of mass media in development activity was very clearly implied in the dominant paradigm of development. The media is

instrumental in defining what we think who we are and what one's place in the society. It has an impact on how issues are interpreted and evaluated (Das, 2012, PP. 2-3). In the existing world, the social, political and cultural course of the society is higher influenced by the information and communication. It just takes seconds for new ideas to reach any corner of the globe (Guleria, 2010, P. 94).

Transmission of information is very necessary for individual, society and nation. Information makes people aware, provide knowledge about new things and situation, build confidence, and make people dynamic and energetic. In society transmission of information help for co-operation, share social development, influence social attitude and traditional practices and sometime create and develop conflict within society and split it in different fractions. Nation is the combination of people, society, geography, ideology and recognition. Without transmission of information, these things may not combine for a nation. After existence of a nation, its further development and identity depend on nation's information flow. The transmission of information is also necessary for nation's daily performance and maintenance (Ayadi, 2001, PP. 15-16).

The code of conduct 2003 issued by Press Council/ Nepal includes as media newspapers, radio and television broadcasts, and the Internet news and opinion-oriented on-line services. Mass media can basically be divided into two categories: Print (newspapers, magazines and books) and electronic (radio, television and motion pictures). There are others who categories these media as visual (print, photographs), audio (radio, sound records) and audio-visual (television, motion pictures, documentaries) (Kharel, 2007, P. 57).

'Media and its agencies, especially a newspaper or television channel is a living organism reborn with each news cycles. At its best, it holds a mirror to allow the people to see who they are, what they do and why their actions have consequences. It systematizes complex phenomena rooted in human hopes and struggles to help people, communities and the nation to move forwards better daily lives'. Media in true sense should be an exact reflection of the entire nation.

It should participate as an important character in our present-day society. Media elucidates the common structure of the country and also tries to manipulate by shaping its pattern. In a democratic state, media helps in both political and economic development. It also brings to notice the public opinion of the countrymen (Guleria, 2010, P. 94).

Mass communication essentially means dissemination of information idea and entertainment by the communication media. If one is asked "what is today's most powerful vehicle in the holding of beliefs attitudes values and life styles?" one should say it is mass media. The communication media are: Radio, Television, Newspaper, The press, Magazines and Films play a vital role in spreading information, conducting propaganda educating and enlightening people, strengthening national integration and creating national identify. The mass media have to take into account the overall social infrastructure which has a bearing on communication within the society as well as the traditional modes by becoming more gender aware in content and language media can present a clearer and more accurate picture of the roles and responsibilities of both men and women in society (Das, 2012 P. 16).

We are living in the age of communications; mass media are the main instrument of mass communication. The most important channels of the mass communication that we have are radio, television, newspapers, magazines, journals, periodicals, books and motion picture. In recent year some new means have been developed which make use of the home television screen they includes cable television, communication satellites, video disk, internet and information retrieval system. Urbanization, industrialization, and modernization have created the societal condition for the development of mass communications. After the scientific development of mass communications societies that are highly dependent on mass communication. So whether the government is democratic or totalitarian the need for mass communications is there. The only difference, which is also vital, is that in the case of totalitarian

countries mass media function under a system of total control, while in democratic countries free expression of opinion is allowed and mass media serve as the fourth estate of government (Ayadi, 2001, P. 14).

Above discussion shows that information has great power and transmission of information is very necessary for every individual society and nation. Mass media are the channels to transmit information from source to receiver. Transmission of information is the classical function of the mass media. We get the result of national election from mass media. We know daily news about local, national and international news from mass media. Mass media give information about government's activities (policy, program, and management) to the citizens and citizen's reaction toward government. So the informative role of mass media is un-assumable. But informative role of mass media depends upon nation's political system. In totalitarian political system mass media provide minimum information while in democratic political system they provide maximum information. Because in former situation mass media work under total control of government and provide only such information and news which government permit but in second situation free expression of opinion is allowed and mass media do their function freely and people get more information (ibid).

Mass media are known as a means for communication from a distance to large number of people and at great speed. The time factor for delivering the message to the receivers varies. For instance, the broadsheet daily papers and leading weekly papers brought out from Kathmandu are delivered to readers in Kathmandu valley earlier than to their counterparts in other parts of the country, although the contents are the same (Kharel, 2007, P. 54).

The mass media can serve as both guardians of the status quo and powerful vehicles of change. Kharel (2007) cited Black & Whitney:

Sociology and social psychology come into play insofar as the media's involvements with and effects upon large and small audiences. Psychology encompasses the media's effects upon the individual. Political science and

economics are involved because media are instruments of political socialization and are at the same time profit- motivated ...Economics plays an additional role in the relative affluence upon which the mass media are so dependent, and in the expanding technology responsible for this development. Most recently, mathematics and engineers have influenced media and communications, not only because of computerization but also because of instantaneous transmission and feedback of individualized, localized and global information (Kharel, 2007, PP. 54-55).

So pervasive is communication that it affects almost every aspect of social life. Changes in society are brought about accordingly. Exchange of information contributes to learning and / or being aware of various data on different aspects of society and its surroundings, and on what events have occurred or are taking place. In communications as a social instrument (Schramm, 1964, P. 149), John E. Lvey, Jr writes: 'As societies become more complicated, we are depending more upon indirect communication, indirect transmission of facts and ideas. As a result of that, instead of informal social control, we have been developing more and more formal methods of control' (Kharel, 2007, P. 4).

Modern society has grown large and complex. Society is composed of messages of individuals who are segregated and isolated from most social segments. This is especially the case in rich, industrialized countries. Fast growing urban centres in the developing world are also facing similar situations. When mass media messages are encoded, the nature and characteristics of the target audience should be considered for good results (Kharel, 2007, P. 80).

Meantime, new technology will continue to evolve and allow, at least in principle, citizens to further shape their media environments as well as to access a plurality of information sources – including the state. The combination of media freedom and access to information and the Internet, along with audience participation and communications literacy, can only contribute to an increase in citizen empowerment.

Information can only become useful to its receivers only if it is relevant, timely and appropriate and that the choice of the medium through which information is transmitted is appropriate, perceivable and affordable to the user' (Ojiambo, 1999 cited in Musubika, 2008, P. 12). In addition, there must be two-way communication; otherwise it will not attain its desired goals (Ojiambo, 1999 cited in Musubika, 2008, P. 12). The information transmitted must also be in a language that people can speak and understand and that the information should be in a form that is available to them i.e. they can access it on their own terms. The information should also raise questions, while at the same time; encourage responses from the recipient, other than just educating them, or just raising awareness of an issue (Ojiambo, 1999 cited in Musubika, 2008, P. 12).

Mass communication is the process whereby media organizations produce and transmit messages to large publics and the process by which those messages are sought, understood, and influenced by audiences.

Modern communication media make it possible for millions of people throughout the world to be in touch with nearly any spot in the globe.

Media organizations distribute messages that affect and reflect the cultures of society, and they provide information simultaneously to large heterogeneous audiences, making media part of society's institutional forces. "Media," of course, imply "mediation" because they come between the audience and the world (Patil, 2012, P. 2).

The information Communication Technologies (ICTs) is the most important tools for the development of any society. The ICT consists of segments as diverse as telecommunication, TV, Radio, computers and mobile phones. ICT can also be met through the traditional means such as print media to be important to large number of people, particularly in rural area. However, new technologies have potential for empowerment. Role of mass media in women empowerment: A large number of women are emerging out of the system that had once oppressed and exploited them for centuries. Since education is an

expensive and long process, the mass media aims to educate the masses at a relatively lower cost. It can play vital role in instilling confidence and self-respect among women and help them in securing a dignified place in the society. The television and radio are the main sources of information as they can reach even the rural areas (Patil, 2012, P. 3-4).

As democracies sustain on the cardinal principle of providing freedom of speech and expression, the role of media in shaping human attitudes and behaviour will always remain in focus (Jethwaney, 1997, PP. 363-364).

Media is communication-whether written, broadcast, or spoken. Generally, the world Communication is defined as an exchange of Information and message. However, Mass Media denote a section of the media denote a section of the media especially designed to reach a large audience. The term was coined in the 1920s with the advent of nationwide radio networks, mass-circulation newspapers and magazines (Briggs & Burke, 2010 cited in Mathur, 2013, PP. 2-3). It refers collectively to all media technologies, including the newspaper, radio, television, and internet which are used for communications, and to the organizations which control these technologies.

The press or the print media (newspapers and magazines) is the oldest from of the present day's mass media which came into being after the introduction of the printing press. Radio or broadcast media, television or telecast media, and Internet or web media are the other important forms of the mass media, which were originated at different point of time in the last century. Though the contribution of the longest serving print media is historic, its impact remained limited due to its direct relationship with the state of literacy in society. Therefore, initially the print media remained confined to metros or cities and its constituency was educated higher and higher middle classes. Its circulation to smaller cities and rural areas was of very late development. Spread of education, development of means of transportation, and innovation of faster means of communication played very significant role in spreading the circulation of the print media and

subsequently increasing its role and contribution in the socio-economic-political life of the people (Mathur, 2013, PP. 2-3).

## **Radio**

Historically, radio has been the most prevalent form of mass communication in Nepal. Government owned Radio Nepal has been the sole domestic radio provider since 1951, and by 1995 it was broadcasting in short-wave, medium-wave, and FM frequencies in Nepal.

Radio development as a medium in the early 1920s. it is the most accessible mass medium anywhere in the world, shadowing people wherever they are. In the developed countries, 98 per cent of the households have several radio sets each. In the developing world, radio might not be that pervasive but it is easily the most popular, available and affordable mass medium. Transistor radios in the 1960s known also as 'the shadow medium' that made swift strides after the inauguration of the television age (Kharel, 2007, P. 59).

Although the state-run radio Nepal was the only radio service in the country for more than 40 years, the Broadcasting Act 2048 and the subsequent regulation paved the way for the private sector into the field of radio broadcasting. Initially, the government was reluctant to issue any license to a sector, Nepal Forum of environmental journalists (NEFEJ) obtained a license to operate Radio Sagarmatha but not before Radio Nepal in 1995 started its own FM radio services that was run primarily to have a head start in the new competition.

It has failed miserably and resorts to rent-seeking by allowing the highest bidder among private companies to avail themselves of the frequency for a specific period for specific rental charges (Kharel, 2007, PP. 72-73).

Radio is a medium of communication that plays a very important role in spreading information. However, unlike other media, radio is far reaching, even in areas without electricity and areas in which people are illiterate. In addition, radio



increases participation and opinion sharing and improves and diversifies knowledge and skills and caters for health and cultural needs (Phipps, 2004 cited in Musubika, 2008, P. 29). Hence, because of its unrivalled reach, radio is the best means of technology to meet the information and communication needs of the rural women, much as there has been advancement in technology. Nevertheless, there still exists a digital divide in the world and as such, radio comes in to bridge this gap (Buckley, 2006, P. 3).

Due to its easy access by rural and poor people, radio provides a channel for these people to participate in debate and to express their opinion on public policies. Without a source of information, these people would not know their rights and entitlements, nor would they be able to challenge certain decisions and would also lack necessary information to improve their lives (Buckley, 2006, P. 5). The need by the poor people to be heard and to be able to participate in national policies, led to the formation of a new form of radio i.e. the community radio. This kind of radio has been identified as having the ability to reach out to those that have constantly been marginalized and excluded in society (Buckley, 2006, P. 8) especially since it provides access and voice in the local languages of the people.

Radio was chosen as the medium of communication because radio was cheaper to set up compared to television. Radio reached a wider audience compared to both the print media and television. Because it built on oral traditions, radio seems to have been widely accepted in development communication (Burke, 1999, cited in Matewa, 2003, P. 60). The major problem facing the use of radio for development has been the scarcity of electricity in rural areas in most developing countries (Moemeka, 1981 cited in Matewa, 2003, P. 65). The alternative source of power for the radio sets, batteries or solar, seem to be unaffordable to the majority of the rural poor. It was due to this assumption that the need for an alternative source of power to improve access to radio was desperately needed (Matewa, 2003, P. 65).

Although the importance of radio is generally recognised among those working in communication for development as a medium for communication, information and education, there are still problems which need to be addressed to make it more effective in disseminating agricultural information, health, hygiene, literacy and social information (Matewa, 2003, P. 66).

Sameer et al (2006, cited in Musubika, 2008, P. 13) observe that:

Radio can provide access to information as well as act as a platform for interactivity. Due to its extreme wide reach, it is well-placed to provide relevant information to its listeners. Radio has also been around for a long time and is one of the most important Information Technologies in many developing countries that can be used to inform a vast majority of people about issues that are necessary for their empowerment (Musubika, 2008, P. 13).

## **Television**

Television in Nepal started with Nepal Television in January 1985. It was launched as a project under the sixth development plan (1980-1985) with the slogan "Communication for Development". It was set up with a broad mission statement, "Produce and telecast programs on educational, religious and cultural conservation to promote national unity, conserve heritage and promote national interest". It was part of a research project to study the feasibility of establishing television to ascertain if this was economically and technically possible. It had a monopoly for over 15 years in Nepal.

After 27 years Nepal has sixteen television broadcasters including the government run Nepal Television and NTV PLUS. The private broadcasters are: Kantipur Television owned by Kantipur Publication, Image Channel owned by Image Groups of Companies, Avenues Television owned by Avenues Ad started broadcasting from July 2007. After Avenues Television, more news Channels were launched, Sagarmatha Television, was launched in July 2007. ABC TV Nepal and National TV were launched in 2008, News 24, Himalaya

Television and Mountain Television were launched in 2010. Entertainment Channels started popping in 2009 with TV Filmy, with E-24 Television launching in 2012. Regional Channels like Tarai Television, Nepal Mandal and Makalu Television started from 2010. Mission Star was launched recently. Nepal 1 is beamed from India. Channel Nepal was the first Nepali language satellite channel, which discontinued in 2011.

Television has the greatest potential for transmitting information to enormous numbers of people. The development world has time and again proved so. The world is also aware of the potential reach and use of this medium that arrived on the mass scale in the latter half of the 1940s. Till the turn of the state-owned Nepal television. More than 15 channels have obtained license to lunch their services, and seven of them are on air, including two state-run channels. This demonstrates the interest and demand for multiple channels and choice (Kharel, 2007, P. 61).

For almost two decades since it began regular transmission in 1985, Nepal Television was the only television service in the country. With the advent of the new century, things have changed dramatically for the better (Kharel, 2007, P. 61). Mass communication has always been associated with social change and development. It is considered important for attitudinal and behavioural change particularly in developing countries like ours, where the vast majority of people are still illiterate. Rapid expansion of television in recent years has boosted the importance of mass communication (Mehta, 1990, P. 129).

### **Newspaper**

Mass media was gifted on the Nepali soil early as one and half century ago. We have no longer history on mass media and journalism as other countries compared to the four and half century long history of world journalism, the history of Nepalese mass media and journalism is undoubtedly a recent phenomenon. Jung Bahadur, the first prime minister of Rana family who virtually ruled the

country for more than a century brought the first hand press in Nepal in 1851 AD from England known as *Giddhe Press* (Parajuli, 1996, P. 7).

Gorkha Bharat Jeevan was first Nepali magazine published in 1886 A.D.; interestingly this monthly magazine was published from Banaras, India by Moti Ram Bhatta. He later set up Pashupati Chapakhana (Pashupati Printing Press). It was the first non-governmental press set up in 1889 A. D. He published *Sudha Sagar* a literary monthly which heralds a new age in Nepali Journalism. The Editor was Pandit Kapil Dev Sharma. *Gorkhapatra* was started in 1901 A.D. as a weekly newspaper published every Monday, during the premiership of Dev Shumshre Rana. After the establishment of democracy in 1951, new era of Nepalese journalism began. New political system and liberal administration opened the gate to the next phases of newspaper development in Nepal (ibid).

According to government figures, in 2003 Nepal had 3,741 registered newspapers, of which 251 were published daily. Government-owned *Gorkhapatra* (*Gorkha Journal*) had the highest daily circulation at around 75,000. Most registered newspapers were published either weekly (1,304) or monthly (1,122). Most vernacular news media are regarded as having little credibility as a result of affiliations with political parties.

Media serves the vital function of communication in human societies. Social formation is impossible without communication. The nature and development of the technologies of communication often denote the stage of development achieved by the human society of a particular era. The development of print media was an epoch making development in human history. It has changed the history beyond recognition and brought changes to a degree unprecedented (Sivadasan, 2010, P. 71)

Newspapers are the first vehicle to provide information to mass audience. It has credibility and retention that no other information vehicle can provide us. They are integral part of our community in spite of being a perishable commodity (Guleria, 2010, P. 98).

## Internet

Internet access arrived in Nepal in the early 1990s. A private company, Mercantile Communications, began email services in 1992, and was formally registered as an ISP in 1995. However, early internet connection was slow and expensive. Nepal now has fairly good internet connectivity, except in very remote areas and areas without access to electricity. According to the Nepal Telecommunication Authority, there are more than 7 million users of internet services, including those accessing them on mobile phones. The government-owned Nepal Telecom and large number of private companies provide internet services. GSM mobile technology theoretically covers the entire country (although there may be some pockets where coverage is disrupted by topography) and some companies provide internet connectivity on mobile phones. Nepal has a fibre-optic cable backbone connecting the plains, districts and neighbouring India (UNESCO, 2014, P. 86).

The number of internet subscribers has swelled by 57 percent in the one-year period from mid-Aug 2011 to mid-Aug 2012, pushing the country's internet penetration rate up to 19.32 percent. The growth is catalysed by increased demand for services like GPRS, ADSL, wireless, and optical fibre data services.

The internet and e-mail are fast becoming mass media. Some experts are against giving them the status of mass media because they lack uniformity in the messages they transmit. E-mail can connect individuals, organizations and institutions and institutions across to it. Affordability is the main factor. It has been a growing channel of communication even in developing countries but it will be many more before its use becomes common among literate populations in these countries (Kharel, 2007, P. 64).

The internet and e-mail services are inching their way for deeper penetration of the urban centres Nepal. However, it will takes several decades, if not more, for them to reach most educational institutions, government offices and private sector for information, business, entertainment or personal communication (ibid).

The internet is being seen as the 'magic bullet', a solution to all the problems of development. Yet the rapid increase in the use of the internet in developing countries is largely an urban phenomenon (Richardson, 1999, P. 1). Richardson (1999) explains why the internet is an important medium that rural and agricultural development activists should not ignore as it could be used for bottom-up, horizontal and top-down communication.

Anderson *et al.*, (1999) acknowledges that direct access to the internet by rural communities, is not feasible. They therefore suggest that a link should be established through, for example, extension services.

Although the emphasis in developed countries has been on the personal computer and personal access to the Internet, this situation is not feasible in rural areas of the developing world, at present. Therefore, the link between ICTs and local people will, most likely, have to be made through existing communication channels, such as extension agents, NGO workers and rural teachers. Attention to creating and sustaining these linkages will be crucial to ensure that ICTs reach their potential as tools for development. In this regard, it is important to direct attention to how tele centre infrastructure and technology can best be configured or organized to facilitate group use (Anderson *et al.*, 1999, P. 1).

### **Status of Women**

Of the 1.3 billion people who live in absolute poverty around the globe, 70 percent are women. For these women, poverty doesn't just mean scarcity and want. It means rights denied, opportunities curtailed and voices silenced. Women work two-thirds of the world's working hours, according to the United Nations Millennium Campaign to halve world poverty by the year 2015. The overwhelming majority of the labour that sustains life-growing food, cooking, rising children, caring for the elderly, maintaining a house, hauling water-is done by women, and universally this work is accorded low status and no pay. The ceaseless cycle of labour rarely shows up in economic analyses of a society's production and value. Women earn only 10 percent of the world's income. Where

women work for money, they may be limited to as set jobs deemed suitable for women- invariably low-pay, low-status positions. Women own less than 1 percent of the world's property. Where laws of customs prevent women from owning land or other productive assets, from getting loans or credit, or from having the right to inheritance or to own their home, they have no assets to leverage for economic stability and cannot invest in their own children's future (Margaret, 2012, P. 13).

After the inception, the United Nations organization moved quickly to affirm that the advancement of women was a major thrust area of its work. Four progressive phases are discernible in the evolution of these efforts:

1. At the time first phase from 1945-1962, the United Nations worked to ensure women's legal equality, participate in the political life. Commission on Human Rights and Commission on the Status of Women in 1946 has recognized that the process of codifying the legal rights of women and by adoption of the Universal Declaration of Human Rights in 1948, the organization began its work on behalf of women with a drive to establish the legal basis of the promotion of their equal rights.
2. In the second phase from 1963-1975, the government had responded to the United Nations and enacted laws and launched different programs to protect human rights. Adoption of the Declaration on the Elimination of Discrimination against Women in 1967 acted as a catalyst and the organization proclaimed 1975 as the International Women's Year, the movement for the status of women which developed a theme of equality and peace.
3. During the third phase 1976 to 1985, correspondingly declared as The United Nations Decade for Women. The United Nations projected the fact that women's equality and rights, far from being isolated issues, were important factors in the well-being of societies everywhere. Global impact manifested in the Convention on the Elimination of All Forms of Discrimination against Women, 1979 which is an international Bill of Human Rights for Women. The decade also generated a series of action programs that recognized the need to promote equality of men and women. In Copenhagen in 1980 and in 1985

with a World Conference in Nairobi had marked the end of the Nairobi Forward-looking Strategies for the Advancement of Women to the year 2000, a blueprint for achieving women's equality.

4. In the existing fourth phase, from 1986 till date, the United Nations and its associations have been strengthened and the supports for the right of women have been woven into the mainstream efforts of all the organizations agencies and bodies. The world Conference on Human Rights, 1993, international agencies and bodies. The world Conference on Human Right, 1993 International Conference on Population and Development, 1994, world Summit for social Development, 1995, synthesized the achievements (Prabhudas, 2011, P. 16).

It is pertinent note here to list the success of the UN in the field of women's rights since 1945. Besides the adoption of the UN Charter in 1945, the following achievements are worthy of mention.

1. Establishment of the commission on status of women in 1946 to promote women's political, economic and social rights.
2. Adoption of the Convention for the Suppression of the Traffic in Persons and exploitation of prostitutes and others by the General Assembly in 1949.
3. Adoption of Convention for the Suppression of the Traffic in Persons and exploitation of Prostitutes and Others by the General Assembly in 1949.
4. Adoption of the Convention on Political Rights of Women including the right to vote by the General Assembly in 1952.
5. Adoption of the Convention on the Nationality of Married Women in 1957 granting women the right to retain or change their nationality regardless of their husband's actions.
6. Adoption of the Convention Concerning Discrimination in respect to employment and Occupation in 1960.



7. Adoption, by the General Assembly in 1962, of the Convention on Consent to Marriage Minimum Age for Marriage and Registration of Marriages.
8. Adoption of Declaration on the Elimination of Discrimination against Women in 1967.
9. Adoption of the first World Plan of Action and Proclamation of First World Decade for Women: with themes of equality, Development and peace by world conference of women in Mexico City in 1975.
10. Establishment of voluntary fund for the Un Decade on Women (UNIFEM) and the UN international Research Institute for the Advancement of Women (INSTRAW) by the General Assembly in 1976.'
11. Adoption of the Convention on the Elimination of all forms of discrimination Against Women in 1979.
12. Second World Conference on Women at Copenhagen in 1980.
13. Third World Conference in Women at Nairobi in 1985. Adoption of forward-looking Strategies for the Advancement of Women to the year 2000 and voluntary fund for UN decade for women becomes UN Development Fund for Women (UNIFEM), an autonomous organization within the UN Development Programmed.
14. In 1986, the World's Survey on the Role of Women in Development was published.
15. In 1991, the World's women: Trends and Statistic, a compilation of data on the global situations of women was published.
16. Key Role of women in Sustainable Development was recognized in the UN Conference in Environment and Development, 1992 held at Rio de Janerio.
17. In 1993, the Declaration in Elimination of Violence against Women was adopted by the General Assembly.

18. Empowerment of women was seen as an integral part of development for the first time in the International Conference on Population and development (Cairo) in 1994.
19. The fourth World Conference on Women held at Beijing, 1995 reviewed and debated critical areas of concern and adopted a proposed platform for Action.
20. Declaration of the International Year for the Empowerment of Women in 2001.
21. Copenhagen Declaration and Platform for action of the Fourth World Conference on women.
22. Draft protocol to Prevent, Suppress and Punish Trafficking in persons, especially Women and Children, 2001.
23. The Beijing Plus five UN General Assembly Special Session, 2000 (Prabhudas, 2011, PP. 16-18).

Women in many parts of the world have for years been neglected in matters of decision-making, making it difficult for their interests to be met, hence slowing the process of economic growth and development. Even the media that is supposed to speak on behalf of the less-privileged seems to have more important issues to discuss other than issues related to women. Statistics and empirical studies over the last 30 years have constantly shown that gender gaps between men and women exist in the following areas; nutrition, health, education, literacy, job opportunities, income, ownership of land, access to credit, access to resources, and participation in political processes. Even though the size of these gaps varies from country to country, the fact that they exist is universal. These gaps are a very big hindrance to the development of rural women in developing countries. The fact that rural women in developing countries are able to be the main source of their families' food, major contributors to the household income, as well as major contributors to the major resources for

common community services despite all the hardships they face, one wonders how much more they would be able to achieve if their situation were better.

The First World Conference in women was held in Mexico City in 1975 which highlighted the themes of “Equality, Development and Peace”. The Second World Conference on women convened in Copenhagen in 1980, added three sub-themes: “Education, Employment and Health”. In Nairobi, The Third World Conference was held to review and appraise the Achievements of the United Nations Decade for Women: Equality, Development and Peace (1976-1985). The goal was set here for the adoption of “Forward-looking Strategies for the Advancement of Women to the year 2000”. In this Thirty-Seventh Session, the Commission urged the Fourth World Conference on Women to consider women’s right and concerns in November 1991. This Conference was held in the capital city of china, Beijing in September 1995. The Beijing Conference, in a series of UN-sponsored global conferences on women laid the foundation in the field of human rights of women, who constitute nearly of the world population (Prabhudas, 2011, P. 32).

In 1995, the UNDP’s Human Development Report established that there is no country in the world where gender equality has been achieved. The same year the women’s conference in Beijing endorsed an Action Programme for the promotion of equality between women and men. The Beijing Platform for Action identified twelve common, critical areas of concern, including poverty, education, health, violence, armed conflict, environment, power, decision-making, and the situation of female children (Kabeer, 2001, P. 12).

The main document of the conference, ‘The Platform for Action’, a 362-paragraph document was the blueprint for women’s advancement in countries around the world. It was a draft document that was approved at the Thirty-ninth session of the Un Commission on the Status of women for presentation in Beijing. It reflected the review and appraisal of the progress made by women since 1985 in terms of the Forward-looking Strategies for the Advancement of

women to the year 2000 adopted in Nairobi, at the Third UN Conference on Women (Prabhudas, 2011, P. 32).

In June 2000, a follow-up of the Beijing conference was held in New York (Beijing + 5). Five thousand delegates from one hundred and eighty eight countries participated. The outcome document established that, although recognition of the gender dimension of poverty is increasing, the economic gap between women and men is widening. At the same time as globalisation is bringing opportunities and autonomy to some women, it has marginalised others (Kabeer, 2001, P. 13).

The platform for Action recommended action in 12 “critical areas of concern”. These are areas identified as obstacles to the advancement of women. It offers corresponding strategic objectives and action to be taken by Government, the international community, non-governmental organizations and the private sector for the removal of the existing obstacles. The critical Areas of Concern and the Suggested Action by the Beijing Conference are:

1. Poverty
2. Education
3. Health
4. Violence
5. Armed and other Conflict.
6. Economic Participation.
7. Power Sharing and Decision-making.
8. National and International Machineries.
9. Human rights.
10. Mass Media
11. Environment and Development
12. The Girl Child (Prabhudas, 2011, P. 32).

The report from Fourth World Conference on Women (1995) titled 'Action for Equality, Development and Peace' reveals that an entire section of the conference was dedicated to women and the media as having great potential for promoting the advancement of women and the quality of women and men. The report states, "Television has the greatest impact on young people and, as such, has the ability to shape values, attitudes and perceptions of women in both positive and negative ways. It encourages the development of education and training programmers in communication and media technologies for women" (Jothi, 2012, PP. 29-30).

Also the conference identified the actions to promote a balanced and a non-stereotypical portrayal of women in the media, as well as the induction of more women at decision-making levels in the development of communication policies, technologies and media operations (Jothi, 2012, P. 30).

Referring to gender inequality as the main cause of many of the problems in developing countries, the chairperson of the Hunger Project 2, Joan Holmes stated that when women are empowered, there is normally faster economic growth, reduced corruption in governance, lower malnutrition in children, reduced child mortality, and increased production in agriculture as well as more children at school, including girls. According to The Hunger Project, the root cause of the problems in the world is gender inequality and as a result the third Millennium Development Goal of the Project is to promote gender equality and empower women, with the hope that if this can be attained, then the end result will be an end to poverty, hence hunger (Holmes, 2005 cited in Musubika, 2008, P. 2).

### **Status of Nepalese Women**

Women's development in Nepal has a long history of about a century, but the wavelength of development was different than what is at present. A slow and gradual development of women since 1950-51, has been accelerated after the declaration of women's decade in 1975. A ten years period from 1975-1985 provided an opportunity to take a retrospective look at the role and status of

women. A three- year research study started in 1979 on the status of women in Nepal. This study carried out to determine the actual participation and decision making process, their role in the social and cultural milieu and in economic activities. One of the visible achievements of the UN decade for women in Nepal was the establishment of institution of women in both the government and the NGO sector. But despite some legal reforms intending to improve women's condition, the absence of a truly democratic political environment made it difficult for the people to raise a voice (Sharma, 2004, P. 101).

The status of Nepalese women and rural women in particular lags far behind that of men. The strong bias in favour of sons in the country means that daughters are discriminated against from birth and do not have equal opportunities to achieve development. The situation for women is characterized by low levels of access to education, healthcare, and economic, social, and political opportunities. Despite increasing efforts from the government, non-governmental organizations, and international development agencies to empower women in Nepal, there has been little improvement in the socio-economic status of women at the grassroots level. This paper clarifies the meaning of empowerment and critiques how it is applied in the context of Nepal (Mahat, 2003, P. 67).

Development in Nepal remains impossible unless women achieve equal footing with men in the development process. Gender-based inequalities in access to healthcare, education, ownership of assets, and economic and social mobility are still profound. For example, 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. Labour and physical exploitation of young girls is widespread. In addition, gender-based violence is often reported in domestic as well as public arenas and is largely attributed to derogatory attitudes towards women, which is reinforced by low socioeconomic status (ibid).

The maternal mortality rate of Nepalese women, associated with adolescent pregnancies and poor health services, is among the highest in the world. Recent studies reveal that one out of every thirty-two pregnant women die due to pregnancy and childbirth related complications. 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. Although a substantial proportion of women, around 40 percent, are economically active, many are unpaid family workers involved in subsistence agriculture (ibid).

Democracy in Nepal has enabled the creation of a strong civil society, with a free press, a variety of academic institution and a large number of NGOs. All these players have performed a valuable role in sensitizing politicians and functionaries on issues of human rights, environmental conservation and the need for gender quality and equality. An import challenge for HMG lies in integration gender issues into all aspects of mainstreaming gender into all its operational structures and activates (Sharma, 2004, P. 101).

The government's attempts to empower women have been limited. The present constitution has made it mandatory for all political parties to field women as at least five percent of all candidates for election to the House of Representatives, as well as for the House of Representatives to elect at least three women members to the National Assembly. The Local Development Act has also made it mandatory for Village Development Committees to field at least one female candidate in each ward committee. Although women occupy positions at the ward level, their influence in the decision-making process has remained weak (Mahat, 2003, P. 70).

Hindu culture and the socialization of girls and women in Nepalese society has had such a great impact on women that they consciously or unconsciously,

enforce the patriarchal system and accept male dominance. Therefore, women are exploited not only by men but also by other women and even by themselves. The characteristics of the patriarchal society in Nepal have resulted in clear patterns and structures subordinating women. These characteristics include restriction on education opportunities, misrepresentation in the media control over women's productive, family control over women's mobility, control over parental property, discriminatory religious practices, discriminatory legal system and economic restriction (Sharma, 2004, PP. 101-102).

To raise the status of women in Nepal and push forward the country's economic development, government and development organizations have focused their efforts on empowering women. The concept of empowerment rests on awareness-raising, capacity building, and organizing people in order to overcome unequal relationships, in addition to increasing women's decision-making power at the household, community, and national levels (Mahat, 2003, PP. 67-68).

Pervasive gender hierarchies thus restrict women's access to resources and systematically marginalize them from decision-making within all social violence and are often denied many fundamental rights (Sharma, 2004, P. 102).

The government of Nepal has implemented several initiatives to empower women. Shortly following the fourth world conference on women held in Beijing in September 1995, the government established the Ministry of Women and Social Welfare (MWSW) to champion women's issues. The MWSW is a leading agency for the advancement of women through empowerment. The roles and responsibilities of the ministry are to strengthen advocacy, coordination, and support for women's groups in various ministries. The MWSW has set three objectives for the empowerment of women: mainstreaming gender, eliminating gender inequality, and empowering women along the lines proposed by the Beijing Platform for Action. Meanwhile, the activism of non-governmental organizations (NGOs) in Nepal has increased tremendously and a number of



NGO networks have been formed. The Woman's Pressure Group, for example, is comprised of 84 NGOs of various categories. Other networks are issue-oriented and focus on advocacy or specific agendas such as media, HIV/AIDS, and trafficking (Mahat, 2003, P. 69).

Both multilateral and bilateral external funding agencies have played a positive role in addressing gender issues in development. Since the Beijing conference, voices have been raised to empower women and engender a fundamental change in socio-economic structures. Multilateral agencies see women's problems as part of a larger problem of poverty and concentrate on these issues to achieve efficiency of resource use and thereby combat poverty (ibid).

Women lack human rights and in many ways are second-class citizens. Social discrimination against women is tightly connected to legal provisions, which deprive women from getting equal opportunities as men. Under Nepalese law, a woman's access to land and property is derived through her marriage relationship. Although the property rights bill was passed recently, providing equal rights to parental properties for unmarried daughters, it still does not protect women's independence since they have to return such parental properties after they get married. While the bill provides a share of a husband's property to those who are divorced and those who are widowed, these provisions are only helpful to those who are capable of accessing legal services. If a husband leaves his first wife and marries another woman—a common event in the Nepalese social milieu even though it is illegal—the first wife loses all access to communal property as well. Women's access to credit is limited because all formal lending institutions seek tangible collateral for loans and women have little access to inherited property (Mahat, 2003, PP. 69-70).

Women's access to institutional credit is further restricted by their confinement to household activities. Access to credit is important, as women have few opportunities in the formal labour market and women who are

employed as wage labourers are paid less than men. In principle, the constitution protects women from sex discrimination and exploitation. In practice, however, constitutional provisions lack enforcement mechanisms. Trafficking of girls and domestic violence are endemic and are recognized in Nepal as a social evil. Several pieces of legislation have been passed to combat trafficking, such as the New Muluki Ain (1963), the Human Trafficking Control Act (1987), and the Special Provisions of Human Trafficking Act (1996). These laws have not been strong enough to deter perpetrators. In fact, even village elites are involved in such trafficking, and because the trafficked girls are illiterate and poor they are unlikely to be able to fight against trafficking in a court of law (Mahat, 2003, PP. 70-71).

Although the empowerment mechanism in Nepal has been developed, improvement is needed in different sectors. The government, NGOs, and other organizations have established wings to focus on women's empowerment, but real action at the grassroots level is still needed. Policies on women's empowerment and development are still dominated by elite theory and remain too vague to address the real problems of inequality. Despite all the efforts made by different actors, there has not been a real improvement in the socio-economic status of women at the grassroots level. Problems like domestic violence, trafficking of girls, and low access to education, economic resources, and opportunities are still prevalent (Mahat, 2003, P. 71).

Status of Women can be different from society to society. Some society can be matrilineal but the commonality of issues that women face globally are the same, for example, violence against women, women as sexual object, rape cases and unequal pay/resources distribution. Many issues that are affecting women's quality of life improvements still remain to be attended. Women suffer globally with their reproductive role. Women mortality rate is increasing although much attention has been drawn towards it. Women's recognition of work she performs daily, her self-respect, identity, autonomy and other human capacity and

her potentials are overlooked which keeps women in the subordinate position to men. Women's dream for a dynamic well-being and test qualities of human life, remains as a secondary matter in any society. Participation of women in all spheres of daily lives is the felt need of today as well as the right and duty of women to fight the plight of human life (Sharma, 2004, PP. 1-2).

The government, non-governmental organizations, and international agencies need to focus more broadly on strategies for empowering women in Nepal. First, there must be better networking and coordination among women's wings established in different sectors in order to achieve an integrated effort for women's empowerment. Second, gender-mainstreaming activities should be properly integrated at the local government level in order to encourage the political empowerment of women. Third, institutions advocating empowerment activities should be locally based and focus on empowering women and at the same time raising men's awareness. Fourth, women's literacy and vocational education should be emphasized to provide opportunities for local employment. And lastly, laws and regulations protecting women's rights should be effectively implemented and available to all classes of society rather than only to the wealthy (Mahat, 2003, P. 71).

Nepal conducted following activities and actions during 1975-79

1. International Women's year/ participation in the first world Conference on women.
2. Formation of women Services Coordination committee (WSSC) in Social service National Coordination Council (SSNCC).
3. Amendment of "Mulki Ain" to grant inheritance right to unmarried daughters of age 35 years.
4. Study of Status of Women, CEDA, Tribhuvan University.

1980 -1984

1. Participation in Second World Conference on Women.

2. WID Chapter in the sixth Five year Plan, “Efficiency Policy”.
3. Women development section (later upgraded to Division in the Ministry of Local Development.
4. Plan of action for Women in Development by WSCC.

#### 1985 -89

1. Participation in third World Conference on Women.
2. WID Chapter in the Seventh Five Year Plan, “Efficiency/ Productivity + Active Participation Policy”.
3. Women Development Division in the Ministry of Labour.

#### 1990 – 99

1. People’s movement – Restoration of multi-party democracy.
2. Incorporation of WID in Home Science and Women Development curriculum, Tribhuvan University.
3. Constitution 1991 (right to equality)
4. Ratification of CEDAW without reservation.
5. Women Farmers ‘Development Division in the Ministry of Agriculture.
6. WID Chapter in Eighth Five Year Plan. “Mainstreaming Policy”.
7. Child and women Development section in NPC (dissolved now)
8. Women Education Unit in the Ministry of Education.
9. WID cell at WECS/ Ministry of Water Resources.
10. National Women and Child Development Council. (NPC)
11. Participation in the fourth World Conference on Women/ Participation in NGO Forum.
12. Ministry of Women (and Social Welfare). “Equality and Empowerment Policy”.
13. National Plan of Action.
14. Draft of Women’s equality Bill.

15. National Women's Convention.

16. Post Graduate Diploma in Women's Studies, Tribhuvan University.

17. Mini Beijing Conference.

Ninth Five Year Plan concentrated on

1. Women's Equality Bill at the Parliament.
2. Country status Report on CEDAW + Addendum.
3. Shadow Report on CEDAW.
4. CEDAW Committee hearing.
5. National Planning and Consultation Workshop on CEDAW  
(Sharma, 2004, P. 7).

Tenth Five Year Plan (2059-2064 BS)

1. Gender equality between male and female.
2. Poverty alleviation, economic growth by empowering women.
3. To raise women development index by elimination of all form of discrimination against women.

Interim Plan (2065-2067 BS)

1. Preserve women rights on national development cum social, political and economic development of women.
2. End all form of violence and discrimination against women.
3. Social restoration to the conflict affected and displaced women, assure women active participation for peace process and conflict management.

Three Years Plan (2067/2068-2069/2070 BS)

1. To assure and raise women fundamental and equal rights, equity, and gender inclusive and construction of equitable new Nepal such objectives were formed.

2. By social, economic and political empowerment of all classes and areas of women, raise the active role of women for sustainable peace and development.
3. End various types of gender based violence and discrimination against women.

#### Thirteenth Plan Base Paper (2070/071-072/073 BS) (On going plan)

To achieve the economic and social transformation of women, several laws, rules, and action plans have been promulgated and programmes are being implemented in all 75 districts to promote gender equality and women's empowerment. Some improvements have been observed through initiatives such as equal rights to paternal property, social security, and social justice. In order to implement the commitments made by the state at the international level, laws relating to the control of human trafficking and domestic violence have been enacted and funds have been established, managed, and mobilized for the immediate rescue and assistance of the survivors of human trafficking and gender violence. However, there are also some outstanding problems to deal with, such as the inability to spread women's empowerment campaign to the community level, the fact that women are not represented in all organs of the state, lack of the desired progress in gender mainstreaming in various development dimensions, and the inability to effectively control physical, mental and other forms of violence against women despite its being punishable under the law.

#### Objectives

1. To strengthen the role that women play in development by advancing the economic, social and political empowerment of women from all social groups, classes, and regions, and
2. To eradicate violence, discrimination and exclusion based solely on gender.

## Strategies

1. Strengthen gender mainstreaming by enhancing the conspicuous and meaningful participation of women in every step and all cycles of the development processes of the governance system, and
2. Carry out programmes for the eradication of all forms of violence and discrimination against and exclusion of women.

## Operating Policies

1. The economic, social and political rights of women will be protected and promoted.
2. Women's participation in state structures will be increased to a minimum of 33 percent.
3. Gender-responsive techniques will be adopted during project formulation in order to ensure that projects generate many employment opportunities for women and respond to their particular needs.
4. A gender-responsive budget system will be institutionalised all the way down to the local level.
5. Programmes increasing the access, ownership and control of women over financial and other resources will be prioritised.
6. To assist the prevention and control of all forms of violence and discrimination against and exploitation and exclusion of women, the system of acquiring legal remedy will be made easier for and more accessible to all.
7. Settling cases of gender-based violence in a coercive fashion will be discouraged.
8. To empower and build the capacity of all deprived women, targeted programmes will be carried out for the women and girls of the *Badi*, *kamlari*, *kamaiya*, *Chepang*, *Raute*, and *Gandharva* communities.

9. Programmes like income generation, empowerment and capacity-building will be identified and implemented to strengthen the economic and social status of single women and widows, and
10. Violence against women with disabilities will be eradicated and programmes for their employment and self-employment will be launched.

#### Expected Outcomes

Women's participation in state structures will have been increased to a minimum of 33 percent, gender-responsive budget items will have comprised 25 percent of the total budget, and the Women's Development Programme will have been extended to all VDCs (National Planning Commission, 2013, P. 125).

The Constitution of the Kingdom of Nepal, 2047 declares the basic right of women so as to maintain equality. In the Constitution process of the Kingdom of Nepal 2047(1990) is considered to be most successful and democratic document compared to the constitutional law of the government of Nepal-2004; the interim constitution 2007; the contention – 2019. According to the constitution 2047, Article 11, equality among all the citizens is granted. Article 11 (5) has stipulated that there shall be no discrimination between men and women regarding wages. Article 17 (1) has granted the right to the citizens to earn property – related transaction under the law of the land likewise the constitution has also stated that the state shall pursue a policy of making female population participate to a greater extent, in the task of the national development by making special provisions for their education, health and employment (Article 26-7) (Sharma, 2004, P. 7).

Nepalese communications are heterogeneous in culture. Women are economically dependent on family and husbands and male member of the society. Women have less opportunity to enhance their own capacity and only big talks and plans cannot empower women. Empowerment process of women for one community may not be applicable to other community. The breaking barriers



towards empowering women cannot be possible with one signal approach. The empowerment from the specified clientele, Women are economically dependent on family and husbands and male member of the society. Women have less opportunity to enhance their own capacity and boost their won morals. Discriminatory socialization shapes women's lives. Women have a range of skills required to successfully introduce, manage implement and evaluate social changes.

Women's empowerment programs have been implemented for the last three decades with less attention drawn towards what really empowers women. Programs tends to focus on who are to be empowered, which level of people they are, without understanding the cause that is dis-empowering women. Especially in community women's empowerment process with illiterate, semi-literate and literate and few educated women around, empowerment of women cannot be possible. Community women's level of understanding differs. Household, where all need and supply takes place, without addressing and assessing their needs, skill, knowledge, attitude and ability, likes and dislikes and women's interests of work, empowerment process becomes difficult (Sharma, 2004, P. 18).

### **Empowerment**

For more than a decade, the concept of 'empowerment' has gained currency in development debate, and particularly so in the context of women. The term has no fixed or authoritative definition, but is frequently used to describe a process wherein the powerless or disempowered gain a greater share of control over resources and decision-making. And since women are generally accepted as being the most disempowered members of the oppressed classes, the term 'women's empowerment' has come to be associated with women's struggle for social justice and equality (Batliwala, 1993, P. 4).

The term empowerment began to be widely used in the mid-17<sup>th</sup> century. Empowerment is what people achieve after undertaking certain activities/assignments to lead on to their own policies which involve active decision-making process. It crafts a distinctive atmosphere of moral superiority. In simple terms empowerment is amplifying access to decision making. The foremost step in women empowerment is the aptitude to describe their needs, realities and problem. Women empowerment is a development of creative human energy (Anvarbhai, 2013, P. 1).

The concept of empowerment is not a new one. References to the term date back to the 1960s, particularly in the Afro-American movement and in Paulo Freire's theory based on the development of a critical conscience. Since 1985, popular women's movements in the development Latin American and the Caribbean as well as feminist movements have seen the notion of empowerment as being tied, on the one hand, to seizing of power, by emphasizing mainly the improvement of self-esteem and self-confidence as well as the ability to choose what direction one's life should take; and on the other to the collective power to change gender relation in the economic, political, legal and socio-cultural spheres. This concept was officially first brought out at the International Women's Conference in 1985 at Nairobi. The conference concluded that empowerment is the redistribution of power and control of resources in favour of women through positive intervention. Broadly empowerment means individual acquiring the power to think and act freely, exercise choice, and to fulfil their potential as full and equal members of society (Joshi, 2009, P. 17).

For more than a decade, the term 'empowerment' has been widely used in relation to women. Today, one hears this term much more often than terms like women's welfare', 'upliftment', 'development', or 'awareness raising'. However, in spite of the growing popularity and widespread usage of the term, there have been few conceptual explorations of what exactly empowerment means, and

even more, what the empowerment of women implies in social, economic and political terms (Batliwala, 1993, P. 7)

The construct of empowerment is mentioned frequently in the communication and development literature, but terms, exemplars, levels of analysis, and outcomes have not been fully explicated. Empowerment cannot be understood without first defining power. As scholars and practitioners, it is important that we consider power and control in development theory and practice. From Foucault (1980), we assume that power is meaningful only in social relations. It is constituted in a network of social relationships (Melkote and Steeves, 2001, P. 36).

Consequently, as long as women's empowerment was argued for as an end in itself, it tended to be heard in policy circles as a 'zero-sum' game with politically weak winners and powerful losers. By contrast, instrumentalist forms of advocacy which combine the argument for gender equality/women's empowerment with demonstrations of a broad set of desirable multiplier effects offer policymakers the possibility of achieving familiar and approved goals, albeit by unfamiliar means. The persuasiveness of claims that women's empowerment has important policy payoffs in the field of fertility behaviour and demographic transition, children's welfare and infant mortality, economic growth and poverty alleviation has given rise to some unlikely advocates for women's empowerment in the field of international development, including the World Bank, the major UN agencies and the OECD - DAC group (Kabeer, 2001, P. 17).

Empowerment can be defined as a process by which those who have been denied the ability to make choices- i.e. those who have lost power to make choices-acquire such an ability particularly in the areas of strategic life choices- e.g. livelihood, whether and whom to marry, whether to have children, 'Empowerment is a process that challenges our assumptions about the way things are and can be. It challenges our basic assumptions about power, achieving and succeeding (Anvarbhai, 2013, PP. 1-2).

Empowerment literally means, "Becoming powerful"; Empowerment is a process whereby women become able to organize themselves to increase their self-reliance, to assert their independent right to make choices and control resources, which will assist in challenging and eliminating their own subordination (Rathidevi, 2009, P. 60). However, not everyone accepts that empowerment can be clearly defined, let alone measured. For many feminists, the value of the concept lies precisely in its 'fuzziness'. As an NGO activist cited in Batliwala (1993) put it: 'I like the term empowerment because no one has defined it clearly yet; so it gives us a breathing space to work it out in action terms before we have to pin out selves down to what it means. I will continue using it until I am sure it does not describe what we are doing (Kabeer, 2001, P. 19).

The term "Empowerment" has gained significance and prominence recently among policy makers and researchers. In the field of women's studies and social work it is viewed with a holistic perspective and it can be classified as educational, economic, social, political and psychological empowerment (Rathidevi, 2009, P. 66).

The empowerment of women is one of the central issues in the process of development of countries all over the world. In recent times, empowerment of women emerged as one of the significant strategies in the development process.

Empowerment can serve as a powerful instrument for women to achieve upward social and economic mobility and achieve power and status in society. It is a source of mobility, equality and emancipation, both at the individual and at the societal level (Rathidevi, 2009, P. 102).

Empowerment is a multi-faceted, multi-dimensional and multi-layered concept. It is process to enable women to rely their identity and powers in all spheres of life.

Women's empowerment has five components:

- Women's sense of self-worth;
- Women's right to have to determine choices;
- Women's right to have access to opportunities and resources;
- Women's right to have the power to control their own lives, both within and outside the home; and
- Women's ability to influence the direction of social change to create a more just social and economic orders, nationally and internationally.

Some of the empowerment could be identified as follows-

1. Literacy and higher education.
2. Better health care for herself.
3. Higher age of marriage.
4. Greater work participation in modernized sector.
5. Necessary financial and service support for self-employment.
6. Opportunities for higher position of power.
7. Complete knowledge of her rights and above all.
8. Self-reliance, self-respect and dignity of being women (Mehta, 2011, P. 2).

Women constitute about half of the total population of country but they suffer from many disadvantages as compared to men in terms of literacy rates, labour participation rates earnings. Social, economic and political empowerment is the need of the day, as it is one only surest way of making women "equal partners in development". The process of women empowerment is conceptualized in terms of personal assertions, self-esteem and confidence, ability to protect themselves as women attaining socio-political participation and economic independence, ownership of productive assets and provide leadership in women (ibid).

The United Nation Development fund for Women (UNDFW) includes the following factors in its definition of women's empowerment.

- Acquiring knowledge and understanding of gender relation and the ways in which these relations may be changed;
- Developing a sense of self-worth, a belief in one's ability to secure desired changed and the right to control one's life (Jothi, 2012, P 17).

Empowerment is probably the totality of the following or similar capabilities: Decision-making power of their own, Access to information and resources for taking proper decision, Ability to exercise assertiveness in collective decision making, positive thinking on the ability to make changes, Ability to learn skills for improving one's personal or group power, Ability to change others perceptions by democratic means, Economic participation, Economic opportunity, Political empowerment, Educational attainment, and Health and well-being (Doss, 2011, P. 1).

Srilatha Batliwala (1995:23-24) has stated that the most conspicuous features of the term empowerment are that it contains the word "power". To sidestep philosophical debate, it may be broadly defined as control over material assets, intellectual resources and ideology. "The process of challenging existing power relations and of gaining greater control over the sources of power may be termed as empowerment. This broad definition is defined by feminists' scholars and activities within the context of their earning (Chaudhary, 2009, P. 14).

The most conspicuous features of the term empowerment are that it contains within it the word power. So obviously, empowerment is about power, and about changing the balance of power. In every society, there are powerful and powerless groups. Power is exercised in social economic and political relations between individuals and group (Batliwala, 1993, P. 7).

The term empowerment itself enclosed the word 'power'. The word-empowerment means 'to give power to' or 'to enable'. 'The idea of 'power' is at

the root of the term 'empowerment'. Power can be understood as operating in a number of different ways;

Power over: This power involves an either/or relationship of domination/subordination. Ultimately it is based on socially sanctioned threats of violence and intimidation, it requires constant vigilance to maintain, and it invites active and passive resistance;

Power to: This power relates to having decision-making authority, power to solve problems and can be creative and enabling;

Power with: This power refers to self-confidence, self-awareness and assertiveness. It relates to how can individuals can recognize through analysing their experience how power operates in their lives, and gain the confidence to act to influence and change this (Guleria, 2010, P. 44).

Power can be described as 'having control over'. There are four resources on which power can be exercised – physical resources (water, forest and land), human resources (people, skill and labour), intellectual resources (money), and self-resource (confidence and esteem). Women are powerless as they hardly have any control on above resources and therefore they have no decision-making power with themselves. Empowerment is a process which changes the nature and direction of systematic force by ganging control over self, ideologies, resources thereby changing the power (ibid).

Empowerment is having control over one's life as an individual. It is all about the power to make decisions which can further shape lives. One can be independent only if one is given a chance to make one or the other important decision.

Different options have to be there so that an individual can weigh all the pros and cons and then decide (Guleria, 2010, PP. 44-45).

The hub of framework for empowerment of women is its argument that women's development has to be considered and can be viewed in terms of five

levels of equality, namely, welfare, access, conscientization, participation and control; of which empowerment is an essential element at each level.

1. Welfare: the first level is welfare, which addresses only the basic needs of women. It doesn't recognize or attempt to solve the underlying structural causes, which necessitate provision of welfare services. In view of this point, women are merely passive beneficiaries of welfare benefits.
2. Access: The second level is essential for women to gain meaningful progress. This involves equality of access to resources, such as educational opportunities, land and credit. The path to empowerment is initiated when women recognized their access to resources as a barrier to their growth and overall wellbeing, and taken action to address this.
3. Conscientization: This is a crucial point in the framework for empowerment of women. For women to take appropriate action to bring gender gaps or gender inequalities there must be recognition that their problems stem from inherent structural and institutional discrimination. They must also recognize the role they can often play in reinforcing the system that restricts their growth.
4. Participation: is the point where women are taking decisions equally on par with men. To attain this level, mobilization is necessary. By organizing themselves and working collectively, women will be empowered to gain increased representation, which will lead to increased empowerment and ultimately greater control.
5. Control: is the ultimate level of equality and empowerment. Here, the balance of power between men and women is equal and neither party has dominance over the other. At this adage in the empowerment framework, women are able to make decision over their lives and the lives of their children, and play an active role in the development process. Further, the contributions of women are fully recognized and rewarded (Kumari, 2009, PP. 95-96).

Women's empowerment is a global issue and discussion on women political rights are at the fore-front of many formal and informal campaigns worldwide. The concept of women's empowerment appears to be the outcome of



several important critique and debates generated by the women's movement throughout the world, and particularly by the third world feminists. The increase use of the term 'women's empowerment' by various development actors have resulted in its multiple meanings and interpretations, and associations with diversity of strategies. For examples- with in mainstream development discourse of the 1990s it is often used by organizations focused on enlarging the choices and productivity level of individual women, for the most part, in isolation form a feminist agenda; and in the context of a withdrawal of state responsibility from broad based economic and social support. However in the seventies when the concept was first invoked by the third world feminists and women's organizations, it was explicitly used to frame and facilitates the struggle for social justice and women's equality a transformation of economic, social and political structures at national and international levels. We trace the meaning of women's empowerment through an exploitation of several definitions, as articulated feminists- scholars, women's organizations and multilateral institution (Chaudhary, 2009, PP. 13-14).

The term empowerment has different meanings in different socio-cultural and political contexts, and dose not translates easily into all languages. An exploration of local terms associated with empowerment around the world always leads to lively discussion. There terms includes self-strength, control, self-power, self-reliance, own choice, life of dignity in accordance with one's values, capable of fighting foe one's rights. Independence, own decision making, being free, awakening, and capability-to mention only a few. These definitions are embedded in local value and belief systems. Empowerment is of intrinsic value; it also has instrumental value. Empowerment is relevant at the individual and collective level, and can be economic, social, or political. The term can be used to characterize relations within households or between poor people and others at the global level. There are important gender differences in the causes, forms and consequences of empowerment or disempowerment. Hence, there are obviously

many possible definitions of empowerment, including rights-based definitions (Margaret, 2012, PP. 15-16).

The concept of women's empowerment emerged from debates generated by the women's movement during the 1980s when feminists, particularly from Third World countries, evinced dissatisfaction with the prevailing development discourse that was largely a political and econometric in its orientation. While Paulo Freire (1973) did not use the term, his emphasis on 'Conscientization' provided an important backdrop from those social activists who were working with the poor and the marginalized groups. The mid-1980s, therefore saw the emergence and spread of 'women's empowerment' as a more political and transformatory concept that challenged not only patriarchy but also the mediation structures of class, race, ethnicity and of India, in caste and religion. Feminists, particularly those from Latin American and South Asian countries, evolved their own approach, emphasizing the importance of consciousness raising, leading to organizing and building a movement for women's for women's equality. According to this thinking, empowerment was socio-political process that required shifts in political, social, and economic power between and across both individuals and social group (Batliwala, 2007 cited in Margaret, 2012, P. 16).

Third world Feminists scholars discussed above interprets empowerment as both a process and a goal. Empowerment is the process of challenging existing power relation and gaining greater control over the sources of power. The goal of women's empowerment is to challenge patriarchal ideology to transform the structure and institutions that reinforces and perpetuate gender discrimination and social inequality and to enables to poor women to gain access to, and control over, both material and informational resources (Chaudhary, 2009, P. 15). Socio-economic background shapes the lives of people, weather individual achieves great success or collapse with broken spirit is not always a matter of individual talents and personal ambitions but considered as product of social milieu. Sociologists often use the term socio-economic status (SES) to

refer to a composite ranking based on various dimensions of social inequality. Background means – where someone comes from. Thus socio-economic status includes the information about- religion, caste, class, race, gender, education, marital status, age, age at marriage, occupation, income, wealth, family-size, family-type etc. these are not the personal facts about a person or a family, but these have significant relationship with each other (Chaudhary, 2009, P. 33).

The concept of empowerment as used by many development agencies refers mainly to entrepreneurial self-reliance. It places an emphasis on individualistic values: “people empowering themselves by pulling themselves up by their bootstraps.” John Friedman, author of 'Empowerment: The Politics of Alternative Development' promotes a much broader understanding of empowerment than those focusing on the entrepreneurial self-reliance of individuals. His definition of empowerment includes three different aspects of power: social, political, and psychological. Social power means having access to resources such as information, knowledge, and skills. Political power refers to participation in decision-making—in particular, those decisions that affect a person’s own future. Psychological power is defined by an individual’s sense of potency and self-esteem, which may positively influence his or her access to social and political power (Mahat, 2003, P. 68).

The empowerment approach, which is fundamental to an alternative development philosophy, places an emphasis on autonomous decision-making for communities, local self-reliance, direct democracy, and experiential social learning. The starting point for empowerment must be at the grassroots level, because civil society is most readily mobilized around local issues. The major goal of empowerment is to achieve equality through transforming the structures, systems, and institutions that have maintained inequality. In the case of Nepal, the process of women’s empowerment involves many dimensions, including: “increasing access to economic opportunities and resources; strengthening political power through women’s organizations, solidarity, and collective action;

raising consciousness about the symptoms and causes of prevalent oppressive religious, economic, cultural, familial, and legal practices; and strengthening women's self-confidence" (ibid).

Empowerment is a social and political process that is the natural by-product of access to accurate, fair and unbiased information representing a plurality of opinions. It allows citizens to gain control over their own lives, to work cooperatively and to provide direction to their leaders. The information flows must be on multiple levels and multi-dimensional, in a "multilogue" with many conversations feeding into the collective consciousness and enriching the active life of community (UNESCO, 2009, P. 7).

All the development efforts would be only half done if there is no effective participation of females. Empowerment emerged as an important theme in the women's movement from 1975 onwards. In fact, empowerment as a theme arose out of a failure of 'Women in Development' (WID) programs, notably the equity approach all of which failed to question the interrelationship between power and development. Kabeer (2001) argues that Empowerment is the processes by which women take control and ownership of their lives through expansion of their choices. Thus, it is the process of acquiring the ability to make strategic life choices in a context where this ability has previously been denied. Nepal Human Development Report 2004 captures the spirit of human development which is defined as "creating an environment, in which people can develop their full potential and lead productive, creative lives in accord with their needs and interests to be able to participate in the life of the community (UNDP, 2004). Bennett (2002) has developed a framework in which "empowerment" and "social inclusion" are closely related. Bennett describes empowerment as "the enhancement of assets and capabilities of diverse individuals and groups to engage, influence and hold accountable the institutions which affect them" (Thapa & Gurung, 2010, P. 1).

A study carried out by Shrestha (1995) to understand the levels and patterns of literate and educated females' economic participation in Nepal especially in Kathmandu found level of education attained and participation in economic activities has positive association in facilitating empowerment of women. But a study carried out by Koirala, (2006) in Sarangkot VDC found that the factors like age, caste, occupation, education, family size and husband's occupation do not significantly influence influencing economic and social empowerment of women involved in microfinance program. Sharma (2004) from her research study, entitled ' Empowerment process of community women' concluded that women's empowerment process is highly determined by community setting, culture, family size, age of marriage of women, no of children, mobility and extra time for new creative activities. Still not much empirical study been carried out. What factors actually determine empowerment of women has mixed versions (Thapa & Gurung, 2010, P. 2)..

It is a process which enables women to meet both their practical as well as strategic needs. Practical needs relate to immediate problems such as poverty, water, health etc. strategic needs are access to poverty and wealth, division of labour, unequal wages and gaining control over their bodies (UNFPA, 1997 cited in Sharma, 2004, P. 27).

According to World Bank (2008) empowerment is incising the capacity of individual or groups to make choices and to transform those choices into desired actions and outcomes. Women empowerment could be defined as that gives them control of power and resources and changes women's lives over time through their active participation (Patil, 2012, P. 1).

The empowerment of women is becoming an increasingly popular term in human rights and development discourses and is used by NGOs as well researchers and UN and development agencies. The fact actors as diverse, there is no consensus of what the term actually means, what does empowerment really mean and how does one know when a program, project or

policy has been successful, the set indicators will differ from community to community and society to society. It will be hard to analyse how empowering woman has been successful (Sharma, 2004, P. 29).

Empowerment is not a homogeneous concept. Its notion varies from individualistic to structural and from structural to postmodernist perspectives.' Empowerment concerns both one's perceived and actual ability to determine the course of one's life and community (Anvarbhai, 2013, P. 1).

Empowerment strategies emphasize the importance of teaching individuals about the dynamics of power and power relationship within their social, Political and economic systems. Power is define as the degree to which we are able to affect our environment, that is to get things done or to make things happen or to keep things from getting done or happened (Anvarbhai, 2013, P. 2).

Empowerment literally means 'to invest with power' and in the context of women's empowerment the term denotes women have increased control over own lives, bodies and environment. The literature in this regard clearly places emphasis of women's decision making roles. Their economic self-reliance, legal rights to equal treatment, inheritance and protection against all forms of discriminations against women. Following the definitions of empowerment cited earlier, the evidence of empowerment must be sought in terms of indicators that measure women's control, both extrinsic, over various aspects of their lives and environment. Such measures include women's participation in household decision making. Financial autonomy and freedom of movement as well measurement that suggest rejection of gender based subordination of women. Potential sources of empowerment are those that provide building blocks of empowerment. These indicators measure women's access to education, the media and gainful empowerment. Education and media exposure can help to empower women by equipping them with the information and the means to function effectively especially in the modern world (Deshmukh, 2012, PP. 15-16).

Women's empowerment is thus the process, and the outcome of the process, by which women gain greater control over material and intellectual resources, and the challenges the ideology of patriarchy and the gender-based discrimination against women in all the intuitions and structures of the society'. 'The 1994 International Conference of Population and Development (ICPD) held in Cairo has also emphasized women empowerment as a basic tool for a country's overall development and improving the quality of people's life. The ICPD has declared that 'advancing gender and the empowerment of women and the elimination of all kinds of violence against women and ensuring women's ability to control their own fertility are cornerstone of population and development related programs. The core concept of empowerment is transforming the consciousness, thereby helping in imbibing the women's control over their own lives resulting in creating the idea of 'power'. Empowerment of women is not only a one way process, wherein only a socialist or activist can empowerment others but it is a two way process, where one gets empowered him/herself and also helps in empowering others. It is continuous and ongoing dynamic process on the path of empowerment for all the human beings (Anvarbhai, 2013, P. 2).

Empowerment encompasses a women's holistic development that is socially, mentally, culturally, economically, politically and spiritually. This means that women have to realize their own power and capabilities in order to overcome social and cultural barrier. Hence, in order to break these barriers, the perception of women has to be change and she needs to be mentally robust (Anvarbhai, 2013, P. 3).

Women's empowerment is believed to be a dynamic process of individual as well as collective struggle against the forces which suppress and subordinate women. It accentuates a procedure of reorganization of all existing resources in the society, be it social, economic, political, intellectual or cultural. In indicates a change from a state of powerlessness to one that recognizes and strengthens women to take greater control over their lives. Women empowerment is to be

achieved by insuring that women are productive labour, they have equal right to work and property and right to life (Anvarbhai; 2013, P. 6). A series of World Conferences related to women have strengthened social, economic, and political magnitude of gender equality through empowerment of women, internationally as well as nationally. The two calculated objectives of Beijing Plat-form of Action concerning women and media the aims to promote women empowerment is to increase women involvement in decision-making through media and other technologies of mass communication; and promotion of non-stereotyped portrayal of women in media. Communication invigorates all forms of human efforts to enlighten and encourage, inspire and organize, build poise, restore confidence, change behaviour, and so on. Communication is one of the most essential two way process of life. A baby cries when it is hungry, thus communicating its need. The mother hears the cry and she assures that baby is fed properly, thereby fulfilling baby's need (Anvarbhai, 2013, P. 7).

Women empowerment was measured along following six dimensions or parameters:

- Economic empowerment relates to women's access to resource and control over investments, savings and expenditure.
- Education awareness relates to a women being open minded, inquisitive and alert about nature of world around her.
- Health awareness related to choice of food, nutrition and hygiene along with maternal and child health.
- Decision making ability relates to women's autonomy in the household matters, ability to make informed choices about self and family.
- Exposure to media relates to role of media in creating environmental (Political, Economic, Social and technological) awareness and positively influencing traditional mind sets.



- Social contact relates to social participation, mobility and awareness about political rights (right to vote) (Chauhan, 2012, PP. xviii-xix).

Reiterating the capability approach, Sen (1993) noted the capability of a person depends on a variety of facts, mainly personal characteristics and social arrangements. In addition to a social context, the study emphasized that women's capability is also influenced by other contextual factors consisting of economic, cultural, political and institutional conditions (based on Kabeer 2005) and their personal characteristics such as their experiences (Kshetrimayum, 2014, P. 124). There are thousands of examples of empowerment strategies that have been initiated by poor people themselves and by governments, civil society, and the private sector. Successful efforts to empower poor people, increasing their freedom of choice and action in different contexts, often share four elements:

1. Access to Information
2. Inclusion and participation
3. Accountability
4. Local organizational capacity (Margaret, 2012, P. 19).

Information is power. Informed citizens are better equipped to take advantages of opportunities, access services, exercise their rights, negotiate effectively, and hold state and non-state actors accountable. Without information that is relevant, timely, and presented in form that can be understood, it is impossible for people to take effective action. Information dissemination does not stop with the written word, but also includes group discussion, poetry, storytelling, debates, street theatre, and soap operas-among other culturally appropriate forms and use a variety of media including radio, television, and the Internet. Laws about rights to information and freedom of the press, particularly local in local language, provide the enabling environment for the emergence of informed citizen action. Timely access to information in local languages from independent

sources at the local level is particularly important, as more and more countries devolve authority to local government (Margaret, 2012, PP. 19-20).

### Indicators of Empowerment

Understanding that empowerment is a complex issue with varying interpretations in different society, national and cultural contexts, there is some listing of indicators.

At the level of women and her household:

- Participation in crucial decision-making processes;
- Extent of sharing of domestic work by men;
- Feeling and expression of pride and value in her work;
- Self-confidence and self-esteem; and
- Ability to prevent violence.

At the Community / Organizational level; the indicators are-

- Existence of women's organizations;
- Allocation of funds to women and women's projects;
- Increased number of women leaders at village, district, state and national levels;
- Involvement of women in the design, development and application of technology;
- Participation in community programmes, productive enterprises, politics and arts;
- Involvement of women in non-traditional tasks;
- Increased training programmes for women; and
- Exercising her legal rights when necessary;

At the National level; the indicators are-

- Awareness of her social and political rights;
- Integration of women in the general national development plan;
- Existence of women's networks and publications; and
- The degree to which the media take in women's issue.

Constraining factors for women Empowerment

- Heavy work load of women;
- Isolation of women from each other;
- Illiteracy
- Traditional views that limit women's participation;
- No funds;
- Internal strife/ conflicts among women's groups;
- Structural adjustment polities;
- Discriminatory policy environment;
- Negative and sensational coverage media (Margaret, 2012, PP. 26).

### **Social Empowerment**

Empowerment of women has relevance in all the walks of line. Social empowerment deals with empowerment at the level of family, community and at personal level which includes psychological and physical health of women. Other areas include religion, literature, arts, media, history, legislation, human rights and social movements.

Social-cultural empowerment entails strengthening the social fabric by augmenting a complex network of human qualities- both individual and collective- whose sum and synergies we call 'social capital'. It is the process through which people and groups become aware of the interplay of societal and cultural forces

at work in their lives and learn how they can act individually and jointly to influence and eventually control the dynamics of these factors. Socio-cultural empowerment therefore spans a broad spectrum of human development parameters, from access to safe water, primary health care and basic education through skill acquisition, including the ability to use communication media. In addition, it encompasses social status, cultural expression and the sense of belonging to social entities that range from households through youth clubs and religious congregations to ethnic groups and a national polity. This sense of belonging engenders the trust that allows societies to function and enables individuals to act together to secure, safeguard and further what they value (UNDP, 2004, P. 13).

Social empowerment: to create and enabling environment through various affirmative development policies and programs for development of women beside providing them easy and equal access to all the basic minimum services so as to enable them to realize their full potential (Joshi, 2012, P. 17).

Social empowerment is understood as the process of developing a sense of autonomy and self-confidence, and acting individually and collectively to change social relationships and the institutions and discourses that exclude poor people and keep them in poverty. Poor people's empowerment, and their ability to hold others to account, is strongly influenced by their individual assets (such as land, housing, livestock, savings) and capabilities of all types: human (such as good health and education), social (such as social belonging, a sense of identity, leadership relations) and psychological (self-esteem, self-confidence, the ability to imagine and aspire to a better future). Also important are people's collective assets and capabilities, such as voice, organization, representation and identity. Vulnerable groups, such as the very poor, women and marginalized communities can often lack the skills and confidence to engage in community decision-making. It may therefore be important to support mechanisms designed to specifically target marginalized groups in order to ensure that they can

participate. It is argued that participation in local associations can empower poor people to engage in public politics and collective action. However, research shows that building individual and collective capacities to engage is a long-term process (GSDRC, 2014, P. 1).

Social or psychological empowerment aims to increase women's self-esteem and confidence to encourage greater participation in political and social domains. In Nepalese society, parents treat daughters as the property of others, while parents-in-law see daughters-in-law as a curse. Women who get divorced to escape oppressive marriages or who are abandoned or widowed by their husbands have no social status. Men take control over women's bodies and lives. Women are forced to take care of children while performing backbreaking household chores. In addition, women have no control over the decisions regarding household, community, and political activities. These factors add up to low self-esteem among Nepalese women (Mahat, 2003, P. 69).

### **Political Empowerment**

The political empowerment of women is one of the most important aspects in the overall empowerment of women for it gives women the capacity to influence the decision-making process.

Political empowerment involves enlarging the capabilities associated with democratic self-governance. It ensures not only respect for the fundamental dignity of the human person and the basic rights set out by international norms, but equitable representation in decision making processes and institutions- especially those that can demand accountability from public servants and the private sector bodies entrusted with public resources. It includes freedom to participate in political dialogue, to dissent from majority or accepted views, and to mobilize for change - a crucial agency function of the sphere. Political empowerment also encompasses legal empowerment, generally understood as

the process of acquiring the knowledge essential to protect one's rights and to assert them under the law (UNDP, 2004, P. 13).

Political empowerment: to ensure increases in participation of women in Political and democratic at different level so that they can hold various positions in the power structure and play their role effectively in the society (Joshi, 2012, P. 17).

In any political system, right from the developed to the developing countries, presence of women is very low women is very low compared to men. In many countries women had to wage long battles to get right to vote. Today the percentage of women as voters has increased considerably, but their political participation is not equal to men and therefore women are unable to get an equal share in organization that require decision making. Women have not been regarded as significant part of the political arena. Political at every level of participation is dominated by men (Mahesh, 2010, P. 48). Women's political empowerment in relation to the media cannot be studied without taking into consideration constructions of womanhood and perceptions of women's rights and those who call for them (Dawoud, 2010, P. 19).

The omission of women from position of power seriously affects the ability to challenge the subordination of women in all its manifestation. Women have to be in politics and power to participation as women and to change the very nature of that power which excludes them. Women who consist of almost half of the population need to be represented significantly in decision making bodies. Otherwise the goal of development cannot be achieved. Gender equity is very essential for the progress of any society. Political participation is a process by which people take part in political activities. Exercising voting rights during elections is one of the important political activities of the people. Participation of women in this political activity is almost equal to men. Political participation is not just casting vote. It includes wide range of other activities- like membership of political party, electoral campaigning, attending party meeting, demonstrations, communication with leaders, holding party positions, contesting elections,

membership in representative bodies, influencing decision making and other related activities. With this understanding of political participation, the evidence shows that in most of the countries participation of women is not impressive as the number of women participating in active politics is smaller compared to men. Women who are able to acquire decision-making power are mostly from urban and elite groups. Large mass of women are kept out of political arena due to various reasons. There was no serious attempt to accommodate women in politics. In many countries women had to wage long battles to get their rights. Despite that, they were not able to get rightful position in the arena of politics (Mahesh, 2010, P. 49).

The most common and accepted political action in elections is voting. This is exercised by women equal to men and in fact the number of women voters is increasing day by day. But women until the 20<sup>th</sup> century did not have the right to vote (ibid).

Political empowerment aims to propel women into offices where they can formulate, execute, and monitor policies and laws. A critical mass of women, at least one-third of the total of political representatives, needs to be at every level of decision-making. However, women have extremely limited power at the decision and policy-making levels of political bodies, as well as in government bureaucracy. Although almost all political parties have formed women's caucuses, no organizations have been able to put gender issues onto the political agenda in more than a rhetorical way. Disappointingly, they have been unable to provide moral and financial support to women who are interested in becoming involved in politics. In addition, women rarely get family support to go into political careers unless the woman's family has a strong background in politics (Mahat, 2003, P. 69).

It can be said that democracy and media are interdependent. There cannot be democracy without a free and fair media. Similarly media can expect freedom of speech and expression only in a democracy. Both in fact sustain on

each other. A democratic society, however, among others things, expects from the media – to provide platform for politicians and spokespersons from a cross-section of its populace to encourage plurality of views: provide citizens to learn, choice and become involved rather than merely follow the political process and an ability to resist the efforts of forces outside the media to subvert their independence. However, experts differ on whether the media should have the function of agenda setting, identifying the key issues of the day or let other society forces organized public opinion for the media, if they are to be sound (Jethwaney, 1997, PP. 363-364). The impact of the mass media in the politics has been theorized in various ways. Media theorists like Marshal McLuhan and Harold Innis credited the media with the evolution of democracy and nation state itself. They have assigned the media such a central place in their analysis that they have even overlooked the role of capitalism and the larger social process in the formation of nation states (Sivadasan, 2010, P. 71).

### **Economic Empowerment**

Economic empowerment, the element with which most of us are most familiar, concerns the expansion of access to productive assets, including physical and financial opportunities, to pursue economic gains. Although this component of empowerment necessarily involves the distribution of capital and of income generating opportunities, economic empowerment also entails ensuring that the workings of the market and relative prices can enhance the economic agency of citizens. While poverty and economic vulnerability cannot be reduced without strong private sector activity, economic growth cannot become sustainable unless it is broad-based and roughly egalitarian. In short, it is self-defeating to exclude such groups as women and *Dalits* from equitable engagement in productive employment and other income-generating activities (UNDP, 2004, PP. 12-13).

The economic empowerment of women requires transfer of skills of management and control over the economic activities to the women's group over



a period of time, to enable women to feel confident and empowered. With women slowly gaining control and being involved in the decision making of various aspects affecting them directly, and as member of the society, real empowerment will emerge and a change in women's status will certainly take place. From the women's empowerment perspective, it is important that the women's economic activities are economically viable and the capacities and competencies of poor women, individually and collectively, are enhanced to organize and manage the economic activity. The real challenge is to be able to link and move beyond women's involvement and struggle through economic activities, where they are basically involved in trying to cope with the existing market system in a better manner, to a process of being involved in the struggle against the exploitative forces. Empowerment in the real sense would be attained when women are actively involved in the large struggle for social changes (Soni, 2001 cited in Neog, 2011, P. 142).

Economic empowerment: to ensure provision of training, employment and income generation activities with the ultimate objective of making all potential women economically independent and self-reliant (Joshi, 2012, P. 17).

Economic empowerment involves gaining control over productive resources and enabling women to make independent financial decisions. Women in Nepal have already realized the need to be involved in the economic sphere as a means to supplement the household income and gain a certain level of independence. However, these women are mainly relegated to low-skill, repetitive jobs in the industrial sector. This is because of a lack of education and training opportunities, employer biases, and limited mobility due to family responsibilities. According to the Nepalese constitution, women should enjoy equal rights to employment and equal pay for similar jobs, but this is rare in practice (Mahat, 2003, PP. 68-69).

## Theoretical Review

Our description of mass communication theory begins with a review of some of the earliest notions about media. These ideas were initially developed in the latter half of the nineteenth century as new media technologies were invented and popularized. Although some theorists were optimistic about new technology, most were extremely pessimistic (Brantlinger, 1983 cited in Baran and Davis, 2000, P. 12).

The diffusion of innovations theory has important theoretical links with communication effects research. The emphasis was on communication effects: the ability of media messages and opinion leaders to create knowledge of new practices and ideas and persuade the target to adopt the exogenously introduced innovations. There was disagreement on the question of whether ideas were independently developed in different cultures, or whether an idea was invented in one culture and borrowed by or diffused into another. Evidence indicated that in most cultures there was predominance of borrowed or diffused elements over those that developed from within a particular culture (Linton: 1936, Kroeber: 1944 cited in Das, 2012, P. 3). The diffusion of innovations research established the importance of communication in the modernization process at the local level. In the dominant paradigm, communication was visualized as the important link through which exogenous ideas entered the local communities (Das, 2012, P. 3).

The earliest models of communication describes or assumes a relatively linear process whereby someone sends a message to someone else via a channel and gets a response, called feedback, interference in the process- whether psychological or environmental - is often called noise. This exchange process may occur on more or less equal basis. But when the initiative and ability lie overwhelmingly with the sender, the result is an impersonal, one-way flow of messages. Of course, this is the case with mass communication, where the media create and send messages, with few opportunities for feedback from audience members and seldom via the same channels. Given the sheer volume

of messages transmitted by mass media and broad media access, especially in societies with market economies, early theories assumed that mass media had considerable power to inform and influence (Melkote and Steeves, 2001, P. 30).

Communication theories were developed strongly as a course of academic discussion in the 20th century, mostly after World War II. Media studies were offered as academic courses in most parts of the world since the 1960s. Three American scholars in 1956 propounded the Four Theories of the Press. Frederick Siebert, Theodore Peterson and Wilbur Schramm advanced these theories, basing their arguments on different media systems. The Trio- who, were colleagues at the University of Illinois for some time contributed four essays. Siebert wrote the first two theories- authoritarianism and libertarianism. For his thoughts on libertarian theory, he was inspired by the writings of John Milton, John Locke, Thomas Jefferson and J. S. Mill. He disliked the control of the press by an authoritarian system of government. In explaining the authoritarian theory, he drew on the doctrines propagated by Plato, Hobbes, Machiavelli and Hegel. Scholars have propagated different theories in deference to certain contexts or in order to emphasis particular aspects of communication. The four theories of the press continue to be discussed at great length even at present times, often in comparison with other theories (Kharel, 2007, P. 17). Much has happened since the 1950s and 1960s when the early models and theories of communication were being devised. Empirical research revealed flaws in these ideas, pointing to the need for considerable refinement to account for differences in context and audience demographics (Melkote and Steeves, 2001, P. 30).

Communication media are seen as essential means for human interaction. The study of media deals with, among other aspects, theories and models for understanding the media, their potential reach and functioning. It was only in the 20th century that journalism and the mass media were conferred the status of subjects of scholarships in the United States and other Western countries (Kharel, 2007, P. 16).

On the issues of empowerment and the development of a theory connected with power. Power is a key concept that is prior to empowerment. Power is a key concept for an understanding of processes of empowerment. Modern thinking about power begins in the writings of Niccollo Machiavelli (*The Prince*, early 16th century) and Thomas Hobbes (*Leviathan*, mid-17th century). Their books are considered classics of political writing, and the contrast between them represents the two main routes along which thought about power has continued to this day (Clegg, 1989 cited in Sadan, 2004, PP. 33-34). Machiavelli represents the strategic and decentralized thinking about power and organization. He sees power as a means, not a resource, and seeks strategic advantages, such as military ones, between his prince and others. Hobbes represents the causal thinking about power as hegemony. Power, in Hobbes, is centralized and focused on sovereignty (Sadan, 2004, PP. 33-34).

Empowerment is related to the word power. In English, the concept leans on its original meaning of investment with legal power- permission to act for some specific goal or purpose (Rappaport, 1987 cited in Sadan, 2004, P. 73). The new meaning of the concept includes mainly references to power that develops and is acquired. People are managing to gain more control over their lives, either by themselves or with the help of others. The form to be empowered relates to what is both a process and an outcome - to the effort to obtain a relative degree of ability to influence the world (Staples, 1990, cited in Sadan, 2004, P. 73).

Initial meaning of the empowerment was highlighted three of the first writers to relate systematically to the concept have had a most fundamental influence on the development of its use. Barbara Solomon (1976,1985) emphasized empowerment as a method of social work with oppressed Afro-Americans. Peter Berger and Richard Neuhaus (1977) proposed empowerment as a way of improving the welfare services by means of mediating social institutions. Julian Rappaport (1981) developed the concept theoretically and

presented it as a world-view that includes a social policy and an approach to the solution of social problems stemming from powerlessness (Sadan, 2004, P. 73).

Sadan (2004) divided the discussion into three categories, or levels, which in the literature on empowerment sometimes appear on their own and sometimes together, though not always in a differentiated way; individual empowerment- which focuses on what happens on the personal level in the individual's life; community empowerment - which emphasizes the collective processes and the social change; and empowerment as a professional practice- which sees empowerment as a means of professional intervention for the solution of social problem.

The recent literature on rising equality has identified various factors that promote female empowerment (Inglehart & Norris 2003; Inglehart, Norris, & Welzel 2002; Inglehart & Welzel 2005; Welzel 2003, cited in Alexander & Welzel, 2007, P. 2). Of the theories explored, research finds the following four factors to be particularly important (1) socioeconomic development; (2) rising gender-egalitarian attitudes that transform economic development into a cultural process of human development; (3) historical legacies stemming from a society's cultural and political traditions; and (4) institutional design factors. However, the literature has failed to analyze the differential impact of these four factors on different aspects and stages of gender equality. Does each of these factors have the same effect in all aspects of gender equality? The literature fails to address this question. There is no study so far using all these factors as explanatory variables in an attempt to explain different aspects of gender equality. This will be done for the first time in this study in which we distinguish four aspects (and by implication of this) stages of gender equality. Analyzing these aspects as distinct manifestations of gender equality fosters a clearer, more precise understanding of they argue that the comparison of these factors across different stages of gender equality will enrich understanding of the role of economic development.

Cultural changes, historical legacies institutional designs in empowering women (Alexander & Welzel, 2007, P. 2).

While there are many explanations for the status of women in society, our analyses focus on four dominant themes in the literature: (1) the classical modernization perspective that focuses on economic development. (2) the more recent human development view focusing on emancipative cultural changes that give rise to gender-egalitarian attitudes and self-expression values, (3) the historical legacies perspective which emphasized the influence of cultural and political traditions, and (4) the institutional design perspective that is important from a political engineering perspective (Alexander & Welzel, 2007, P. 5).

- 1) Economic Modernity: The Classical Development Perspective. Focusing on economic development, the classical modernization perspective considers increases in democracy and human choice as a direct outcome of economic development (Lipset 1959; Rostow 1960; Deutsch 1964; Bell 1999 Inkeles & Smith 1974 cited in Alexander & Welzel, 2007, P. 5). In relation to gender equality, this approach holds that economic development is central to increasing the pool of women eligible for positions of social power. These scholars establish that increased economic development associates with a more broad distribution of educational and occupational resources. Greater access to educational and occupational resources increases women's chances of professional development, creating a larger pool of women eligible for power positions such as political office (Alexander & Welzel, 2007, P. P. 5-6).

Others note that higher levels of economic development bring more social services to societies. Through their alleviation of the costs in labor and time of everyday responsibilities associated with care giving (e.g., child-rearing, domestic work), increases in these services free up time for social pursuits in women's lives. Several studies confirm these hypotheses, demonstrating that development measures such as countries' level of non-agricultural development. Per capital gross domestic product, women in the workforce and women college graduates positively influence the percentage of women in their parliaments

(Kenworthy & Malimi 1999; Reynolds 1999; Rule 1981, 1987; Siaroff 2000; Welch & Studlar 1996 Alexander & Welzel, 2007, P. 6).

- 2) Cultural Modernity: The Human Development Perspective. A more recent theory emphasizes the conversion of economic development into a cultural process of human development that gives rise to an emancipative worldview, reflected in self-expression values that emphasize human choice and autonomy, including the choice and autonomy of women (Inglehart & Welzel 2005; Welzel 2003; Welzel, Inglehart & Klingemann 2003 cited by Alexander & Welzel, 2007, P. 6-7). This rise in emancipative orientations develops mass expectations targeted at making elites responsive and inclusive. In this way, rising emancipative values lead to increases in women's empowerment throughout society (Inglehart & Norris 2003; Inglehart & Welzel 2005 cited Alexander & Welzel, 2007, P. 6). And in parliament (Welzel 2003; Inglehart, Norris & Welzel 2002 cited Alexander & Welzel, 2007, P. 6)
- 3) Historical Legacies. The human development perspective and the classical modernizations perspective offers theories to explain why modern societies are more conducive to gains in gender equality. This section on cultural and institutional path dependency presents historical legacies potentially capable of affecting the improvement modernization brings to women's social and political status (Alexander & Welzel, 2007, P. 8).
- 4) The Institutional Design Perspective. While theories of modernization emphasize the impact of economic resources and values and values on women's empowerment in social and historical legacies emphasized the impact of cultural and political traditions, researchers typically stress others factors to explain the representation of women in government. These researchers highlight the relevancy of the characteristic of political institutions as casual factors (Alexander & Welzel, 2007, P. 11).

This literature holds that variation in institutional characteristics mediates mass support for women's empowerment and the pool of women eligible for political office in ways that either enable or constrain women's attainment of

political leadership. Three aspects of the political system find support in this literature: the strength of democracy, the electoral system and gender electoral quota system (Alexander & Welzel, 2007, P. 11).

There is very limited literature review on theoretical basis on the issues of role of mass media and empowerment of women. In this research attempt had been done to review major three theoretical reviews of Ph.D. Scholars. Community media and the empowerment of rural women in Uganda; Ph. D thesis by Musubika J 2008, Media and the empowerment of communities for social change; Ph. D thesis by Chido E. F. Matewa, 2003 and Social background, mass media exposure and awareness of gender issues among the post graduate students in Silchar; Ph. D thesis by Payel Das, 2012.

In most cases, researchers base their investigations on particular paradigms that act as their guidelines in carrying out their research (Yin, 1994, cited in Musubika, 2008).

1. Community media and the empowerment of rural women in Uganda; Ph. D thesis by Musubika J 2008.

This research investigates one such kind of media; Mama FM, a community radio station located in Uganda, set up by female professional journalists to reach out to the rural women in the Ugandan society. The research employs the empowerment feminist theory and the development communication theory for guidance in the investigation of the effectiveness of this radio station in empowering these women through its various activities. Both these theories stress the importance of participation of the locals if indeed empowerment and development of the people is to succeed.

This study applied two theories that acted as a base for investigating the role of media and women empowerment. The fact that the media is involved in providing information for development in order to empower women, the first



theory the study applied is the empowerment feminist theory and the second is the development communication theory.

The empowerment feminism theory and the development communication theory were used in this study since the study deals with issues such as two-way communication, participatory communication and behavioural change, all of which are embedded in the above theories. These theories will therefore act as a guideline to analyse and determine to what extent a community radio can enhance the empowerment of its listeners by applying the principles mentioned above, that are contained in both these theories. In order to enhance a more understanding of these theories, a brief history is given of the changes in both the empowerment feminist discourses and development communication theory and these will later on be put into context in order to fit within the framework of Community media.

2. Media and the empowerment of communities for social change; Ph. D thesis by Chido E. F. Matewa, 2003

The broad research question for this study was to investigate how communication media empowers rural communities for social change in Zimbabwe. To achieve the goals of the study, both qualitative and quantitative approaches were used to investigate how participatory video and radio were being used to contribute to the advancement and empowerment of rural women, who lack or have limited access to both print and electronic media.

In the literature review, the trend in development communication since the 1960s is discussed. It was evident from literature that there has been a gradual shift from the one-way view of communication to a deeper understanding of communication as a two-way process that is interactive and participatory.

Theories and trends in development communication, behaviour change model, modernisation theories, dependency theories and participatory theories were reviewed.

3. Social background, mass media exposure and awareness of gender issues among the post graduate students in Silchar, India; Ph. D thesis by Payel Das, 2012

Different Perspectives of Feminist Theory Over the last century significant voices has been raised on feminist issues in the form of various researches, books, seminars, conferences, etc. by different feminist theorists at different point of time. The feminist studies commenced with the concern on the issues of the women differences based on the race and class. Many feminists studies has been conducted and academic journals of feminist media studies has been published such as *Communication*: 1986; *Dervin*: 1987; *Foss and Foss*: 1983; *Journal of Communication Enquiry*: 1987; *Mc Cormack*: 1978; *Rakow*:1986; *Smith*:1983; *Steeves*:1987; *Van Zoonen*: 1988. Freidan's (1963) *The Feminine Mystique*, gave rouse to revival of women's movement which has been dormant in the struggle of women's suffrage. The 20th century, probably, is one which has experienced the most trouble in defining the role of a person as male or female. Judith Bulter has completely changed the direction of women's study through her most influential book, *Gender Trouble* (1990). In early Women Studies scholars tended to think of the differences between men and women as being innate and immutable. The new theory argues that a person's role was specified under a patriarchal framework where scope of gender (masculine or feminine) was limited within the understanding of biological, understanding of sex (male and female). The Theories of 1990s emphasized that the concept of gender was fluid over time and social situations. These modern theories give enough space to create a person's own identity by having equal opportunity for both men and women (Das, 2012, P. 26).

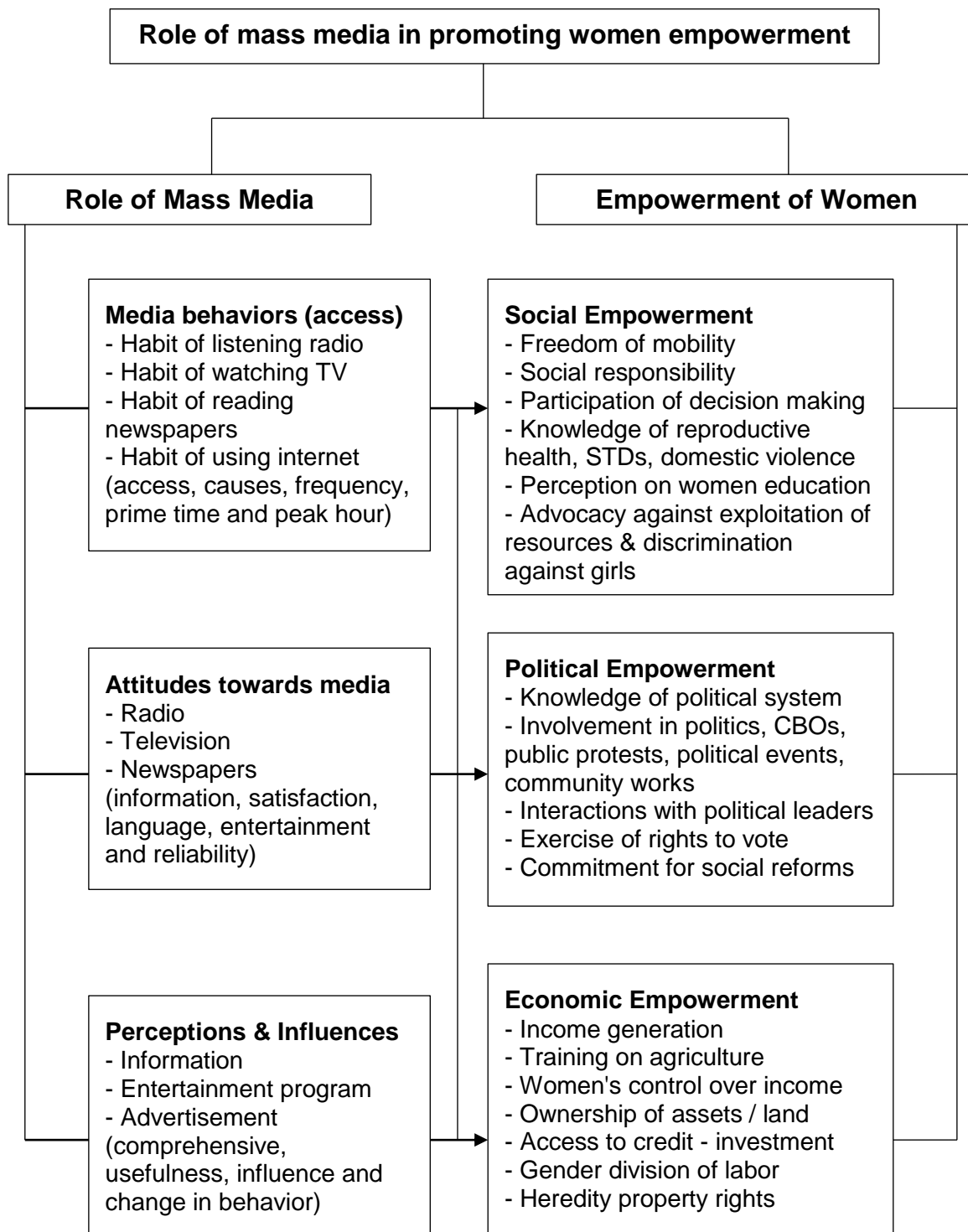
Role of Media from Female Perspective - Going through the study of different feminist approaches and theories (Liberal feminist perspective, radical feminist perspective, socialist feminist perspective and so on) related to the subject were reviewed. It is apparent that the media is the main instrument

passing on respective stereotypical, patriarchal and hegemonic values about women and feminist and they also work as mechanisms for social control.

### **Conceptual Frameworks of the Study**

The present study is conceptualize in two parts, one is to evaluate women access to different components of mass media, women's attitude towards mass media and perceptions of message and influences etc. and another part is empowerment of women as social, political and economic empowerment. Overall goal of this study is to find out the role of mass media for promoting women's empowerment, basically in social, economic and political empowerment. The conceptual framework of this study can be summarized as:

**Figure 1: Conceptual framework of the study**



## **CHAPTER - THREE**

### **RESEARCH METHODOLOGY**

Research is a scientific and systematic search for pertinent information on a specific topic. In fact research is an act of scientific investigation. Research methodology is a way to systematically solve the research problem. Research is not only concerned to the revision of the facts and building up to date knowledge but also to discover the new facts involved through the process of dynamic changes in the society.

A methodology is defined as a theory and analysis of how research should proceed (Harding, 1987, cited in Musubika, 2008, P. 51), meaning that for any research to be complete, certain methods must be employed to collect relevant data that will lead to conclusions. (Kaplan, 1964, cited in Musubika, 2008, P. 51) defines a methodology as the study of the description, the explanation, and the justification of methods, and not the methods themselves. In other words, methodology provides justification for the methods of a research project, while methods are the techniques for gathering evidence (Harding, 1987:2) or procedures, tools and techniques of research (Schwandt, 2001, cited in Musubika, 2008, P. 51).

This research describes methods and procedure to be adopted in order to collect data and information about role of mass media for promoting women empowerment in Nepal. This chapter comprises the research design, selection of study area and rational, the universe and sample size, nature and sources of data, data collection techniques, reliability and validity of data, data processing, analysis and interpretation, limitation of the study and ethical consideration.

#### **Research Design**

It was of paramount importance that the most appropriate research design was selected. A research design is a basic plan, road or strategy, which guides

the research through the data collection and analysis process. It also states the logic behind the choice of the methods and techniques adopted. The most appropriate research techniques for this study were adopted for data collection. These techniques were concerned with measurements, instrument building and making certain that the instruments developed were appropriate, reliable and valid.

This study has adopted descriptive as well as analytical research design as per the nature of the study objects. The descriptive design was deliberately chosen because it helps people understand the proper concept of role of mass media for promoting women empowerment in Nepal.

### **Study Area and Rational for Selection**

The study area was identified using multistage sampling method. To collect data and information about role of mass media for promoting women empowerment, Jhapa, Kavrepalanchowk, Palpa, Dolpa and Kailali districts were purposively selected for the field study. Each district represents different five development region. In the same way, Dolpa district represent the mountain, Kavrepalanchowk and Palpa district represents hill and Kailali and Jhapa represents the Tarai ecological zone.

### **Multistage Sampling**

Study area is chosen using multistage sampling method.

**First stage-** Administratively Nepal is divided into five development region, three ecological zone and rural and urban area. Development regions are Eastern development region, Central development region, Western development region, Mid-western development region, Far-western development region. Five districts were chosen from five development region purposively.

### Development region wise selected districts-

1. Eastern development region- Jhapa district is selected among 16 districts of Eastern development region.
2. Central development region- Kavrepalanchowk district is selected among 19 districts of Central development region.
3. Western development region- Palpa district is selected among 16 districts of Western development region.
4. Mid-western development region- Dolpa district is selected among 15 districts of Mid-western development region.
5. Far-western development region- Kailali district is selected among 9 districts of Far-western development region.

### Ecological zone wise selected districts

Administratively Nepal is divided in three ecological zones they are Mountain, Hill and Tarai.

1. Mountain - Dolpa district (among 16 mountain districts of Nepal).
2. Hill- Kavrepalanchok and Palpa districts (among 39 hill districts of Nepal).
3. Tarai- Jhapa and Kailali districts (among 20 Tarai districts of Nepal).

### Rural/Urban wise selected districts

There are 58 municipalities that are considered as urban and 3915 Village Development Committees (VDCs) which are predominantly rural areas. (Number of municipalities and VDCs have been changed after the field study)

1. Rural- Jhapa, Kavrepalanchok and Dolpa
2. Urban- Palpa and Kailali

**Second stage** - There are many municipalities and VDCs in the selected districts. These VDCs and wards of municipalities were selected purposively.

1. Jhapa - Anarmuni VDC

2. Kavrepalanchowk- Patlekhet VDC
3. Dolpa- Dunai VDC
4. Palpa- Tensen Municipality Wards no 13
5. Kailali- Dhangadi municipality ward no 1

**Third stage-** There are many villages or blocks in selected VDCs and municipalities. These village or blocks were selected purposively.

1. Anarmuni VDC- Birat-pokhari Ward No. 6
2. Patlekhet VDC- Dada Gaun Ward No. 8
3. Tensen municipality wards no 13 - Sundar Bazar
4. Dunai VDC- Ward No-2 - Dunai
5. Dhangadi municipality Ward no 1- Naya Sadak

**Fourth stage-** From each study area 40 respondents were selected by accidental method. All-together there were 200 female respondents.

Study areas were selected purposively. That represents all Development Region, Ecological Zone and Rural/Urban area of Nepal. That's why it is rational.

### **The Universe and Sample Size**

Universe of the study is population of women of Nepal who have access of media. All together 200 respondents were selected for sample from different five development region (One district from each). One VDC or Ward of Municipality of each districts were selected purposively and there were 40 respondents from each districts.

### **Nature and Sources of Data**

The nature of data is qualitative as well as quantitative in nature. Qualitative research provides insights and understanding of the problem setting. In this study qualitative research was used with a goal of getting insight into a social or human problem, as it is based on respondent who were interviewed to learn about the effect of mass media. The qualitative research method involving



the collection of variety of empirical material based on personal experiences interview and keen observation were used in the study. Quantitative research seeks to quantify the data and typically, applies some form of statistical analysis. In this research both quantitative and qualitative research were used as complementary rather than in competition with each other.

Both primary and secondary data were collected. Primary data was collected from schedule interview, observation, key informant interview, case study and focus group discussion (FGD). Secondary data was collected from published and unpublished article, books, reports, internet and publications of governmental and non-governmental agencies. The secondary sources helped to enrich the data of study.

### **Data Collection Techniques and Tools**

Data is an important tool for the success of the study. In order to make meaningful research a suitable methodology has to be adopted. The study was based on primary data.

Research data can be collected using a variety of techniques and tools but not all can be used. Only a few that are relevant to the research study can be used, otherwise it will be a waste of time, employing all of them regardless of whether they apply or not.

Various data collection techniques and tools were used as per the requirement of the study, specific data collection techniques like schedule interview, observation, key informants interview, focus group discussion (FGD), case study etc. used for the purpose of collecting the primary data. Few tools like mobility map and seasonal calendar were used as tools of data collection. The methods used in this research are outlined and illustrated on as shown below;

## **Interview Schedule**

Interview is a method of collection of data involving one person (the interviewer), asking another person (the respondent) questions and these are conducted either face-to-face or by telephone and now, also through email. The purpose of this is to acquire information from the respondents.

The schedule was composed of mainly closed questions. The choice of questions was guided by the research questions. The draft schedule was pre-tested. Results from the pre-test and consultations with some media experts were used to modify the schedule. This resulted in some of the questions being considered to be irrelevant and redundant. These were deleted while others were modified. Most of the questions, which had been open-ended, were modified so that the data collected would be manageable. A perusal of the final schedule used shows that it covered a range of demographic, economic, and social issues and also looked at the question of media access in depth. Only the questions that were computed were coded (Appendix I).

Sets of question were developed and used to collect data and information about the respondent profile and other thematic issues. The quantitative information was obtained by structured schedule.

## **Observation**

In any sociological and anthropological study, field observation, in the process of data collection was taken as the fundamental tools. The primary and reliable source of any information is the observation of the phenomena. The day to day activities, interactions, conversations, attitude, facial expression, dressing style; work environment, pattern of settlement, psychology of the respondent as well as change in their behaviour collected by observation.

### **Key Informants Interview**

Key informant interview is the most important resources for sociological and anthropological data collection. Key informant is a specific person representing the opinion, attitude, knowledge of a specific field. They were local senior-citizens, intellectuals, entrepreneurs, teachers, government officials, local leaders, media personals etc. Those peoples gave information about the specific aspects of the study area according to their specific areas of profession and contribution. The information obtained from these key informants is useful in cross-checking the quality of information collected from the people of the study area as well as knowledge for the researcher.

### **Focus Group Discussion (FGD)**

The method of focus group discussions possesses elements of both participant observation and individual interviews (Morgan 1988 in Madriz, 2000). It has gains popularity and recognition as a valuable method for qualitative data collection in recent days. The reason for this is because it is a good method for exploring a wide range of issues (Colucci, 2007). Due to the fact that humans are social beings, they have long been gathered together to discuss important issues in groups. It is this element of human behaviour that researchers used, refined and made into a method of research (Colucci, 2007). Wimmer and Dominick (1997:97) suggest that focus group discussions are vital as pilot studies so as to detect ideas that could further be investigated using other methods. This technique of interviewing participants in a group enables a researcher to attain information on trends and variances, reasons and causes through the views of respondents (Yin, 1994 cited in Musubika, 2008, P. 55).

Group discussions may tend to lean towards consensus ground-dissenting views that may become marginalized and discussion among the participants may become invisible as the pressure in the group directs the discussion towards a

common frame. Nonetheless, such kinds of processes make the group discussion more natural as a form of data generation.

Focus group discussion (FGD) session was conducted on each district. The purpose was to collect specific information about the media performance, listening habit, response, influences etc. its impact on social, political and economic empowerment of women.

### **Case Studies**

Case studies were adopted, as one of the main qualitative methods to look at organisational processes. A holistic, descriptive and explanatory approach was used.

There are limitations of using case studies as they could be prone to researcher's bias and it is difficult to generalise. The aim of the case studies is not to generalise but to illustrate the dynamic relationship between development, media, community and media practitioners when the participatory approaches were adopted. Two case studies, one from rural and another from urban area were done.

Apart of these, seasonal calendar and mobility map were drawn one each from Mountain, Hill and Tarai to explore the leisure season and availability of time to use mass media.

#### **Case study 1- Palpa Districts (Urban Area)**

Rupa Karki (pseudo name) was born as a healthy child but lost her eyesight when she was eight years old. After that her life took a different turn.

Rupa was brought up into a joint family in poverty but she managed to study well. She was doing her Bachelors in Education (B.Ed) She was living at Tansen Metropolitan Ward No. 13 in Palpa district, however had to go Butwal for her education which is 35 kilometres distance.

Due to her visual impairment she had to face many difficulties in her daily routine but she told that she had received good support, care and love from her family, friends, teachers and neighbours which became supportive factors to continue her education.

When we asked about her interest in media and if she liked to listen to radio or watch television and it had helped her, she told that she was fond of listening to radio. She also told that she mostly liked to listen to informational programmes those talks about women's voice. She showed bitterness that she was unable to watch TV; however she said she could feel what could be going on.

She also expressed her views that among various good programmes that Radio broadcasts, she preferred to listened to dramas. Basically, Dramas on the topics like "girls trafficking" is her favourite. She talked about the bitter truth that "violence against women "are prevailed in the society and told that those cruel aspects of the society needs to be She had strong reservations on patriarchal society and on the aspects that men are preferred than the women.

She further said that our society is male dominated society where everything moves around the male. Females are seen as the objects According to her illiteracy and lack of awareness about the issues are responsible for such bad practices that still exist in the society, however, radio, TV and other communication channels are becoming helping hand reduce such activities.

She also talked about the most important information that media disseminates, she said, "The most valuable information that mass media channel provide us is to stop female fatal abortion. It is very heart-breaking that even some of the parents force women to abort the girl child. Also Dowry system is very bad in our society. Besides, giving physical and mental tortures to women are inappropriate acts of our society which should be stopped."

Though she seemed to be happy that somehow radio and other communication channels provide important information and knowledge but as women have to be busy in their household works, they are deprived of listening to radio or watching television or reading newspapers.

Finally she summed up saying that she had learned much knowledge from such communication channels, such as the rights of Dalit, women's right on equality. In her opinion, communication channels such as radio, television, magazines and other daily newspapers are actually providing awareness to women and make them conscious to make decision on their own.

### **Case study 2 - Kavrepalanchowk District (Rural Area)**

Maya Gurung (pseudo name), was born into a family where her parents had to be dependent on wage labour as the agricultural land they had could not support them fully for their living. She was living with her parents in and was studying at Class 9. She is a deaf and was unable to speak as we do. She lives with her parents in Kavre district. Now she is studying in class 9.

She went to Kavre Deaf School. She shared her unhappiness to me in a sign language that being deaf and dumb is a bad luck and so she had to go through many difficulties in her life. When I asked her about what could be the effect of different communication channels such as radio, television and newspapers and magazines and if those communication channels were really doing good work to people, she stated that media was really doing a great job to provide new information and knowledge in order to bring changes in the society.

She opined that basically the health programmes and the programmes that talk about the rights of women, public concern etc. are very useful and informational programmes. Such programmes according to her provided knowledge on various issues like drama about the girls trafficking. Also through different entertainment programmes in television, people could receive knowledge about equal rights for both men and women. She expressed her

opinion through writing on a paper that women should not be silent instead need to raise their voice and visit to the door of justice too. For her it was the shameful act that some women in our society are battered cruelly by their husbands and she felt that women should fight against injustice.

She wrote that Magazine and other daily newspapers are very useful as these sources helps to know what is happening around us. On everyday basis, she gustier, we receive news on violence against women that make us aware that we still need to do a lot of things on women's rights.

She further added that she had learned about various aspects of women's rights from such communication channels. Son and daughter are equal and they should enjoy equal rights for education, property and freedom. Sometimes during interview, she also became emotionally disturbed as I felt that she remembered the existing practices of inequality and injustice that are done to daughters in our society. She wrote on a paper, "What is provided to son should also equally provide to daughter too. Though, different rules and regulations have passed from national level, organizations are established to support women but still women are suffering and are being harassed in society." She expressed through gestures even her parents didn't allow her to travel alone because she is a girl. But she had been always trying to convince her parents by giving them message that son and daughter should enjoy equal rights. Her most enjoyable memory she wrote, "Sometimes foreigner donors come in our school and they take us to visit to different places and I really enjoy it".

Besides all her bitterness, she was happy to feel because of media, women are gradually aware about their rights and many girls in her society had now started to raise their voice against injustice and is also equally aware to fulfil their responsibilities. Through, she expressed her joy at the end that through such programmes like dramas, news and other entertainments- tele-serials, people have received lots of information and knowledge which in result have brought changes in their behaviour, perspectives and way of thinking. The

examples of these behavioural changes through communication channel could be seen through women's increasing participation in public meetings, increasing decision-making power at home and talking about discrimination against women publicly.

### **Reliability and Validity of Data**

Reliability is defined as accuracy that a measure has in producing stable, consistent measurements. Since in social sciences, scale is reliable measurement, social scientist must make sure that these scales are reliable measurements of the constructs they claim to measure.

Reliability refers to the ability to replicate the same study while validity refers to whether the instrument used is measuring what it is supposed to measure accurately.

Validity is the degree to which the instrument measures what it is intended to measure. As important as reliability is to measure, validity is even more important. There are three principle approaches to validity: face or content validity, predictive or concurrent validity, and construct or factorial validity (Khanna, 2012, P. 99).

The data were collected based on primary and secondary sources. Primary data were collected with actual target group by the researcher self. Before starting the field work, researcher has done pre-test of the study so the quality of reliability exists in the report.

Secondary data were brought through the published esteemed newspaper, journals, magazines, reports and published or unpublished research paper so there might be the quality of reliability and validity.

### **Data Processing, Analysis and Interpretation**

This study is basically dependent upon the primary data collected from the field. For the purpose of the study, the data obtained from schedule interview,



field observation, key informant interview, focus group discussion (FGD) and some other useful data were obtained from the relevant sources which is analysed and interpreted.

All the data and information were analysed and presented to fulfil the objectives. To ensure data quality, a number of checking mechanism was developed. Collected data were analysed using simple statistical tools such as frequency and percentage, etc. necessary data was analysed through cross-tabulations in order to explore the relationship between two variables.

After the completion of data collection both primary and secondary data were processed manually. Quantitative data was analysed and interpreted with the help of statistical tools; simple statistical tools were used to analyse the data. Tables, graphs, figures were used as required. Qualitative data were analysed descriptively.

### **Ethical Consideration**

The participants were informed about the purpose of the study, their participation and use of data collected. Consent was taken for their participation and they were told that at any time, they could withdraw from participating.. It was informed in advance that the data collected would be used only for academic purposes. The research upholds all ethical standards in gaining access and maintaining confidentiality of data and respondents. The research in no way deceives the respondents in its purpose or identity of the researcher. The research also respects the respondents and their culture in course of the study. Pseudo names are used to maintain confidentiality.

## CHAPTER - FOUR

### STUDY AREA

This chapter pertains to a discussion on physical setting of the study area.

At the beginning a geographical profile is drawn on Nepal. Later, geographical profile had drawn on selected districts Jhapa, Kavrepalanchowk, Palpa, Dolpa and Kailali.

#### **Nepal**

Located between India and china and with 26.5 million of population and 147181 square kilometres of area, Nepal occupies 0.3 and 0.03 percentage of land area of Asia and the world respectively. In the northern hemisphere, Nepal is situated 26°22' N to 30°27' N and of longitude 80°4' E to 88°12' E. The altitude ranges from a minimum of 70 meters to a maximum of 8848 meters whereas the climate varies with its topography. Mt. Everest- the top of the world- is both the identity and glory of this Himalayan country. The average width (North to South) is 193 kilometres whereas the average length is 885 (East to West) kilometres. The country has great variety of topography which is reflected in the diversity of weather and climate simultaneously. Specially, the country experiences tropical, meso-thermal, micro-thermal taiga and tundra types of climate (CBS, 2012, P. 1).

Nepal is multi-ethnic, multilingual, multi-religious and multicultural county. The last census 2011 revealed that there are 123 languages being spoken in Nepal whereas 125 Caste and ethnic group residing in a uniquely harmonized Nepalese society. Nepali stands as the official language of the country. There were recorded ten different religions, viz., Hindu, Bouddha, Islam, Kirat, Christian, Prakriti, Bon, Jain, Bahai and Sikha respectively by their dominance in the last census 2011. Also known as the light of Asia, Lord Gautam Buddha was born in Lumbini of Nepal some 2500 years ago. As a distinct symbol of the

country, Nepal has flag with unique triangular shape in contrast to rectangular shape of almost all countries in the world (ibid).

Nepal is rich in natural resources such as forest, water and bio-diversity. Forest covers approximately 36% land of the total area. The number of all-season rivers touches hundreds in number though has not yet been fully exploited in generating electricity and irrigation. Administratively, the country has been divided into five development regions, 14 zones and 75 districts. Likewise, there are 58 municipalities that are considered as urban and 3915 Village Development Committees (VDCs) which are predominantly rural areas. Densely populated, the capital city Kathmandu is a small valley that lies in the central hill of Nepal (CBS, 1012, P. 2).

According to the Population Census 2011, the total population is 26.5 million with annual growth rate of 1.35 per annum and 54,27,302 individual households. From the same census it is found that 6.7, 43.0, and 50.3 per cent of the geographical distribution of population is living respectively in the Mountain, Hill and Tarai, As much the geographical distribution of population is uneven. The population density in the year 2011 was 153 people per square kilometre. Similarly, the literacy rate of male and female are 75.1 and 57.4 per cent giving on average of 65.9 per cent. In reference to Human Development Report 2011 of the UNDP, Nepal's HDI is 0.458 (ibid).

**Map 1: Nepal**

Status of population, household size (HH Size) and population density of the study districts is discussed in table given below:

**Table 1: Status of population, household size & population density of the study districts**

District	HHs	Population	Male	Female	M/F Ratio	HH Size	Area Sq km	Density
Jhapa	184,552	812,650	385,096	427,554	0.90	4.40	1,606	506
Kavre	80,720	381,937	182,936	199,001	0.92	4.73	1,396	274
Palpa	59,291	261,180	115,840	145,340	0.80	4.41	1,373	190
Dolpa	7,488	36,700	18,238	18,462	0.99	4.90	7,889	5
Kailali	142,480	775,709	378,417	397,292	0.95	5.44	3,235	240

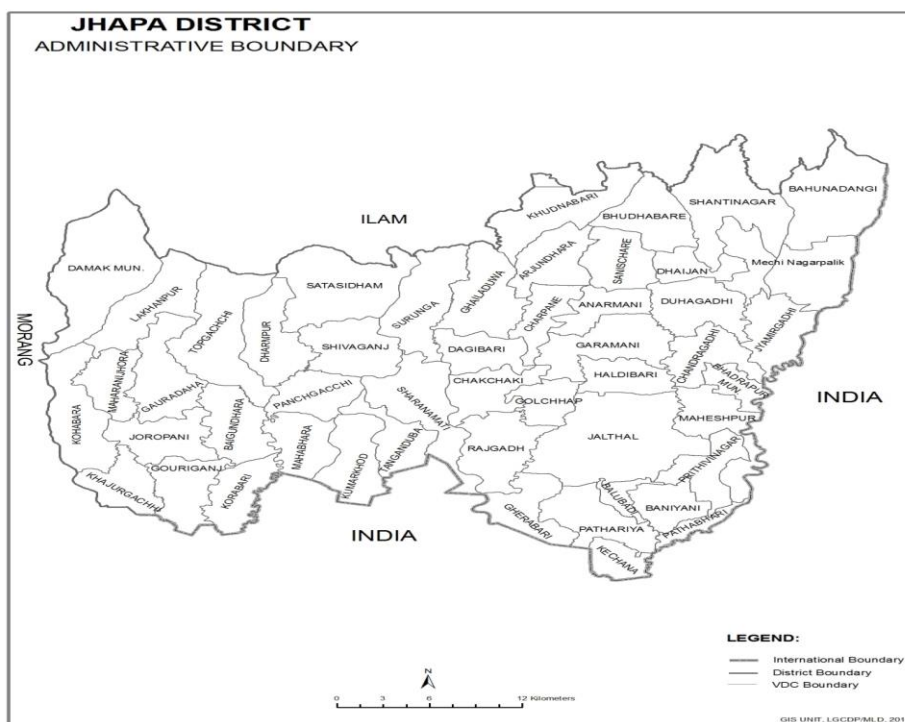
**Source: CBS, 2011**

### Jhapa District

Jhapa District is located in the Mechi Zone in the Eastern Development Region of Nepal and lies within latitude 26°20' to 26°50' and longitude 87°39' to

88°12'. Its elevation ranges from 125 to 381 m. Ecologically, it lies in the Tarai region bordering Ilam District in the north, West Bengal (India) in the east, Bihar (India) in the south and Morang in the west as shown in Map 2.

**Map 2: Jhapa district**



Administratively, the district is divided into 50 VDCs, 17 Ilakas and 7 parliamentary constituencies, with Chandragadhi VDC being the district headquarters that is connected with motor able road meets at Birtamod – Damak - Itahari in the Mahendra Highway. There is only 1 airport present in the district.

The total population of the district is 812,650 comprises of male 385,096 and female 427,554. They constitute 184,552 households, with average family size being 4.40. The total area of the district is 1,606 sq. km., with population density 506 per sq. km. (CBS, 2011).

## Kavrepalanchowk District

Kavre District is located in the Bagmati Zone in the Central Development Region of Nepal and lies within latitude 27°20' to 27°35' and longitude 85°24' to 85°59'. Its elevation ranges from 1007 to 3018 m. Ecologically, it lies in the mountain region bordering Sindhupalchowk in the north, Ramechhap & Sindhuli in the east, Sindhuli & Makwanpur in the south and Kathmandu, Lalitpur & Bhaktapur in the west as shown in Map 3.

**Map 3: Kavrepalanchowk district**



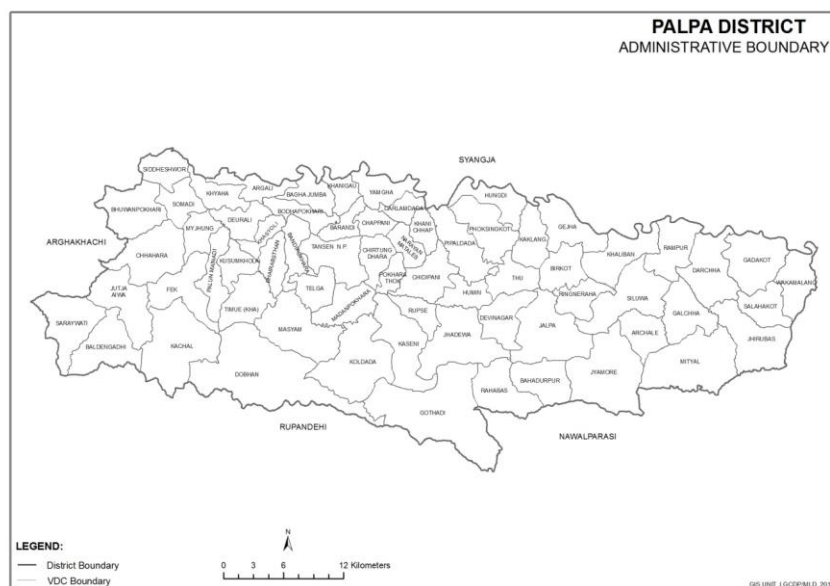
Administratively, the district is divided into 87 VDCs, Municipality 3, 15 llakas and 4 parliamentary constituencies, with Dhulikhel municipality being the district headquarters that is well connected with motor able road with Kathmandu. It is 30 km far from Kathmandu.

The total population of the district is 381,937 comprises of male 182,936 and female 199,001. They constitute 80720 households, with average family size being 4.73. The total area of the district is 1,396 sq. km., with population density 274 per sq. km. (CBS, 2011).

## Palpa District

Palpa District is located in the Lumbini Zone in the Western Development Region of Nepal and lies within latitude 27°34' to 28°54' and longitude 83°15' to 84°22'. Its elevation ranges from 152 to 1936 m. Ecologically, it lies in the mountain region bordering Syangja, Tanahu & Gulmi in the north, Nawalparasi in the east, Rupendehi, Nawalparasi & Kapilbastu in the south and Argakhachi & Gulmi in the west as shown in Map 4.

**Map 4: Palpa district**



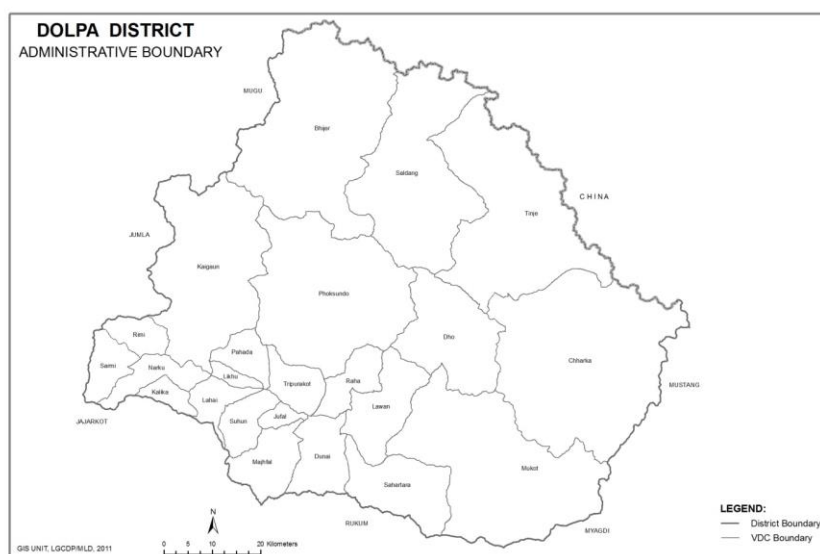
Administratively, the district is divided into 65 VDCs, 1 municipality, 13 Ilakas and 3 parliamentary constituency, with Tanseem municipality, being the district headquarters that is connected with motor able road.

The total population of the district is 261,180 comprises of male 115,840 and female 145,340. They constitute 59,291 households, with average family size being 4.41. The total area of the district is 1,373 sq. km., with population density 190 per sq. km. (CBS, 2011).

## Dolpa District

Dolpa District is located in the Karnali Zone in the Mid-Western Development Region of Nepal and lies within latitude 28°48' to 29°36' and longitude 82°34' to 83°36'. It's elevation ranges from 1,225 to 7,625 m. Ecologically, it lies in the mountain region bordering China in the north, Jajarkot, Rukum & Myagdi Districts in the south, Mustang & China in the east and Jumla & Mugu in the west as shown in Map 5.

**Map 5: Dolpa district**



Administratively, the district is divided into 23 VDCs, 9 Ilakas, 1 parliamentary constituency, with Dunai being the district headquarters and is still unconnected with the NH by the motorable road. The district has no any motor able road, but, having foot trail only. Accessibility of the district is very difficult.

The total population of the district is 36,700 comprises of male 18,238 and female 18,462. They constitute 7,488 households, with average family size being 4.90. The total area of the district is 7,889 sq. km., with population density 5 per sq. km. (CBS, 2011).



## Kailali District

Kailali District is located in the Seti Zone in the Far-western Development Region of Nepal and lies within latitude 28°22' to 29°0' and longitude 80°15' to 81°15'. Its elevation ranges from 179 to 1957 m. Ecologically, it lies in the Tarai region bordering Surkhet & Doti Districts in the north, Bardiya & Surkhet in the east, U.P. (India) in the south and Kanchanpur & Dadeldhura in the west as shown in Map 6.

**Map 6: Kailali district**



Administratively, the district is divided into 44 VDCs, 13 Ilakas and 6 parliamentary constituencies, with Dhangadi being the district headquarters that is connected with motorable road meets at Attariya in the Mahendra Highway. There are total 2 airports present in the district. The total population of the district is 775,709 comprises of male 378,417 and female 397,292. They constitute 142,480 households, with average family size being 5.44. The total area of the district is 3,235 sq. km., with population density 240 per sq. km. (CBS, 2011)

## **CHAPTER - FIVE**

### **RESPONDENTS PROFILE**

The purpose of this chapter, which is divided into two sections, is to discuss the characteristics of the respondents. The first section of the chapter discusses the demographic characteristics and second section discusses the socio-economic characteristics.

#### **Demographic and Administrative Characteristics of the Respondents**

The demographic characteristics include age, sex and marital status of the respondents. Along with these administrative characteristics like residence, ecological region and development region is also included.

#### **Age and Sex**

Age of the respondents is an important demographic variable that determines an individual's physical and mental maturity. It also determines whether one is economically active or dependent upon others. The decision making ability and other many things is determined through her experienced come crossed in the life with various ups and downs as well as sweet and bitter experiences. In this section, the classification of the respondents according to age has been studied and the details are shown in the following table.

**Table 2: Distribution of the respondents by age group**

Variable	Classification	Rural/Urban		Ecological Zone			Development Region					Total N*=200
		Rural *N=120	Urban *N=80	Mountain *N=40	Hill *N=80	Tarai *N=80	Eastern *N=40	Central *N=40	Western *N=40	Mid- Western *N=40	Far- Western *N=40	
Age Group	Under 19	39	10	20	11	18	12	7	4	20	6	49
		32.5%	12.5%	50.0%	13.8%	22.5%	30.0%	17.5%	10.0%	50.0%	15.0%	24.5%
	20 to 45	62	53	17	50	48	21	24	26	17	27	115
		51.7%	66.3%	42.5%	62.5%	60.0%	52.5%	60.0%	65.0%	42.5%	67.5%	57.5%
	46 to 59	16	11	3	12	12	6	7	5	3	6	27
		13.3%	13.8%	7.5%	15.0%	15.0%	15.0%	17.5%	12.5%	7.5%	15.0%	13.5%
	60 or More	3	6	0	7	2	1	2	5	0	1	9
		2.5%	7.5%	0.0%	8.8%	2.5%	2.5%	5.0%	12.5%	0.0%	2.5%	4.5%

**Source: Field Survey 2013**

The age wise distribution of respondents shows that 57.5% of the respondents belong to the age group of 20-45 years, 24.5% of the respondents belong to the age group of less than 19 years, 13.5% of the respondents belong to the age group of 45-60 years and only 4.5% of the respondents belong to the age group of 60 above.

As per the sex, for the purpose of the proposed study all the respondents are female.

### **Marital Status**

Marriage is an auspicious function in human life. In our society the married women are given due respect and recognition than the unmarried category. This marital life gives pleasure and helps in formation of family. It also gives responsibility for the development of family. For the purpose this study, the marital status of the sample respondent has been stratified into three categories. The detail of the marital status of respondent's shown on the table below.

**Table 3: Distribution of the respondents by marital status**

Variable	Classification	Rural/ Urban		Ecological Zone			Development Region					Total N*=200
		Rural *N=120	Urban *N=80	Mountain *N=40	Hill *N=80	Tarai *N=80	Eastern *N=40	Central *N=40	Western *N=40	Mid- Western *N=40	Far- Western *N=40	
Marital Status	Married	70	57	18	59	50	25	27	32	18	25	127
		58.3%	71.3%	45.0%	73.8%	62.5%	62.5%	67.5%	80.0%	45.0%	62.5%	63.5%
	Unmarried	44	18	21	15	26	14	9	6	21	12	62
		36.7%	22.5%	52.5%	18.8%	32.5%	35.0%	22.5%	15.0%	52.5%	30.0%	31.0%
	Widow	6	5	1	6	4	1	4	2	1	3	11
		5.0%	6.3%	2.5%	7.5%	5.0%	2.5%	10.0%	5.0%	2.5%	7.5%	5.5%

Source- Field Survey 2013

Marital status of the respondents showed that majority of the respondents 63.5% belong to the married. 31.0% of the respondents belong to unmarried and only 5.5% respondents belong to the widow.

### Residence

Administratively the country has been divided into 58 municipalities that are considered as urban and 3915 Village Development Committees (VDCs) which are predominantly rural areas. (During the study period)

**Table 4: Distribution of the respondents by rural/ urban residence**

Variables	Classification	Frequency	Percentage
Residence	Rural	120	60.0
	Urban	80	40.0
	Total	200	100.0

**Source- Field Survey 2013**

Table shows that all together 200 respondents 60% belong to the rural area and 40% of the respondents belong to the urban area.

### Ecological Zone

Ecologically the country has been divided into three ecological zones. They are Mountain, Hill and Tarai.

**Table 5: Distribution of the respondents by ecological zone**

Variables	Classification	Frequency	Percentage
Ecological zone	Mountain	40	20.0
	Hill	80	40.0
	Tarai	80	60.0
	Total	200	100.0

**Source- Field Survey 2013**

Table shows that all together 200 respondents 40% on Hill and Tarai respectively and 20% respondents belong to the Mountain ecological region.

## Development Region

Administratively, the country is divided into five development regions. They are Eastern, Central, Western, Mid-Western and Far-Western.

**Table 6: Distribution of the respondents by development region**

Variables	Classification	Frequency	Percentage
Development region	Eastern development region	40	20.0
	Central development region	40	20.0
	Western development region	40	20.0
	Mid-Western development region	40	20.0
	Far-Western development region	40	20.0
	Total	200	100.0

**Source- Field Survey 2013**

Table shows that all together 200 respondents 20% respondents from each development region.

## Socio-Economic Characteristics of the Respondents

This section discusses the socio-economic characteristics of the respondents. These characteristics are analysed by caste/ethnicity, religion, language, education, occupation and the economic status of respondent.

### Caste/Ethnicity

Caste/ethnicity has been traditionally allotted an important position in our social structure. This system stratified the society on the basis of ascription. Birth determines the fundamental shape of people's lives. It is a prime hindrance in social mobility. Caste/ethnicity is that arrangement under which a person gets a special social status. Table below shows the caste/ethnicity status of respondent.

**Table 7: Distribution of the respondents by caste/ethnicity**

Variable	Classification	Rural/ Urban		Ecological Zone			Development Region					Total N*=200
		Rural *N=120	Urban *N=80	Mountain *N=40	Hill *N=80	Tarai *N=80	Eastern *N=40	Central *N=40	Western *N=40	Mid- Western *N=40	Far- Western *N=40	
Caste / Ethnicity	Brahmin	35	38	5	32	36	13	17	15	5	23	73
		29.2%	47.5%	12.5%	40.0%	45.0%	32.5%	42.5%	37.5%	12.5%	57.5%	36.5%
	Chhetri	33	17	27	10	13	0	6	4	27	13	50
		27.5%	21.3%	67.5%	12.5%	16.3%	0.0%	15.0%	10.0%	67.5%	32.5%	25.0%
	Gurung	2	1	2	0	1	0	0	0	2	1	3
		1.7%	1.3%	5.0%	0.0%	1.3%	0.0%	0.0%	0.0%	5.0%	2.5%	1.5%
	Kami / Damai / Sarki	4	7	3	8	0	0	1	7	3	0	11
		3.3%	8.8%	7.5%	10.0%	0.0%	0.0%	2.5%	17.5%	7.5%	0.0%	5.5%
	Newar	1	7	0	6	2	1	0	6	0	1	8
		.8%	8.8%	0.0%	7.5%	2.5%	2.5%	0.0%	15.0%	0.0%	2.5%	4.0%
	Rai / Limbu / Magar	2	8	0	7	3	2	0	7	0	1	10
		1.7%	10.0%	0.0%	8.8%	3.8%	5.0%	0.0%	17.5%	0.0%	2.5%	5.0%
	Tamang	17	0	0	15	2	2	15	0	0	0	17
		14.2%	0.0%	0.0%	18.8%	2.5%	5.0%	37.5%	0.0%	0.0%	0.0%	8.5%
	Thakuri	3	0	3	0	0	0	0	0	3	0	3
		2.5%	0.0%	7.5%	0.0%	0.0%	0.0%	0.0%	0.0%	7.5%	0.0%	1.5%
	Tharu	1	0	0	0	1	1	0	0	0	0	1
		.8%	0.0%	0.0%	0.0%	1.3%	2.5%	0.0%	0.0%	0.0%	0.0%	.5%
	Other	22	2	0	2	22	21	1	1	0	1	24
		18.3%	2.5%	0.0%	2.5%	27.5%	52.5%	2.5%	2.5%	0.0%	2.5%	12.0%

Source- Field Survey 2013



The above table reveals that majority of the respondents belong to Brahmin 36.5%, Chhetri belong 25.0%, and few other belong to Gurung, Dalit, Newar, Rai / Limbu / Magar, Tamang, Thakuri, Tharu and others.

### **Religion**

Religion is the system of beliefs and rituals which is based on the belief in the super human or super natural power. It is related to fear, purity and respect sentiment and which is expressed through prayer and worship. Human life has always been controlled and directed by religion. Malinowaski has said, "Religion is a method of activity also a system of beliefs".

In the social and cultural atmosphere people with various religions following live here. There is majority of Hindus but there is presence of other religion also. With reference to Nepal majority is of Hindu religion and to some extent Muslims, Buddhist and Christian religion followers also reside here. The religious status of the respondents understudy has been presented on the table below.

**Table 8: Distribution of the respondents by religion**

Variable	Classification	Rural/ Urban		Ecological Zone			Development Region					Total N*=200
		Rural *N=120	Urban *N=80	Mountain *N=40	Hill *N=80	Tarai *N=80	Eastern *N=40	Central *N=40	Western *N=40	Mid- Western *N=40	Far- Western *N=40	
Religion	Hindu	104	79	38	67	78	39	27	40	38	39	183
		86.7%	98.8%	95.0%	83.8%	97.5%	97.5%	67.5%	100.0%	95.0%	97.5%	91.5%
	Buddhist	16	1	2	13	2	1	13	0	2	1	17
		13.3%	1.3%	5.0%	16.3%	2.5%	2.5%	32.5%	0.0%	5.0%	2.5%	8.5%

**Source- Field Survey 2013**

It is learnt from above table that the over-whole majority of the respondents 91.5 % are belong to Hinduism, 8.5% respondents are belong to Buddhism. There is no any respondent from Christianity, Islam and others.

### **Language**

There is a close relationship between every society's culture, behaviour and values and the language spoken by it. The ideas are exchanged only through language and every person has a mother tongue. Language is the medium of communication. Language has a very important role in systematizing of the human society and making it progressive. Language is that medium through which a person expresses his/her sentiments whenever he/her comes into contact with other person.

In this study the language of the respondents was ascertained. The knowledge of language can be important in view of the study. The details of the language using of the respondents understudy have been given here under in the table.

**Table 9: Distribution of the respondents by language**

Variable	Classification	Rural/ Urban		Ecological Zone			Development Region					Total N*=200
		Rural *N=120	Urban *N=80	Mountain *N=40	Hill *N=80	Tarai *N=80	Eastern *N=40	Central *N=40	Western *N=40	Mid- Western *N=40	Far- Western *N=40	
Language	Nepali	94	78	39	68	65	25	30	38	39	40	172
		78.3%	97.5%	97.5%	85.0%	81.3%	62.5%	75.0%	95.0%	97.5%	100.0%	86.0%
	Newari	0	2	0	2	0	0	0	2	0	0	2
		0.0%	2.5%	0.0%	2.5%	0.0%	0.0%	0.0%	5.0%	0.0%	0.0%	1.0%
	Tamang	11	0	1	10	0	0	10	0	1	0	11
		9.2%	0.0%	2.5%	12.5%	0.0%	0.0%	25.0%	0.0%	2.5%	0.0%	5.5%
	Maithili	7	0	0	0	7	7	0	0	0	0	7
		5.8%	0.0%	0.0%	0.0%	8.8%	17.5%	0.0%	0.0%	0.0%	0.0%	3.5%
	Other	8	0	0	0	8	8	0	0	0	0	8
		6.7%	0.0%	0.0%	0.0%	10.0%	20.0%	0.0%	0.0%	0.0%	0.0%	4.0%

**Source- Field Survey 2013**

Above table shows that majority of the respondents are using Nepali language 86.0%, Tamang 5.5%, Maithili 3.5%, Newari only 1.0% and 4.0% respondents speak others language.

### **Education**

Education is an important institution in any modern society. Education leaves a multi-faceted and deep influence on the personality. Education, not only widens the knowledge but also helps a person the make use of rational and scientific approach to solve problems. Education has positive impact on social life and quality of life; and vice versa with literacy. Education is a preparation for life which is a result of a good upbringing especially, knowledge of correct social behaviour. It is also helps to develop and create awareness about the ways of life through the acquisition of appropriate skills. It leads to economic benefits not only to women but also to the community.

In this study the education level of the respondents was determined. The knowledge of education can be important in view of the study. The details of the education of the respondents understudy have been given here under in the table.

**Table 10: Distribution of the respondents by education level**

Variable	Classification	Rural/ Urban		Ecological Zone			Development Region					Total N*=200
		Rural *N=120	Urban *N=80	Mountain *N=40	Hill *N=80	Tarai *N=80	Eastern *N=40	Central *N=40	Western *N=40	Mid- Western *N=40	Far- Western *N=40	
Education	Unable to read and wright	35	11	2	29	15	13	20	9	2	2	46
		29.2%	13.8%	5.0%	36.3%	18.8%	32.5%	50.0%	22.5%	5.0%	5.0%	23.0%
	School Level	37	28	12	20	33	17	8	12	12	16	65
		30.8%	35.0%	30.0%	25.0%	41.3%	42.5%	20.0%	30.0%	30.0%	40.0%	32.5%
	Middle Level (SLC to BA)	41	37	22	28	28	8	11	17	22	20	78
		34.2%	46.3%	55.0%	35.0%	35.0%	20.0%	27.5%	42.5%	55.0%	50.0%	39.0%
High Level (BA+)	7	4	4	3	4	2	1	2	4	2	11	
	5.8%	5.0%	10.0%	3.8%	5.0%	5.0%	2.5%	5.0%	10.0%	5.0%	5.5%	

Source- Field Survey 2013

The above table gives the educational qualification wise distribution of the respondents. Among them 39.0% are middle level (SLC to BA), 32.5% belong to school level, 23.0% are unable to read and write and only 5.5% respondents from the higher level (BA+) graduate.

### **Occupation**

Occupation determines the social standing of a family. This is due to the fact that the different occupations decide the status as also the varying privileges and economic benefits. From the income earned from this a person satisfies his own and his family's needs. Today trade and occupation on the basis of caste have been reduced at a larger length. Industrialization has also reduced the importance of agriculture as the largest and main occupation. Now people are engaged at a large scale in other professions.

In modern society occupation has increased and expanded their working area. It is the reason as to how they are now coming forward in education and industries and other areas. The details of the occupation of the respondents can be seen in table given below.

**Table 11: Distribution of the respondents by occupational status**

Variable	Classification	Rural/ Urban		Ecological Zone			Development Region					Total N*=200
		Rural *N=120	Urban *N=80	Mountain *N=40	Hill *N=80	Tarai *N=80	Eastern *N=40	Central *N=40	Western *N=40	Mid- Western *N=40	Far- Western *N=40	
Occupation	Agriculture	87	28	29	41	45	26	32	9	29	19	115
		72.5%	35.0%	72.5%	51.3%	56.3%	65.0%	80.0%	22.5%	72.5%	47.5%	57.5%
	Animal Husbandry	4	2	1	2	3	1	2	0	1	2	6
		3.3%	2.5%	2.5%	2.5%	3.8%	2.5%	5.0%	0.0%	2.5%	5.0%	3.0%
	Wage Labour	4	2	0	3	3	3	1	2	0	0	6
		3.3%	2.5%	0.0%	3.8%	3.8%	7.5%	2.5%	5.0%	0.0%	0.0%	3.0%
	Household Works	3	4	0	1	6	3	0	1	0	3	7
		2.5%	5.0%	0.0%	1.3%	7.5%	7.5%	0.0%	2.5%	0.0%	7.5%	3.5%
	Business / Industries	6	16	5	15	2	0	1	14	5	2	22
		5.0%	20.0%	12.5%	18.8%	2.5%	0.0%	2.5%	35.0%	12.5%	5.0%	11.0%
	Service	14	25	5	14	20	7	2	12	5	13	39
		11.7%	31.3%	12.5%	17.5%	25.0%	17.5%	5.0%	30.0%	12.5%	32.5%	19.5%
	Others	2	3	0	4	1	0	2	2	0	1	5
		1.7%	3.8%	0.0%	5.0%	1.3%	0.0%	5.0%	5.0%	0.0%	2.5%	2.5%

Source- Field Survey 2013



Diverse occupations are observed among the respondents which has been displays in the above table. The data in this table shows that majority of the respondents 57.5% are from the agriculture, 19.5% from the service, 11.0% from the business/ industries, 3.5% reported that they are involving in household works, 3.0% each from animal husbandry and wage labour, only 2.5% from other occupation.

### **Economic Status**

Income of a person is the symbol of his socio-economic status and self-respect. It also inspires a person to work. It gives direction to the determination of life-style along with social values. Respondent were asked whether your family income enough to run your family. The details of respondent's responses can be seen in table given below.

**Table 12: Distribution of the respondent's family by economic status**

Variable	Classification	Rural/ Urban		Ecological Zone			Development Region					Total N*=200
		Rural *N=120	Urban *N=80	Mountain *N=40	Hill *N=80	Tarai *N=80	Eastern *N=40	Central *N=40	Western *N=40	Mid- Western *N=40	Far- Western *N=40	
Is your income enough to run your family?	Not enough	26	15	7	20	14	8	11	9	7	6	41
		21.7%	18.8%	17.5%	25.0%	17.5%	20.0%	27.5%	22.5%	17.5%	15.0%	20.5%
	Enough	83	51	32	47	55	29	22	25	32	26	134
		69.2%	63.8%	80.0%	58.8%	68.8%	72.5%	55.0%	62.5%	80.0%	65.0%	67.0%
	Surplus	11	14	1	13	11	3	7	6	1	8	25
		9.2%	17.5%	2.5%	16.3%	13.8%	7.5%	17.5%	15.0%	2.5%	20.0%	12.5%

Source- Field Survey 2013

Majority of the respondents 67.0% reported that their income is enough to run their family. 20.5% respondents reported that it is not enough and only 12.5% respondents reported that they are getting surpluses.

## **CHAPTER - SIX**

### **MEDIA BEHAVIOUR**

Media is a powerful agent of socialization. It invariably exhibits societal conventions. Media as stimulant satisfies the information needed by the people to widen their horizon and this information must be dispersed undiluted (Guleria, 2010, P. 94).

The present chapter is an analysis of the media habits and mass media exposure of the respondents. The eventual aim of communication is to produce the intended effort on receivers. Therefore, it is important to study the nature of the media habits and mass media exposure of the audience in order to provide the appropriate contents to their tastes and needs.

In this chapter, a detail analysis of the collected data has been attempted as per the objectives stated earlier.

For proposes of the present study four mass media namely, radio, television, newspaper(s) and Internet are taken into consideration. Different aspects related to each medium are inquired into. They are media habit, attitude, perception of message and influence by mass media.

#### **Media Habits**

In this section different aspects of related to each medium are inquired into. They are access of media, causes of listening, frequency, time and duration and prime and pick hours of the respondent.

#### **Habits of Listening Radio**

Radio is cosmopolite electronic audio medium for broadcasting programme to a millions of people literate or illiterate widely spread at distant areas at a low cost and immediately. Availability of low cost receiving sets operated with electricity or battery has helped radio to penetrate deep into the

rural set up. Radio has been a very appropriate medium for creating general awareness amongst the people builds up desirable change in attitude and reinforces learning; the medium is also very helpful during the times of emergency and crisis. The programmes may also be listened while one is engaged in any other work.

In order to analysis the women's media habit on radio regarding access, causes, frequency, pick listening time and prime listening hours here under.

### **Access**

In order to analyse the radio listening habit or access of the respondents, they have been asked whether they were listening radio or not. Their responses are shown in the table given below.

**Table 13: Distribution of the respondents by access of radio**

Variable	Classification	Rural/ Urban		Ecological Zone			Development Region					Total N*=200
		Rural *N=120	Urban *N=80	Mountain *N=40	Hill *N=80	Tarai *N=80	Eastern *N=40	Central *N=40	Western *N=40	Mid- Western *N=40	Far- Western *N=40	
Habit of listening Radio	Listening	109	78	37	75	75	35	37	38	37	40	187
		90.8%	97.5%	92.5%	93.8%	93.8%	87.5%	92.5%	95.0%	92.5%	100.0%	93.5%
	Not- Listening	11	2	3	5	5	5	3	2	3	0	13
		9.2%	2.5%	7.5%	6.3%	6.3%	12.5%	7.5%	5.0%	7.5%	0.0%	6.5%
Radio set at home	Have	85	70	32	58	65	27	26	32	32	38	155
		70.8%	87.5%	80.0%	72.5%	81.3%	67.5%	65.0%	80.0%	80.0%	95.0%	77.5%
	Don't have	35	10	8	22	15	13	14	8	8	2	45
		29.2%	12.5%	20.0%	27.5%	18.8%	32.5%	35.0%	20.0%	20.0%	5.0%	22.5%
Mobile set at home	Have	112	73	40	71	74	36	36	35	40	38	185
		93.3%	91.3%	100.0%	88.8%	92.5%	90.0%	90.0%	87.5%	100.0%	95.0%	92.5%
	Don't have	8	7	0	9	6	4	4	5	0	2	15
		6.7%	8.8%	0.0%	11.3%	7.5%	10.0%	10.0%	12.5%	0.0%	5.0%	7.5%

**Source- Field Survey 2013**

Study reveals that over absolute majority of the respondents 93.5% are radio listener and only 6.5% respondents are non-listener of radio. Respondents were asked whether they have a radio set in their home. Majority 77.5% respondents reported that they have a radio set in their home and only 22.5% respondents reported that they don't have a radio set at their home.

Again they were asked that if you don't have radio set how you are listening radio. Most of the respondents mentioned that they are listening at neighbour house. Few other respondents mentioned that they are listening at teashop and by other means.

In order to analyse the ownership pattern of the mobile set, the respondents asked whether they have mobile sets on your family. Their responses are shown in table below.

**Table 14: Distribution of the respondents by mobile set and access of FM on mobile set**

Variables	Classification	Frequency	Percentage
Have a mobile set	Have	185	92.5
	Don't have	15	7.5
	Total	200	100.0
FM radio on mobile set	Have	155	77.5
	Don't have	30	15.0
	No mobile	15	7.5
	Total	200	100.0

**Source- Field Survey 2013**

Extreme majority of the respondents 92.5% reported that they have a mobile set at their home. Only 7.5% respondents reported that they don't have a mobile set at their home. Respondents, who have a mobile set at their home,

asked whether your mobile set have FM radio on it. Majority of the respondents 77.5% reported that they have a system of FM in their mobile set. Only 7.5% respondents reported that they don't have FM radio in their mobile set.

In order to examine the generally listening station on radio, the respondents were asked to name the station, which they listen most on radio. From their responses station and ratings are shown in the table below.

**Table 15: Distribution of the respondents by usually listening radio**

Variables	Classification	Frequency	Percentage
Usually listening	Radio Nepal (AM Radio)	61	30.5
	FM Radio	112	56.0
	Both	12	6.0
	Others	2	1.0
	Non listener	13	6.5
	Total	200	100.0

**Source- Field Survey 2013**

It is clear from the above table majority of the respondents 56.0% reported that they are listening FM Radio. 30.5% respondents reported that they are listening Radio Nepal (AM Radio), and only 6.0% respondents reported that they are listening both.

### **Causes**

In an attempt to analyse the respondent's radio listening causes respondents were asked why you listening radio. Their responses are shown in the table below.



**Table 16: Distribution of the respondents by causes of listening radio**

Variables	Classification	Frequency	Percentage
Causes	For information	137	68.5
	For entertainment	31	15.5
	It's reliable	6	3.0
	Interesting issues to listen	12	6.0
	Other	1	.5
	Non listener	13	6.5
	Total	200	100.0

**Source- Field Survey 2013**

Above table shows that majority of the respondents 68.5% are listening radio for information. 15.5% respondents reported that they are listening radio for entertainment. Few 6.0% reported that for the interesting issues to listen and only 3.0% reported that it is reliable. Respondents further asked the causes of selecting station. Their responses are given on table below.

**Table 17: Distribution of the respondents by causes of selecting station**

Variables	Classification	Frequency	Percentage
Causes of selecting station	Better language	37	18.5
	Clear reception	23	11.5
	Better contents	24	12.0
	Interesting issues	100	50.0
	Other	3	1.5
	Non listener	13	6.5
	Total	200	100.0

**Source- Field Survey 2013**

Above table shows that half of the respondents 50.0% reported for the interesting issues. 18.5% respondents reported for the better language, few only 12.0% reported for the better contents and only 11.5% respondents reported for clear receptions.

### Frequency

In order to analyse the frequency of listening radio respondents were asked how often you listening radio. Their responses are shown in the table below.

**Table 18: Distribution of the respondents by frequency of listening**

Variables	Classification	Frequency	Percentage
Frequency of listening	Daily	82	41.0
	Frequently	99	49.5
	Rarely	6	3.0
	Non listener	13	6.5
	Total	200	100.0

### Source- Field Survey 2013

The above table gives the frequency of the listening. Table shows that about half of the respondents 49.5% reported that they are listening frequently. 41.0% respondents reported that they are listening daily and only 3.0% respondents reported that they are listening rarely.

### Peak Listening Time

The potential impact of radio depends not only on the distribution of radio receivers among the population, but also the pattern of use to which the receivers are put by their owners when do individuals actually listen to radio. Therefore, information solicited in this regard covers, the time when most radio listeners turn radio set (peak listening time).

On the basis of, the time on listening radio, respondents responses given below in the table.

**Table 19: Distribution of the respondents by most listening time of radio**

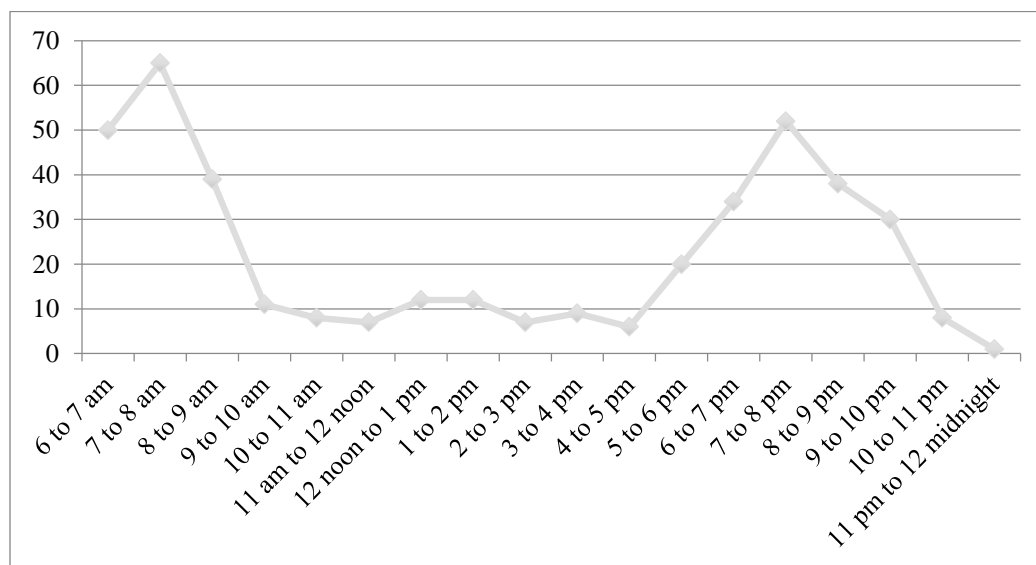
Time	Often	Sometimes	Total
Morning	73	50	123
	36.50%	25.00%	61.5%
Afternoon	17	16	33
	8.50%	8.00%	16.5%
Evening	45	27	72
	22.50%	13.50%	36.0%
Night	32	26	58
	16.00%	13.00%	29.0%

**Source- Field Survey 2013**

Above table shows that maximum 61.5% respondents are tuning radio on morning. 36.0% respondents reported that they are listening radio in evening. 29% respondents reported that they are listening radio on night and only 16.5% reported that they are listening on afternoon.

### **Prime Listening Hours**

Respondents were asked, the time they prefer to listen radio (prime time). Detail of respondent's responses is shown in the following graph.

**Graph 1: Distribution of the respondents by prime listening hours of radio.**

**Source- Field Survey 2013**

There was little variation to the pattern between characteristics of respondents, above graph shows that most preferred (prime listening hours) time to listen radio was morning 7-8 AM. Likewise 7-8 evening is also prime listening hours preferred by the respondents. Only few respondents listening radio during the afternoon and night.

### **Habits of Watching Television**

In order to analysis the women's media habit of watching television regarding access, causes, frequency, pick listening time and prime listening hours here under.

#### **Access**

In order to analyse the habits of watching television or access of the respondents were asked whether they are watching television or not and have a television set at their own home. Their responses are shown in the table given below.

**Table 20: Distribution of the respondents by access of television**

Variable	Classification	Rural/ Urban		Ecological Zone			Development Region					Total N*=200
		Rural *N=120	Urban *N=80	Mountain *N=40	Hill *N=80	Tarai *N=80	Eastern *N=40	Central *N=40	Western *N=40	Mid- Western *N=40	Far- Western *N=40	
Habit of watching Television	Watching	107	76	34	72	77	39	34	38	34	38	183
		89.2%	95.0%	85.0%	90.0%	96.3%	97.5%	85.0%	95.0%	85.0%	95.0%	91.5%
	Not-watching	13	4	6	8	3	1	6	2	6	2	17
		10.8%	5.0%	15.0%	10.0%	3.8%	2.5%	15.0%	5.0%	15.0%	5.0%	8.5%
Television set at home	Have	91	72	28	67	68	32	31	36	28	36	163
		75.8%	90.0%	70.0%	83.8%	85.0%	80.0%	77.5%	90.0%	70.0%	90.0%	81.5%
	Don't have	29	8	12	13	12	8	9	4	12	4	37
		24.2%	10.0%	30.0%	16.3%	15.0%	20.0%	22.5%	10.0%	30.0%	10.0%	18.5%

**Source- Field Survey 2013**

Above table shows that extreme majority of the respondents 91.5% are watching television, only few 8.5% respondents are non-watcher. Respondents were asked whether you have a television set at your own home. Majority 81.5% respondents reported that they have a television set at their home. Only 18.5% respondents reported that they don't have television set at their home.

Respondents who don't have television set at their home asked how they are watching television. Majority of the respondents reported that they are watching at neighbour house. Few respondents reported that they are watching at teashop.

To analyse the habits of watching foreign channels, respondents were asked whether you have foreign channels in your television. Their responses are shown in the table below.

**Table 21: Distribution of the respondents by receiving foreign channel on television**

Variables	Classification	Frequency	Percentage
Foreign channel	Have	131	65.5
	Don't have	52	26.0
	Non watcher	17	8.5
	Total	200	100.0

**Source- Field Survey 2013**

Above table shows that majority of the respondents 65.5% have foreign channels in their television. Only few 26.0% respondents reported that they don't have foreign channel in their television.

Respondents who have foreign channels were asked about the devices used to the foreign channel. Their responses are given on table below.

**Table 22: Distribution of the respondents by devices using foreign channel on television**

Variables	Classification	Frequency	Percentage
Devices for foreign channel	Antenna	18	9.0
	Cable	91	45.5
	DTH	22	11.0
	Non watcher	17	8.5
	Non-receiver	52	26.0
	Total	200	100.0

**Source- Field Survey 2013**

Above data shows that majority of the respondents 45.5% responses cable line using for the foreign channels on television. Only few respondents 11.5% responses that they are using DTH for receiving the foreign channels and only 9.0% respondents responses that they are using antenna for receiving foreign channels.

Television watcher were asked normally watching television, their responses are given table below.

**Table 23: Distribution of the respondents by normally watching television**

Variables	Classification	Frequency	Percentage
Normally watching Television	Nepali	102	51.0
	Foreign	14	7.0
	Both	67	33.5
	Non watcher	17	8.5
	Total	200	100.0

**Source- Field Survey 2013**

The majority of the respondents 51.0% are normally watching Nepali television. 33.5% respondents reported that they are watching both Nepali and foreign channels. Only 7.0% respondents reported that they are normally watching foreign channels.

### Causes

In an attempt to analyse the respondents' television watching causes, their responses are shown in the table below.

**Table 24: Distribution of the respondents by causes of watching television**

Variables	Classification	Frequency	Percentage
Causes of watching	For information	83	41.5
	For entertainment	72	36.0
	It's reliable	6	3.0
	Interesting issues to watch	21	10.5
	Other	1	0.5
	Non watcher	17	8.5
	Total	200	100.0

### Source- Field Survey 2013

Above table shows that maximum of the respondents 41.5% are watching television for information. 36.0% respondents reported that they are watching television for entertainment. Few 10.5% reported that for the interesting issues to watch and only 3.0% reported that it is reliable. Respondents further asked the causes of selecting channels. Their responses are given on table below.



**Table 25: Distribution of the respondents by causes of selecting channel**

Variables	Classification	Frequency	Percentage
Causes of selecting channel	Better language	39	19.5
	Better reception	13	6.5
	Better picture	26	13.0
	Interesting contents	102	51.0
	Other	3	1.5
	Non watcher	17	8.5
	Total	200	100.0

**Source- Field Survey 2013**

Above table shows that majority of the respondents 51.0% reported for the interesting contents for causes of selecting channel. 19.5% respondents reported for the better language, few only 13.0% reported for the better pictures and only 6.5% respondents reported for better reception.

### Frequency

In order to analyse the frequency of watching television, they were asked how often they watch television. Their responses are shown in the table below.

**Table 26: Distribution of the respondents by frequency of watching television**

Variables	Classification	Frequency	Percentage
Frequency of watching television	Daily	117	58.5
	Frequently	63	31.5
	Rarely	3	1.5
	Non watcher	17	8.5
	Total	200	100.0

**Source- Field Survey 2013**

The above table gives the frequency of the watching television. Table shows that majority of the respondents 58.5% reported that they are watching daily. 31.0% respondents reported that they are watching frequently and only 1.5% respondents reported that they are watching rarely.

### **Peak Watching Time**

The respondents were asked to indicate what time of day actually you watch the television. Information solicited in this regard covers, the time when most television set open (peak watching time).

On the basis of, the time on watching television, respondents responses given are below in the table.

**Table 27: Distribution of the respondents by most watching time of television**

Time	Often	Sometimes	Total
Morning	32	24	56
	16.00%	12.00%	28.00%
Afternoon	25	15	40
	12.50%	7.50%	20.00%
Evening	50	29	79
	25.00%	14.50%	39.50%
Night	52	29	81
	26.00%	14.50%	40.50%

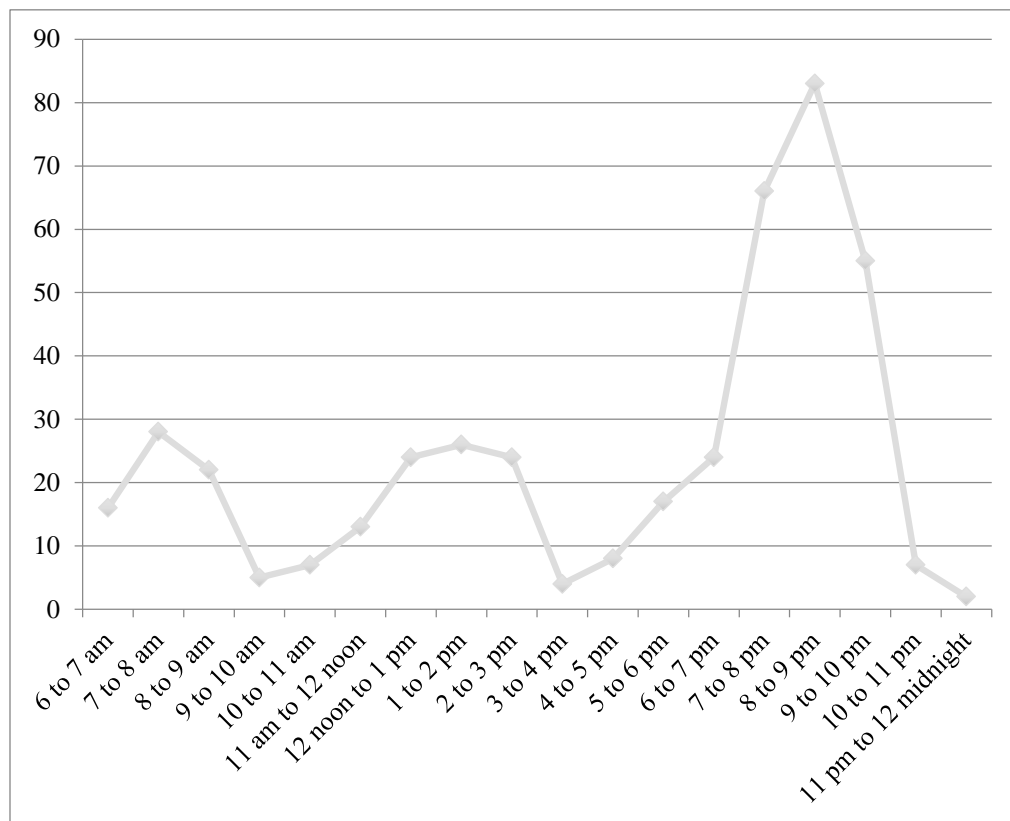
### **Source- Field Survey 2013**

Above table shows that, maximum 40.0% respondents watching television on night. 39.0% respondents reported that they are watching television in evening. 28.0% respondents reported that they are watching television on morning and only 20.0% reported that they are watching on afternoon.

### Prime Watching Hours

Respondents were asked, the time they prefer to watch television (prime time). Detail of respondent's responses shown in the following graph.

**Graph 2: Distribution of the respondents by prime watching hours of television**



**Source- Field Survey 2013**

Above graph shows that most preferred (prime watching hours) time to watch television was night 8-9 PM. Only few respondents are preferred watching television during the morning and afternoon.

### Habits of Reading Newspaper(s)

A newspaper is a loosely printed paper properly folded for scheduled publication containing news of current events, informative articles, diverse features, views and advertisement.

In order to analysis the women's media habit on reading newspaper(s) regarding access, causes, frequency and pick listening time here under.

### **Access**

In order to analyse the habits of reading newspaper(s) or access of the respondents, they were asked whether they were reading newspaper(s) or not or subscribing newspaper(s) or not. Their responses are given table below.

**Table 28: Distribution of the respondents by access of newspaper(s)**

Variable	Classification	Rural/ Urban		Ecological Zone			Development Region					Total N*=200
		Rural *N=120	Urban *N=80	Mountain *N=40	Hill *N=80	Tarai *N=80	Eastern *N=40	Central *N=40	Western *N=40	Mid- Western *N=40	Far- Western *N=40	
Habit of reading Newspaper	Reading	64	42	29	38	39	14	21	17	29	25	106
		53.3%	52.5%	72.5%	47.5%	48.8%	35.0%	52.5%	42.5%	72.5%	62.5%	53.0%
	Not-reading	56	38	11	42	41	26	19	23	11	15	94
		46.7%	47.5%	27.5%	52.5%	51.3%	65.0%	47.5%	57.5%	27.5%	37.5%	47.0%
Subscribe Newspapers	Subscribing	27	31	13	15	30	10	4	11	13	20	58
		22.5%	38.8%	32.5%	18.8%	37.5%	25.0%	10.0%	27.5%	32.5%	50.0%	29.0%
	Not- subscribing	37	11	16	23	9	4	17	6	16	5	48
		30.8%	13.8%	40.0%	28.8%	11.3%	10.0%	42.5%	15.0%	40.0%	12.5%	24.0%
	Non reader	56	38	11	42	41	26	19	23	11	15	94
		46.7%	47.5%	27.5%	52.5%	51.3%	65.0%	47.5%	57.5%	27.5%	37.5%	47.0%

**Source- Field Survey 2013**

Majority of the respondents 53.0% reported that they are reading newspaper(s). Minority of the respondents 47.0% are not reading newspapers. To analyse the reading habits of respondents were asked whether they subscribe newspaper(s). Only 29.0% respondents are subscribing newspaper(s), 24.0% respondents are not subscribing newspaper(s). Among the respondents 47.0% respondents were non-readers. Those readers who don't subscribe newspaper(s) were asked how you are reading newspaper(s). Majority of the respondents reported that they are reading on neighbour house. Few respondents reported that at office, at tea shop and at club.

To analyse the habits of reading foreign newspaper(s), respondents were asked whether you have habits of reading foreign newspaper(s). Their responses are shown in the table below.

**Table 29: Distribution of the respondents by reading habits of foreign newspaper(s)**

Variables	Classification	Frequency	Percentage
Habits of reading foreign newspaper(s)	Have	22	11.0
	Don't have	178	89.0
	Total	200	100.0

**Source- Field Survey 2013**

Above table shows that majority of the respondents 89.0% reported that they don't have habits to read foreign newspaper(s). Only few 11.0% respondents reported that they have habits of reading foreign newspaper(s).

**Causes**

In an attempt to analyse the respondents' newspaper(s) reading causes, their responses are shown in the table below.

**Table 30: Distribution of the respondents by causes of reading newspaper(s)**

Variables	Classification	Frequency	Percentage
Causes	For information	62	31.0
	For entertainment	6	3.0
	It's reliable	1	0.5
	Interesting issues	4	2.0
	No answer	33	16.5
	Non reader	94	47.0
	Total	200	100.0

**Source- Field Survey 2013**

Above table shows that majority of the respondents 31.0% are reading newspaper(s) for information. 3.0% respondents reported that they are reading for entertainment. Few 2.0% reported that for the interesting issues to read and only 0.5% reported that it is reliable. Respondents were further asked what type of newspaper(s) you like to read most. Their responses are given on table below.

**Table 31: Distribution of the respondents by types of newspaper(s) they like to read**

Variables	Classification	Frequency	Percentage
Types of newspaper(s)	Daily	46	23.0
	Weekly	27	13.5
	Monthly	3	1.5
	Others	1	0.5
	No answer	29	14.5
	Non watcher	94	47
	Total	200	100.0

**Source- Field Survey 2013**

Above table shows that majority of the respondents 23.0% like to read daily newspaper(s). 13% respondents reported that they like to read weekly newspaper(s). Only 1.5% reported that they preferred for monthly newspaper(s).

### Frequency

In order to analyse the frequency of reading newspaper(s) respondents were asked how often you reading newspaper(s). Their responses are shown in the table below.

**Table 32: Distribution of the respondents by frequency of reading newspaper(s)**

Variables	Classification	Frequency	Percentage
Frequency of reading newspaper(s)	Regularly	34	17.0
	Frequently	64	32.0
	Rarely	8	4.0
	Non reader	94	47.0
	Total	200	100.0

### Source- Field Survey 2013

The above table gives the respondents frequency of the reading newspaper(s). Table shows that majority of the respondents 32% reported that they are reading frequently. 17.0% respondents reported that they are regularly reading newspaper(s) and only 4.0% respondents reported that they are reading rarely.

### Peak Reading Time

The respondents were asked to indicate what time of day they actually read newspaper(s). Information solicited in this regard covers, the time when most respondents read newspaper(s) (peak reading time). On the basis of the



time on reading newspaper(s), respondents responses are given below in the table.

**Table 33: Distribution of the respondents by most reading time of newspaper(s)**

Time	Often	Sometimes	Total
Morning	39	22	61
	19.50%	11.00%	30.5%
Afternoon	16	25	41
	8.00%	13%	20.5%
Evening	9	10	19
	4.50%	5.00%	9.5%
Night	5	7	12
	2.50%	3.50%	6.0%

**Source- Field Survey 2013**

Above table shows that, majority of the respondents' 61.0% reading newspaper(s) in morning. 20.5% respondents reported that they are reading newspaper(s) in afternoon. 9.5% respondents reported that they are reading newspaper(s) on evening and only 6.0% reported that they are reading newspaper(s) at night.

### **Habits of Using Internet Service**

Internet has made access to any information and communication very fast and easy. Now a day's one can send email/greetings, chat, download songs and games, do shopping, banking, access to pool of resources related to education, research, health and any events around the world instantly through internet while staying at one's home through a single mouse click.

In order to analysis the women's media habit on using internet regarding access, causes, frequency, pick listening time and prime listening hours here under.

### **Access**

In order to analyse the habits of using internet or access of the respondents were asked whether they are using internet or not. Their responses are shown in the table given below.

**Table 34: Distribution of the respondent by access of internet**

Variable	Classification	Rural/ Urban		Ecological Zone			Development Region					Total N*=200
		Rural *N=120	Urban *N=80	Mountain *N=40	Hill *N=80	Tarai *N=80	Eastern *N=40	Central *N=40	Western *N=40	Mid- Western *N=40	Far- Western *N=40	
Habit of using Internet	Using	20	17	6	5	26	13	1	4	6	13	37
		16.7%	21.3%	15.0%	6.3%	32.5%	32.5%	2.5%	10.0%	15.0%	32.5%	18.5%
	Not-using	100	63	34	75	54	27	39	36	34	27	163
		83.3%	78.8%	85.0%	93.8%	67.5%	67.5%	97.5%	90.0%	85.0%	67.5%	81.5%

**Source- Field Survey 2013**

Above table shows that only 18.5% of the respondents are using internet. Majority of the respondents 81.5% are non-users of internet.

Respondents who have access the internet were asked about the technology used to the internet. Their responses are given on table below.

**Table 35: Distribution of the respondents by technology use to access the internet**

Variables	Classification	Frequency	Percentage
Technology used to access the internet	Wireless / Broadband / ADSL / Fibre Optics	13	6.5
	WiMAX	1	.5
	Mobile (GPRS, EDGE, 3G)	22	11.0
	Other	1	.5
	Non user	163	81.5
	Total	200	100.0

**Source- Field Survey 2013**

The above data reveals 11.0% respondents' reported mobile (GPRS, EDGE, 3G) technology using for access internet. Only few respondents 6.5% reported that they are using wireless/ broadband/ ADSL/ fibre optics for access internet service and only 0.5% respondents reported WiMAX technology for access the internet service.

**Causes**

In an attempt to analyse the causes of using internet service respondents were asked why you are using internet services, their responses are shown in the table below.

**Table 36: Distribution of the respondents by causes of using internet**

Variables	Classification	Frequency	Percentage
Causes of using internet	To access information (news / knowledge)	17	8.5
	For entertainment (audio / video / games)	4	2.0
	For connection with family / friends (Facebook /Skype)	8	4.0
	All of above	6	3.0
	Other	2	1.0
	Non user	163	81.5
	Total	200	100.0

**Source- Field Survey 2013**

Above table shows that 8.5% respondents using internet to access information (news/ knowledge). 4.0% respondents reported that they are using internet for connection with family/ friends (Facebook/skype). Few 3.0% respondents reported that for all of above and only 2.0% respondents reported for entertainment (audio/video/games).

Respondents were further asked which site you often visit on internet. Most of the respondents reported that they are using for google and Facebook and few respondents responses that they are using for email and skype.

**Frequency**

In order to analyse the frequency of using internet respondent were asked how often you are using internet service. Their responses are shown in the table below.

**Table 37: Distribution of the respondents by frequency of using internet**

Variables	Classification	Frequency	Percentage
Frequency of using internet	Regularly	16	8.0
	Frequently	18	9.0
	Rarely	3	1.5
	Non user	163	81.5
	Total	200	100.0

**Source- Field Survey 2013**

The above table gives the frequency of using internet services. Above table shows that 9.0% respondents reported that they are using internet frequently. 8.0% respondents reported that they are using internet services regularly and only 1.5% respondents reported that they are using internet rarely.

#### **Peak using time**

The respondents were asked to indicate what time of day actually you are using internet. Information solicited in this regard covers, the time when most respondent open internet (peak using time). Respondent's responses are given below in the table.

**Table 38: Distribution of the respondents by most using internet time**

Time	Often	Sometimes	Total
Morning	6	7	13
	3.00%	3.50%	6.50%
Afternoon	6	11	17
	3.00%	5.50%	8.50%
Evening	5	3	8
	2.50%	1.50%	4.00%
Night	4	2	6
	2.00%	1.00%	3.00%

**Source- Field Survey 2013**

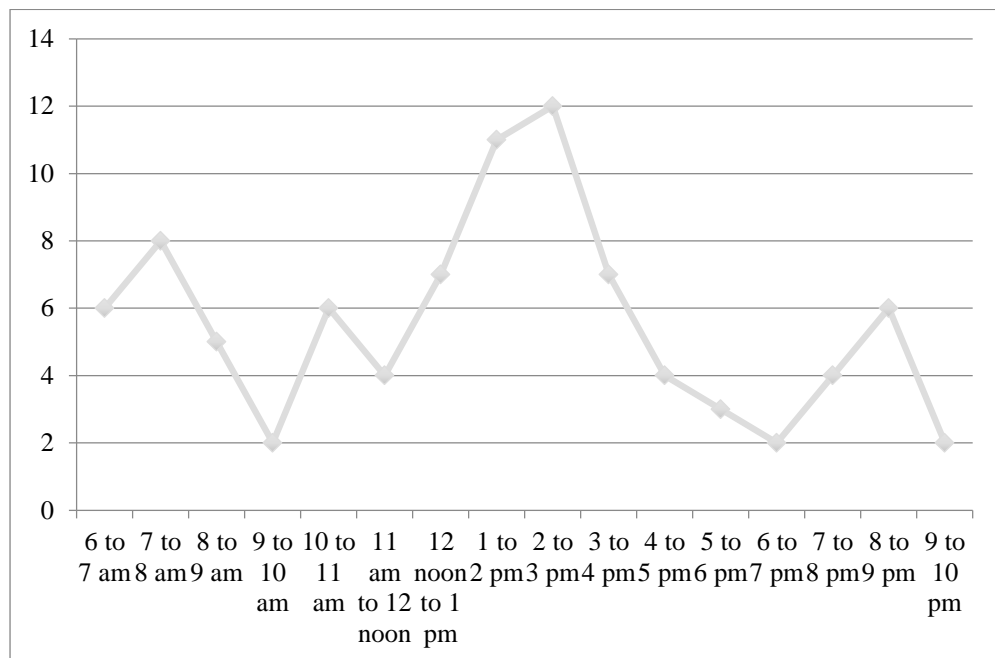
Above table shows that, 8.5% respondents using internet at afternoon. 6.5% respondents reported that they are using internet on morning. 4.0%

respondents reported that they are using internet on evening and only 3.0% reported that they are using internet on night.

### Prime Using Hours

Respondents were asked, the time they prefer to use internet (prime time). Detail of respondent's responses shown in the following graph.

**Graph 3: Distribution of the respondents by prime using hours of Internet.**



Above graph shows that most preferred (prime using hours) time to use internet was afternoon 2-3 PM. Only few respondents are preferred using Internet during the morning and night.

### Women's Attitudes towards the Mass Media

In this section different aspects of attitude towards the mass media are inquired into. Here the analysis of women's attitudes towards different mass media (radio, television and newspaper) regarding the information, satisfaction, language, entertainment and reliability.

## Radio

Radio is an important tool for the rapid diffusion of important information on agricultural production ideas and techniques as well as on health, nutrition, family planning and other social and cultural issues. Combined with other media, it can be used for training and transfer of technology (Jothi, 2012, P. 6).

In order to analysis the women's attitudes towards radio regarding information, satisfaction, language, entertainment and reliability are here under.

## Information

In order to analyse the attitude of women towards information by radio, respondents were asked have you gain information form radio and information you have acquired from radio is adequate to you. Their responses are shown in the table given below.

**Table 39: Distribution of the respondents by attitudes towards information by radio**

Variables	Classification	Frequency	Percentage
Information	Have information	164	82.0
	Don't have information	23	11.5
	Non listener	13	6.5
	Total	200	100.0
Adequate information	Adequate	131	65.5
	Not adequate	48	24.0
	Non listener	13	6.5
	No answer	8	4.0
	Total	200	100.0

**Source- Field Survey 2013**



Above table shows that majority of the respondents 82.0% reported that they have information from radio. Only 11.5% respondents reported that they didn't have information from radio.

Majority of the respondents 65.5% reported that information through radio is adequate to them but 24.0% respondents reported that information through radio is not adequate to them.

### **Satisfaction**

To understand the attitudes of women towards radio on satisfaction, respondents were asked whether radio is satisfying you. The details of the classification of the respondents according to the satisfaction level by radio shown in the following table.

**Table 40: Distribution of the respondents by attitudes towards satisfaction by radio**

Variables	Classification	Frequency	Percentage
Satisfaction	Enough	31	15.5
	Less than enough	114	57.0
	More than enough	29	14.5
	Non listener	13	6.5
	No answer	13	6.5
	Total	200	100.0

### **Source- Field Survey 2013**

On the basis of data receives it can be said that majority of the respondents 57.0% reported that radio giving less than enough satisfaction to them. 15.5% respondents reported that radio giving enough satisfaction to them and only 14.5% respondents reported that radio giving more than enough satisfaction to them.

## Language

In order to disclose the attitude of women towards the language use in radio, respondents were asked whether they are understood or not. Its analysis is presented as-

**Table 41: Distribution of the respondents by attitudes towards language of radio**

Variables	Classification	Frequency	Percentage
Language	I understand	126	63.0
	I understand some	53	26.5
	I don't understand	2	1.0
	Non listener	13	6.5
	No answer	6	3.0
	Total	200	100.0

### Source- Field Survey 2013

The above table discloses that the majority of the respondents 63.0% reported that they understand the language used on radio. 26.5% respondents reported that they are understand some the language used in radio and only 1.0% respondents reported that they are not understanding the language used in radio.

Respondents who reported I understand some and I don't understand were further asked why. Majority of the respondent reported that due to the difficult words. Few reported that the language used in radio is not the language of everyday use. Only few respondents reported that long sentence, improper language and uses of slangs words.

## Entertainment

To reveals the attitude of women towards entertainment by radio, respondents were asked whether they are entertaining or not. The details are furnished in the following table.

**Table 42: Distribution of the respondents by attitudes towards entertainment by radio**

Variables	Classification	Frequency	Percentage
Entertainment	Entertaining	178	89.0
	Not entertaining	5	2.5
	Non listener	13	6.5
	No answer	4	2.0
	Total	200	100.0

**Source- Field Survey 2013**

It is clear from the above table relating to the attitudes of women's towards the entertainment by radio that maximum 89.0% respondents reported that they are entertaining by radio while only 2.5% respondents reported that they are not entertaining.

### **Reliability**

To explore the attitudes of women regarding the reliability of radio, they were asked whether they feel reliable or not. It is clear from the table hereunder-

**Table 43: Distribution of the respondents by attitudes towards reliability of radio**

Variables	Classification	Frequency	Percentage
Reliability	Reliable	174	87.0
	Not reliable	8	4.0
	Non listener	13	6.5
	No answer	5	2.5
	Total	200	100.0

**Source- Field Survey 2013**

It is learnt from the above table that in the respondents under study 87.0% have reported that radio is reliable on the other hand 4.0% respondents reported that the radio is not reliable.

### **Television**

Another modern medium is the television, which is the major source of communication even for poor illiterates. Indeed, television is a prestigious, powerful and empowering tool that can raise awareness, generate interaction and increase knowledge. Although television is not generally available to communities in very isolated rural areas, increasingly in many developing countries it is becoming a reality in the countryside (Jothi, 2012, P. 6).

“Television plays an effective role in disseminating information and knowledge and serves a powerful tool for reflecting and shaping human conditions and aspirations” (Khanna, 2012, P. 14).

In order to analysis the women's attitudes towards television regarding information, satisfaction, language, entertainment and reliability are here under.

### **Information**

In order to analyse the attitude of women towards information by television, they have been asked have you gain information form television and information you have acquired from television is adequate to you. Their responses are shown in the table given below.

**Table 44: Distribution of the respondents by attitudes towards information by television**

Variables	Classification	Frequency	Percentage
Information	Have information	156	78.0
	Don't have information	27	13.5
	Non watcher	17	8.5
	Total	200	100.0
Adequate information	Adequate	143	71.5
	Not adequate	31	15.5
	Non watcher	17	8.5
	No answer	9	4.5
	Total	200	100.0

**Source- Field Survey 2013**

Above table shows that majority of the respondents 78.0% reported that they have information from television. Only 13.5% respondents reported that they didn't have information from television.

Majority of the respondents 71.5% reported that information through television is adequate to them but 15.5% respondents reported that information through television is not adequate to them.

**Satisfaction**

To understand the attitudes of women towards television on satisfaction respondents were asked whether television is satisfying you. The details of the classification of the respondents according to the satisfaction level by television shown in the following table.

**Table 45: Distribution of the respondents by attitudes towards satisfaction by television**

Variables	Classification	Frequency	Percentage
Satisfaction	Enough	30	15.0
	Less than enough	124	62.0
	More than enough	19	9.5
	Non watcher	17	8.5
	No answer	10	5.0
	Total	200	100.0

**Source- Field Survey 2013**

On the basis of data received, it can be said that majority of the respondents 62.0% reported that television giving less than enough satisfaction to them. 15.0% respondents reported that television giving enough satisfaction to them and only 9.5% respondents reported that television giving more than enough satisfaction to them.

### **Language**

In order to disclose the attitude of women towards the language use in television, respondents were asked whether they are understood or not. Its analysis is presented as-

**Table 46: Distribution of the respondents by attitudes towards language of television**

Variables	Classification	Frequency	Percentage
Language	I understand	134	67.0
	I understand some	34	17.0
	I don't understand	2	1.0
	Non watcher	17	8.5
	No answer	13	6.5
	Total	200	100.0

**Source- Field Survey 2013**

The above table discloses that the majority of the respondents 67.0% reported that they understand the language used on television. 17.0% respondents reported that they are understand some of language used in television and only 1.0% respondents reported that they are not understanding the language used in television.

Respondents who reported I understand some and I don't understand were asked why. Majority of the respondent mentioned that due to the difficult words. Few mentioned that the language used in television is not the language of everyday use. Only few respondents reported that long sentence, improper language and use of slangs words.

### **Entertainment**

To reveals the attitude of women towards entertainments by television, respondents were asked whether they are entertaining or not. The details are furnished in the following table.

**Table 47: Distribution of the respondents by attitudes towards entertainment by television**

Variables	Classification	Frequency	Percentage
Entertainment	Entertaining	168	84.0
	Not entertaining	2	1.0
	Non watcher	17	8.5
	No answer	13	6.5
	Total	200	100.0

**Source- Field Survey 2013**

It is clear from the above table relating to the attitudes of women's towards the entertainment by television that maximum 84.0% respondents reported that they are entertaining by television while only 1.0% respondents reported that they are not entertaining.

## Reliability

To explore the attitudes of women regarding the reliability of television, they were asked whether they feel reliable or not. It is clear from the table hereunder-

**Table 48: Distribution of the respondents by attitudes towards reliability of television**

Variables	Classification	Frequency	Percentage
Reliability	Reliable	164	82.0
	Not reliable	5	2.5
	Non watcher	17	8.5
	No answer	14	7.0
	Total	200	100.0

### Source- Field Survey 2013

It is learnt from the above table that in the respondents understudy 82.0% have response television is reliable on the other hand 2.5% respondents reported that the television is not reliable.

## Newspaper(s)

The next important mass medium is print, which has vital role in communication. Scientific and technology journals, national and regional daily newspapers are the print media tools to communicate science to the literate people, but it has lesser role in communication to the poor illiterate sector (Jothi, 2012, P. 6).

In order to analysis the women's attitudes towards newspaper regarding information, satisfaction, language, entertainment and reliability are here under.

## Information

In order to analyse the attitude of women towards information by newspaper(s), they have been asked have you gain information form



newspaper(s). Again respondents were asked that the information you have acquired from newspaper(s) is adequate to you. Their responses are shown in the table given below.

**Table 49: Distribution of the respondents by attitudes towards information by newspaper(s)**

Variables	Classification	Frequency	Percentage
Information	Have information	98	49.0
	Don't have information	8	4.0
	No reader	94	47.0
	Total	200	100.0
Adequate information	Adequate	76	38.0
	Not adequate	20	10.0
	Non reader	94	47.0
	No answer	10	5.0
	Total	200	100.0

**Source- Field Survey 2013**

Above table shows that majority of the respondents 49.0% reported that they have information from newspaper(s). Only 4.0% respondents reported that they didn't have information from newspaper(s).

Majority of the respondents 38.0% reported that information through newspaper(s) is adequate to them but 10.0% respondents reported that information through newspaper(s) is not adequate to them.

**Satisfaction**

To understand the attitudes of women towards newspaper(s) on satisfaction respondents were asked whether newspaper(s) is satisfying you. The details of the classification of the respondents according to the satisfaction level by newspaper(s) shown in the following table.

**Table 50: Distribution of the respondents by attitudes towards satisfaction by newspaper(s)**

Variables	Classification	Frequency	Percentage
Satisfaction	Enough	22	11.0
	Less than enough	63	31.5
	More than enough	12	6.0
	Non reader	94	47.0
	No answer	9	4.5
	Total	200	100.0

**Source- Field Survey 2013**

On the basis of data received it can be said that majority of the respondents 31.5% reported that newspaper(s) giving less than enough satisfaction to them. 11.0% respondents reported that newspaper(s) giving enough satisfaction to them and only 6.0% respondents reported that newspaper(s) giving more than enough satisfaction to them.

**Language**

In order to disclose the attitude of women towards the language use in newspaper(s), respondents were asked whether they are understood or not. Its analysis is presented as-

**Table 51: Distribution of the respondents by attitudes towards language of newspaper(s)**

Variables	Classification	Frequency	Percentage
Language	I understand	81	40.5
	I understand some	18	9.0
	I don't understand	1	.5
	Non reader	94	47.0
	No answer	6	3.0
	Total	200	100.0

**Source- Field Survey 2013**

The above table discloses that the majority of the respondents 40.5% reported that they understand the language used on newspaper(s). 9.0% respondents reported that they are understand some of language used in newspaper(s) and only 0.5% respondents reported that they are not understanding the language used in newspaper(s).

Respondents who reported I understand some and I don't understand were asked why. Majority of the respondent mentioned that due to the difficult words. Few mentioned that the language used in newspaper(s) is not the language of everyday use. Only few respondents reported that long sentence, improper language and use of slangs words.

**Entertainment**

To reveals the attitude of women towards entertainments by newspaper(s), respondents were asked whether they are entertaining or not. The details are furnished in the following table.

**Table 52: Distribution of the respondents by attitudes towards entertainment by newspaper(s)**

Variables	Classification	Frequency	Percentage
Entertainment	Entertaining	92	46.0
	Not entertaining	6	3.0
	Non reader	94	47.0
	No answer	8	4.0
	Total	200	100.0

**Source- Field Survey 2013**

It is clear from the above table relating to the attitudes of women's towards the entertainment by newspaper(s) that 46.0% respondents reported entertaining by newspaper(s) while only 3.0% respondents reported that they are not entertaining.

### **Reliability**

To explore the attitudes of women regarding the reliability of newspaper(s), they were asked whether they feel reliable or not. It is clear from the table hereunder-

**Table 53: Distribution of the respondents by attitudes towards reliability of newspaper(s)**

Variables	Classification	Frequency	Percentage
Reliability	Reliable	85	42.5
	Not reliable	11	5.5
	Non reader	94	47.0
	No answer	10	5.0
	Total	200	100.0

**Source- Field Survey 2013**

It is learnt from the above table that in the respondents under study 42.5% have reported newspaper(s) is reliable on the other hand 5.5% respondents reported that the newspaper(s) is not reliable.

### **Perceptions of message and Influences**

In this section, different aspects of perceptions of message and influence by mass media are inquired into. Here the analysis of how women's perceived and influenced by mass media's information, entrainment and advertisement.

#### **Information**

Today, the advance that man has made in the area of communication technology is so fundamentally transforming organized human life that many social scientists speak of the dawn of a new era- the Information Age (Yadava, 1990, P. 7).

Mass media offer unprecedented scope for communication support for education and social development of the messages that are in the greatest need of information relevant to knowledge, skills and their well-being.

Information is a major contributor in the progress of change and development. It is only through communication one acquires information associated to our immediate surroundings. To get information on national/international news, politics, health, science, or trade, one of the media (print/electronic) comes into play directly or indirectly. Thus media is the foremost source of information dissemination which considerable influences masses' opinion. Views or behaviours are based on what an individual perceives from information collected through media (Anvarbhai, 2013, P. 9).

To explore the respondent's perceptions and influences by media's information, respondents were asked the question related the comprehensive of information, usefulness of information to the people, usefulness of information to the respondent, influence by information of media and change on behaviour by the information through media. Collected data is presented on table below.

**Table 54: Distribution of the respondents by perceptions and influences of media information**

Variables	Classification	Frequency	Percentage
Comprehensive	Comprehensive	166	83.0
	Not comprehensive	34	17.0
	Total	200	100.0
Useful to people	Useful	126	63.0
	Somewhat useful	65	32.5
	Not useful	9	4.5
	Total	200	100.0
Useful to you	Useful	175	87.5
	Not useful	25	12.5
	Total	200	100.0
Influence	Influenced	154	77.0
	Not influenced	46	23.0
	Total	200	100.0

**Source- Field Survey 2013**

### **Comprehension**

Above table shows that majority of the respondents 83.0% reported that they considered that information from media are comprehensive. Only 17.0% respondents reported that information from media is not comprehensive to them.

Respondents were further asked what types of news or information affected you. Maximum of them mentioned that crime, educational, women empowerment, content issues and health related. Few of respondents mentioned that economic, environmental, international and legal related issues affected to them.

### **Usefulness**

On the basis of data received it can be said that majority of the respondents 63.0% reported that information from media are useful to the people. 32.5% respondents reported that information from media is somewhat useful to the people and only 4.5% respondents reported that information of media is not useful to the people.

The above table discloses that the majority of the respondents 87.5% reported that information through media is useful to them. Only 12.5% respondents reported that information through media is not useful to them.

### **Influence**

It is clear from the above table relating to the influence on information from media that maximum 77.0% respondents reported that they are influenced by the information given through media while only 3.0% respondents reported that they are not influenced by the information given through media.

### **Change in Behaviour**

Respondents were asked have you experienced any change in behaviour or habit due to influence by any information or news. Maximum respondents mentioned that they started healthy habit, started treating male/female equally and starting use new technologies/ knowledge. Few respondents mentioned that they stopped unhealthy habit, started behaviour helping community, and started advocacy discrimination against girls.

### **Entrainment Programme**

Harold Lasswell speaks of the system-establishing function of communication. when he was in Harvard in 1948, Lasswell referred to three basic function: surveillance of the environment, correlation of part of society through interpretation of events and transmission of cultural heritage from generation to generation by informing them about values, social norms and

other practices, Charles R. Wright, in 1960, added the entertainment function of the media (Kharel 2007, P. 12).

To analyse the respondents on perceptions and influences of media's entertainment programmes, respondents were asked the question related the comprehensive of entertainment programmes, usefulness of entertainment programmes to the people, usefulness of entertainment programmes to the respondent, influence by entertainment programmes of media and change on behaviour through the entertainment programmes of media. Their responses are shown in the table given below.

**Table 55: Distribution of the respondents by perceptions and influence of media's entertainment**

Variables	Classification	Frequency	Percentage
Comprehensive	Comprehensive	153	76.5
	Not comprehensive	47	23.5
	Total	200	100.0
Useful to people	Useful	102	51.0
	Somewhat useful	88	44.0
	Not useful	10	5.0
	Total	200	100.0
Useful to you	Useful	167	83.5
	Not useful	33	16.5
	Total	200	100.0
Influence	Influenced	139	69.5
	Not influenced	61	30.5
	Total	200	100.0

**Source- Field Survey 2013**

### **Comprehension**

Above table shows that majority of the respondents 76.5% reported that they considered that entertainment programmes of media's are comprehensive. Only 23.5% respondents reported that entertainment programmes of media are not comprehensive.



Respondents were further asked what types of entertainment programmes affected you. Maximum of them mentioned that Drama, entertainment show, songs and telefilm. Few of respondents mentioned that films, literacy write up, reality show, informative show and religious shows affected to them.

Respondents were again asked whether they are remembering those entertainment programmes. Maximum of them remembered Drama, entertainment show, songs and telefilm. Only few remembered film, literary write up, reality show, informative show, and women's programme.

Few respondents didn't remember any entertainment programme through media.

### **Usefulness**

On the basis of data received it can be said that majority of the respondents 51.0% reported that entertainment programmes of media are useful to the people. 44.0% respondents reported that entertainment programmes of media are somewhat useful to the people and only 5.0% respondents reported that entertainment programmes of media are not useful to the people.

The above table discloses that the majority of the respondents 83.5% responses that entertainment programmes of media are useful to them. Only 16.5% respondents reported that entertainment programmes through media are not useful to them.

### **Influence**

It is clear from the above table relating to the influence of entertainment programmes of media, that maximum 69.5% respondents responses that they are influenced by the entertainment programmes given through media while only 39.5% respondents reported that they are not influenced by the entertainment programmes given through media.

### **Change in Behaviour**

Respondents were asked have you experienced any change in behaviour or habit due to influence by entertainment programmes of media. Maximum respondents mentioned that they started healthy habit, started behaviour helping community and starting use new technologies/ knowledge. Few respondents mentioned that they stopped unhealthy habit, started treating male/female equally and started advocacy discrimination against girls. Few of them reported that there is no change in behaviour and habit by the entertainment programmes through media.

### **Advertisement**

Advertising is an integral aspect of the mass media and so such an important form of communication. It not only affects consumer preferences but ends to have repercussion on the whole spectrum of human attitudes. The main function of advertising, whether made explicit or kept implicit, is to stimulate the psychological needs and desires of audiences. Stimulation of desires per se may not be that undesirable. But given the context of the economy in most Third World societies, the question need careful examination (Yadav, 1990, P. 13).

Advertising is a specific form of communication, a unique industry, and an important institution in India society. Advancement in communication technology has opened up new possibilities in marketing communication and advertising industry has become more creative, rewarding and challenging. As a meaning of mass communication, innovative methods of advertising are being tried to win the consumer and to keep them. But the impact of mass media advertisements in consumer behaviour is subject to continuous discussion and debate (Alice, 2008, P. 1).

There is a universal assumption that media advertisements influence the behaviour of the consumer. Assumptions of the theories behaviour and advertising suggest that the mass media advertisements can influence the consumer at different stages of the decision process. Through many

researches have been conducted, there is no definite answer as to the extent of influence of media advertisements on consumer behaviour. In spite of the progress that advertising has made over the years, no improvement has happened in the measurement and evaluation of its effectiveness. Mass media advertising is subject to great deal of criticism with respect to the increasing amount spent on the same on one hand and its effectiveness on the other hand. Hence an issue arises as to whether an increase in the advertisement expenditure results in increased advertisement impact on consumers (Alice, 2008, P. 2).

To find out the respondents on perceptions and influences of media's advertisements, respondents were asked the question related to the comprehensive of advertisements, usefulness of advertisements to the people, usefulness of advertisements to the respondent, influence by advertisements through media and change on behaviour by the advertisements of media. The details of the classification of the respondents according to the comprehensive, usefulness to people, usefulness to the respondents, influence and change in behaviour shown in the following table.

**Table 56: Distribution of the respondents by perceptions and influence of media advertisements**

Variables	Classification	Frequency	Percentage
Comprehensive	Comprehensive	145	72.5
	Not comprehensive	55	27.5
	Total	200	100.0
Useful to people	Useful	91	45.5
	Somewhat useful	91	45.5
	Not useful	18	9.0
	Total	200	100.0
Useful to you	Useful	152	76.0
	Not useful	48	24.0
	Total	200	100.0
Influence	Influenced	122	61.0
	Not influenced	78	39.0
	Total	200	100.0

**Source- Field Survey 2013**

### **Comprehension**

Above table shows that majority of the respondents 72.5% reported that they considered that advertisement through media's are comprehensive. Only 27.5% respondents reported that advertisement through media's are not comprehensive.

Respondents were further asked what types of advertisement affected you. Maximum of them mentioned that public service advertisement and commercial product advertisement. Few of respondents mentioned that commercial service advertisement affected to them.

Respondents were again asked whether they are remembering those advertisements. Maximum of them remembered Public service advertisement and commercial product advertisement. Only few remembered commercial product advertisement. Few respondents didn't remember any advertisement.

### **Usefulness**

On the basis of data received it can be said that 45.5% respondents reported that advertisements through media is useful to the people. 45.5% respondents reported that advertisements through media are somewhat useful to the people and only 9.0% respondents reported that advertisements through media are not useful to the people.

The above table discloses that the majority of the respondents 76% responses that advertisements through media are useful to them. Only 24% respondents reported that advertisements through media are not useful to them.

### **Influence**

It is clear from the above table relating to the influence by advertisement through media, that maximum 61% respondents responses that they are influenced by the advertisements given through media while only 39% respondents reported that they are not influenced by the advertisements given through media.

### **Change in Behaviour**

Respondents were asked have you experienced any change in behaviour or habit due to influence by advertisement. Maximum respondents mentioned that they started healthy habit, started behaviour helping community and starting use new technologies/ knowledge. Few respondents mentioned that they stopped unhealthy habit, started treating male/female equally and started advocacy discrimination against girls. Few of them reported that there is no change in behaviour and habit by the advertisement.

## **CHAPTER - SEVEN**

### **MEDIA AND EMPOWERMENT**

The issue of women empowerment is a very important aspect of the world today basing on what has been revealed so far about the status of women in societies generally. This study seeks to establish ways in which media have come in to bridge the gap created by media through various ways that in the end, should encourage women to speak up for themselves, hence contributing to their empowerment process. This chapter therefore made reference to social, political and economic empowerment of women.

In this section, a detail analysis of the collected data has been attempted as per the objectives stated earlier.

#### **Social Empowerment of Women**

To analyse the social empowerment of women women's freedom on mobility, social responsibility, participation on decision making and participation in community or society level, advocacy against exploitation of resources, raising voice on discrimination against girls, perception on educating daughters, knowledge about the STDs/HIV AIDS, knowledge about the reproductive health and knowledge on domestic violence against women were considered here under.

#### **Women's Freedom on Mobility**

In order to reveals the women's freedom on mobility respondents were asked whether they have a freedom on mobility or not and has the media affected on your freedom on mobility. Their responses are shown in the table given below.

**Table 57: Distribution of the respondents by freedom on mobility**

Variables	Classification	Frequency	Percentage
Freedom on mobility	Have freedom	151	75.5
	Don't have freedom	49	24.5
	Total	200	100.0
Role of media	Affected	87	43.5
	Not affected	92	46.0
	No answer	21	10.5
	Total	200	100.0

**Source- Field Survey 2013**

Above table shows that majority of the respondents 75.5% reported that they have freedom of mobility. Only 24.5% respondents reported that they don't have freedom on mobility. Respondents who have freedom of mobility asked how long you can move out of home without asking your parents/guardians. Majority of the respondents reported that up-to three hours. Only a very few reported that they can move out more than twelve hours. Those respondents who don't have a freedom of mobility were asked with whom you have to take permission; many respondents reported that they have to take the permission with father/mother and husband.

A study shows that majority of the respondents 46.0% reported that media didn't affect the freedom on mobility. 43.5% respondents reported that media effect on the freedom on mobility.

Those respondents who reported that they are affected with the media on freedom of mobility were asked how they have been affected. Many of them reported that telling the importance of ability, by informing women are equally capable, by encouraging on equality. Few respondents reported that by giving the information what is happening, by informing about the governments programmes and so on.

## Social Responsibility

To understand the social responsibility, respondents were asked whether they have a social responsibility or not and does media affected on social responsibility. Respondent's responses are shown in the table below.

**Table 58: Distribution of the respondents by social responsibility**

Variables	Classification	Frequency	Percentage
Social responsibility	Have social responsibility	115	57.5
	Don't have social responsibility	85	42.5
	Total	200	100.0
Role of media	Affected	91	45.5
	Not affected	77	38.5
	No answer	32	16.0
	Total	200	100.0

### Source- Field Survey 2013

On the basis of data received it can be said that majority of the respondents 57.0% reported that they have social responsibilities. 42.5% respondents reported that they don't have social responsibilities.

Respondents who have social responsibilities were asked to mention the types of social responsibilities. Most of the respondents mentioned that environmental group, women's group, volunteers group, mother's group and social development group. Few respondents mention that clubs, consumer's group, cooperatives, forest users group, social awareness and school management committee.

Above table shows that majority of the respondents 45.5% reported that they are affected by media on social responsibilities. 38.5% respondents reported that they are not affected by media regarding the social responsibilities.



Respondents who reported that they are affected by media on social responsibilities were asked to mention how they are affected. Most of the respondents mention that by informing about the importance of social development. Few respondents mention that by informing about importance of participation in social responsibility and by informing about the necessity of women's participation/cooperation.

### **Participation on Decision- Making in Community or Society Level**

Decision is the act of making up one's mind on something, or taking a stance, a position or judgment that is reached after much consideration. A decision is also a trial of resoluteness that is evident by the firmness of character of purpose. Decision-making power is an important factor contributing women empowerment (Mahesh; 2010, P. 180).

In order to disclose the representation on decision making in community or society level, respondents were asked whether they have a participating on decision-making in community or society level or not and whether media affected on the decision-making process. Its analysis is presented as-

**Table 59: Distribution of the respondents by participation on decision-making in community or society level**

Variables	Classification	Frequency	Percentage
Decision making role	Have	77	38.5
	Don't have	123	61.5
	Total	200	100.0
Role of media	Affected	68	34.0
	Not affected	98	49.0
	No answer	34	17.0
	Total	200	100.0

**Source- Field Survey 2013**

The above table discloses that the majority of the respondents 61.5% responses that they don't have participate on decision-making role in community or society level. Only 38.5% respondents reported that they are participating on decision making in community or society level.

Those respondents who are participating on decision-making role were asked to mention the types of participation in decision-making. Most of the respondents mentioned that they are participating on violence against women campaign, vocational skill training, social group formation, social events, security of community, religious events, and public institutions development. Few respondents mentioned that they are participating in community policy and plans, conflict management and formation of social organization.

Above table shows that majority of the respondents 49.0% reported that media didn't affect them to participate in the decision-making role in the community or society level. Only 34.0% respondents reported that they are affected by media on participation on decision-making role in community or society level.

Those respondents who reported that they are affected by media on decision-making role in community or society level were asked to mention how they are affected by media. Most of the respondents mentioned that they are affected by information and by encouragement through media.

### **Advocacy against Exploitation of Resources**

To reveals the advocacy against exploitation of resources, respondents were asked whether they are advocating against exploitation of resources or not and effect of media on it. The details are furnished in the following table.

**Table 60: Distribution of the respondents by advocacy against exploitation of natural resources**

Variables	Classification	Frequency	Percentage
Advocacy against exploitation of natural resources	Have Advocate	113	56.5
	Don't have advocate	87	43.5
	Total	200	100.0
Role of media	Affected	112	56.0
	Not affected	57	28.5
	No answer	31	15.5
	Total	200	100.0

**Source- Field Survey 2013**

It is clear from the above table relating to the advocacy against the exploitation of resources maximum 56.5% respondents responded that they are advocating against exploitation of natural resources. 43.5% respondents reported that don't advocate.

Above table shows that the role of media is positive, majority of the respondents 56.0% reported that media affect them to advocacy against exploitation of natural resources. Only 28.5% respondents reported that there is no effect of media in the advocacy against exploitation of natural resources.

Respondents who reported that they are affected by media on the issues of advocacy against exploitation of natural resources were asked how media affected to you. Respondents mentioned that by giving the information about the natural resources and by the news of relevance issues.

**Raising Voice on Discrimination against Girls**

To explore the raising voice on discrimination against girls, they were asked whether they rising voice on discrimination against girls or not and is media play a role to effect on it. It is clear from the table hereunder-

**Table 61: Distribution of the respondents by raising voice on discrimination against girls**

Variables	Classification	Frequency	Percentage
Raising voice	Raising voice	111	55.5
	Don't raising voice	89	44.5
	Total	200	100.0
Role of media	Affected	109	54.5
	Not affected	59	29.5
	No answer	32	16.0
	Total	200	100.0

**Source- Field Survey 2013**

It is learnt from the above table that in the respondents understudy 55.5% have responded that they raising voice on discrimination against girls, on the other hand 44.5% respondents reported that they are not raising voice on discrimination against girls.

Above table shows that majority of the respondents 54.5% reported that they are affected by the media on the raising voice on discrimination against girls. Only 29.5% respondents reported that they are not affected by the media.

Those respondents who reported that media affected on raising voice on discrimination against girls mentioned media's information about child marriage, women trafficking, on law about discrimination and so on.

Respondents were asked what contribution have you made against the discrimination against girls. Respondents mentioned that they were contributing advocacy, treating male or female equally, on dowry, educating girls, lobbying for equal rights on inheritance property.

### Perception on Educating Daughters

In order to reveal the perception on educating daughters respondents were asked whether they need to education daughter or not and has the media affected on you to educating daughters. Their responses are shown in the table given below.

**Table 62: Distribution of the respondents by perception on educating daughters**

Variables	Classification	Frequency	Percentage
Education to daughters	Needed	196	98.0
	Not needed	4	2.0
	Total	200	100.0
Role of media	Affected	153	76.5
	Not affected	33	16.5
	No answer	14	7.0
	Total	200	100.0

**Source- Field Survey 2013**

Above table shows that overwhelm majority of the respondents 98.0% reported that need of education to daughters. Only few 2.0% respondents reported that there is no need to educating daughters. Respondents who reported that need of education to daughters asked up-to which level daughter should complete. Maximum of the respondents mentioned that it is depend on them, up to graduate level, and post-graduate level. Only a very few mentioned that they have to complete up-to plus 2 or equivalent, SLC level, secondary education and primary education.

A study shows that majority of the respondents 76.5% reported that media affected them regarding the educating daughters. Only few 16.5% reported that media didn't affect them to educating daughters.

Those respondents who reported that they are affected with the media on educating daughter were asked how they have been affected. Many of them mentioned that information from media relating to concept of women education, equal educational opportunity, and equal education rights. Few respondents mentioned that by giving the information on self-sustainability and positive change.

### **Knowledge about the STDs/HIV AIDS**

To understand the knowledge about the STDs/HIV AIDS, respondents were asked whether you have knowledge about STDs/HIV AIDS or not and does media affected on you to aware about it. Details of the respondents responses are shown in the following table.

**Table 63: Distribution of the respondents by knowledge on STDs/AIDS**

Variables	Classification	Frequency	Percentage
Knowledge on STDs/AIDS	Have knowledge	153	76.5
	Don't have knowledge	47	23.5
	Total	200	100.0
Role of media	Affected	114	57.0
	Not affected	15	7.5
	No answer	24	12.0
	No knowledge	47	23.5
	Total	200	100.0

**Source- Field Survey 2013**

On the basis of data received it can be said that majority of the respondents 76.5% reported that they have knowledge about STDs/AIDS. Only 23.5% respondents reported that they don't have knowledge about STDs/AIDS.

Above table shows that majority of the respondents 57.0% reported that about the knowledge of STDs/AIDS media affect them. Only 7.5% respondents reported that they are not affected by media regarding the knowledge about STDs/AIDS.

Respondents were asked what habitual change has the information by media. Respondents mentioned that safe sex, use of family planning device, equal treatment to HIV positive person, regular health check-up and no extra marital affairs.

### **Knowledge about the Reproductive Health**

In order to disclose the knowledge about reproductive health, respondents were asked whether they have a knowledge about reproductive health or not and whether media affected on the knowledge about reproductive health. Its analysis is presented as-

**Table 64: Distribution of the respondents by knowledge about the reproductive health**

Variables	Classification	Frequency	Percentage
Knowledge on reproductive health	Have knowledge	158	79.0
	Don't have knowledge	42	21.0
	Total	200	100.0
Role of media	Affected	116	58.0
	Not affected	20	10.0
	No answer	22	11.0
	No knowledge	42	21.0
	Total	200	100.0

### **Source- Field Survey 2013**

The above table discloses that the majority of the respondents 79.0% responded that they have knowledge about reproductive health. Only 21.0% respondents reported that they don't have knowledge about reproductive health. Those respondents who reported that they have knowledge about reproductive health were again asked have you received information regarding reproductive health through media. Majority of the respondents 58.0% reported that media affect them. Only 10.0% respondents reported that they are not affected by media regarding reproductive health.

Respondents were asked what behaviour or habitual change has brought you by media regarding reproductive health. Respondents mentioned being aware of health, cleaning reproductive organs, planned pregnancy and no heavy manual work during pregnancy, regular health check-up and safe abortion.

### **Knowledge on Domestic Violence against Women**

To reveal the knowledge on domestic violence against women, respondents were asked whether they have knowledge on domestic violence against women or not and affected by media on domestic violence against women. The details are furnished in the following table.

**Table 65: Distribution of the respondents by knowledge on domestic violence against women**

Variables	Classification	Frequency	Percentage
Domestic violence	Have knowledge	181	90.5
	Don't have knowledge	19	9.5
	Total	200	100.0
Role of media	Affected	150	75.0
	Not affected	12	6.0
	No answer	19	9.5
	No knowledge	19	9.5
	Total	200	100.0

**Source- Field Survey 2013**

It is clear from the above table relating to the knowledge on domestic violence against women maximum 90.5% respondents responded that they have knowledge on domestic violence against women. Only 9.5% respondents reported that don't have knowledge on domestic violence against women.

Those respondents who reported that they have knowledge about domestic violence against women were asked have you received information regarding domestic violence against women through media. Maximum of the respondents 75.0% reported that media affect them. Only 6.0% respondents



reported that they are not affected by media regarding domestic violence against women.

Respondents were asked what contribution you did while you informed by media on domestic violence against women. Respondents mentioned that they started advocacy against it, raising voice and proceed for legal action.

### **Political Empowerment of Women**

To analyse the political empowerment of women - knowledge on political system, involvement in politics, exercising the right of vote, involvement in CBOs, interaction with political leaders, involvement in public protests, involvement in political events, involvement in community work and commitment for social reform were considered here under.

### **Knowledge on Political System**

In order to reveals the women's knowledge on politics respondents were asked are you aware of Nepal's political situation and has the media affected on you to aware political situation of Nepal. Their responses are shown in the table given below.

**Table 66: Distribution of the respondents by knowledge on political system**

Variables	Classification	Frequency	Percentage
Knowledge on political system	Have knowledge	95	47.5
	Don't have knowledge	105	52.5
	Total	200	100.0
Role of media	Affected	96	48.0
	Not affected	34	17.0
	No answer	70	35.0
	Total	200	100.0

**Source- Field Survey 2013**

Above table shows that majority of the respondents 52.5% reported that they don't have knowledge about the current political situation of Nepal. Only 47.5% respondents reported that they have knowledge about it.

Respondents were further asked do you know the incumbent prime minister of Nepal. Majority of the respondents were unable to give the answer few respondents stated that they know the incumbent prime minister of Nepal. Only few respondents stated that they don't know.

Further, respondents were asked do you know which party the prime minister represents. Majority of the respondents were unable to give the answer few respondents stated that they know the incumbent prime minister of Nepal. Only few respondents reported that they don't know.

To reveal the role of media to empower women in politics, respondents were asked if they had received information about politics because of media. Majority of the respondents 48.0% reported that media affect them on about the politics. Only 17.0% respondents said that media didn't affect them on it.

### **Involvement in Politics**

To understand the women's involvement in politics, respondents were asked if they were involved in active politics and if media affected them on it.

**Table 67: Distribution of the respondents by involvement in politics**

Variables	Classification	Frequency	Percentage
Involvement in politics	Involving	40	20.0
	Not involving	160	80.0
	Total	200	100.0
Role of media	Affected	100	50.0
	Not affected	50	25.0
	No answer	50	25.0
	Total	200	100.0

**Source- Field Survey 2013**

On the basis of data received it can be said that majority of the respondents 80.0% reported that they are not involving in politics. Only 20.0% respondents reported that they are involving in politics.

Respondents were again asked have you received political information from media to explore whether media affected them or not. Above table shows that half of the respondents 50.0% reported that they are affected by media. 25.0% respondents reported that they are not affected by media regarding involvement in politics.

Respondents who were affected by media further asked if you are receiving political information what types of information you are receiving from media. Majority of the respondents mentions that contemporary politics and about the election. Few respondents mention that to cast vote in election and women's quota for candidate.

### **Exercising the Right to Vote**

In order to disclose the exercising the right to vote of women, respondents were asked have you ever casted vote. To analyse the effect of media respondents were further asked have you received information regarding voting rights from media. Its analysis is presented as-

**Table 68: Distribution of the respondents by exercising rights to votes**

Variables	Classification	Frequency	Percentage
Casted votes	Casted	128	64.0
	Not casted	72	36.0
	Total	200	100.0
Role of media	Affected	134	67.0
	Not affected	46	23.0
	No answer	20	10.0
	Total	200	100.0

**Source- Field Survey 2013**

The above table discloses that the majority of the respondents 64.0% responded that they casted vote and only 36.0% respondents reported that they didn't casted vote till date.

Above table shows that majority of the respondents 67.0% reported that they have information regarding the voting rights by media. Rest 23.0% reported that they didn't have information through media regarding voting rights.

Those respondents who reported that they are having information of voting rights through media were asked to mention how they are affected by media. Most of the respondents mentioned that using voting rights, vote to right person and nobody should be left to cast vote. Few respondents mentioned that no multiple votes cast, illegal to manipulate result, information on voting procedure, and to cast vote on direct and proportional.

### **Involvement in CBOs**

To reveal the women's involvement in CBOs, respondents was asked are you involving in any organization and have you received information about such organization from media. The details are furnished in the following table.

**Table 69: Distribution of the respondents by involvement in CBOs**

Variables	Classification	Frequency	Percentage
Involving in CBOs	Involving	77	38.5
	Not involving	123	61.5
	Total	200	100.0
Role of media	Affected	59	29.5
	Not affected	119	59.5
	No answer	22	11.0
	Total	200	100.0

**Source- Field Survey 2013**

It is clear from the above table relating to the women's involvements in community-based organization; maximum 61.5% respondents responded that they are not involving in any such organizations. Only 38.5% respondents reported that they are involving in community based organizations.

Above table shows that the role of media is positive, majority of the respondents 59.5% reported that media didn't affects them to involve in community-based organizations. Only 29.5% respondents reported that media affect them regarding to involve in community based organizations.

Respondents who reported that they are affected by media on the issues of involvement in community-based organization were asked what information you received from media. Majority of the respondents mentioned that cooperative related, mother's group and women empowerment. Few respondents mentioned that development related consumer's group and social reform related.

### **Interactions with Political Leaders**

To explore the women's interactions with political leaders, they were asked do you know any political leader(s) and have you ever talked to him/her. Respondents were further asked has media help you to talk with leader(s). It is clear from the table hereunder-

**Table 70: Distribution of the respondents by interactions with political leaders**

Variables	Classification	Frequency	Percentage
Political leaders	I know	109	54.5
	I don't know	91	45.5
	Total	200	100.0
Talk to him/her	Have talk	47	23.5
	Don't have talk	153	76.5
	Total	200	100.0
Role of media	Affected	46	23.0
	Not affected	101	50.5
	No answer	53	26.5
	Total	200	100.0

**Source- Field Survey 2013**

It is clear from the above table that in the respondents understudy 54.5% have responded that they know the political leader(s); on the other hand 45.5% respondents reported that they don't know the political leader(s).

While asking to those respondents, who know the political leader(s), mostly mentioned the name of local level leader(s), only a few respondents mentioned national leader(s).

Respondent were further asked does s/he know you. Majority of the respondents mentioned that they don't know. Few respondents mentioned leader(s) know her or few respondents mentioned that leader(s) don't know her.

Above table shows that majority of the respondents 76.5% reported that they don't have talk to the political leader(s). Rest only 23.5% reported that they have talk with political leader(s).

Above table shows that majority of the respondents 50.5% reported that they are not affected by the media to talk to the political leader(s). Only 23.0% respondents reported that they have affected by the media to talk to the political leader(s).

Those respondents who reported that media affected to them to talk to the political leader(s) were asked how media helped you to initiate talk. Respondents mentioned that to ask questions, to make speech, to lead and participate in decision.

### **Involvement in Public Protests**

In order to reveal the women's involvement in public protests, respondents were asked have you ever participated in public protest programs and has media encouraged you to participate in the public protest programs. Their responses are shown in the table given below.

**Table 71: Distribution of the respondents by involvement in public protests**

Variables	Classification	Frequency	Percentage
Involving in public protests	Involved	52	26.0
	Not involved	148	74.0
	Total	200	100.0
Role of media	Affected	50	25.0
	Not affected	103	51.5
	No answer	47	23.5
	Total	200	100.0

### **Source- Field Survey 2013**

Above table shows that majority of the respondents 74.0% reported that they are not involved in public protests. Only few 26% respondents reported that they involved in public protests. Respondents who reported that they involved in public protests were further asked what types of public

protests are you involved. Respondents mentioned that against violence on women, one Far-West region movement, education related movement and April uprising 2005.

A study shows that majority of the respondents 51.5% reported that media didn't affect them regarding the involvement in public protests. Only few 25.0% reported that media affect them to involve in public protests.

Those respondents who reported that they are affected by the media on involving public protests were further asked what types of public protests programs media encouraged you to involve. Respondents mentioned that in rally on women's right, strikes, meet the candidate programme, introduction program of party, and mass meeting.

### **Involvement in Political Events**

To understand the women's involvement in political events, respondents were asked have you ever participated in political events and does media affected you to participate in political events. Details of the respondents' responses are shown in the following table.

**Table 72: Distribution of the respondents by involvement in political events**

Variables	Classification	Frequency	Percentage
Involvement in political events	Involved	43	21.5
	Not involved	157	78.5
	Total	200	100.0
Role of media	Affected	37	18.5
	Not affected	115	47.5
	No answer	48	24.0
	Total	200	100.0

**Source- Field Survey 2013**



On the basis of data received it is found that majority of the respondents 78.5% reported that they were not involved in any political events. Only 21.5% respondents were involved in political events.

Respondents who are involving in political events were further asked what types of political events are you involved. Majority of the respondents mentioned party's internal meeting and mass meeting. Few respondents mention discussion on election, and election campaign.

Above table shows that majority of the respondents 47.5% reported that there is no any effect of media regarding to involve in political events. Only 18.5% respondents reported that they are affected by the media regarding to involve in political events. Respondents who reported that they are affected by media for involvement in political events were further asked what types of information have you received from media. Respondents mentioned that information about mass meeting, information regarding participation in protests and information on participation on election.

### **Involvement in Community Work**

In order to disclose the women's involvement in community work, respondents were asked have you ever participated in community work and has media encouraged you to participate in community work.

**Table 73: Distribution of the respondents by involvement in community works.**

Variables	Classification	Frequency	Percentage
Involvement in community works	Involved	126	63.0
	Not involved	74	37.0
	Total	200	100.0
Role of media	Affected	78	39.0
	Not affected	90	45.0
	No answer	32	16.0
	Total	200	100.0

**Source- Field Survey 2013**

The above table discloses that the majority of the respondents 63.0% responded that they are involving in community work. Only 37.0% respondents reported that they are not involving in community work.

Those respondents who reported that they are involving in community work were further asked what type of community work you are involving. Respondents mentioned development work, social work, religious work, cultural work, economic activities and conservation activities.

Above table shows that majority of the respondents 45.0% reported that media didn't affect them to involve in community work. Only 39.0% respondents reported that they were affected by media regarding community work.

Respondents who are affected by the media were further asked what type of encouragement you have received from media. Respondents mentioned participation on community work, helpful behaviour in community work, taking leadership on community work and proceeded helpful hand.

### Commitment for Social Reforms

To reveal the women's commitment for social reform, respondents were asked are you committed to social reform and has the media encouraged you to commit for social reform. The details are furnished in the following table.

**Table 74: Distribution of the respondents by commitment for social reform**

Variables	Classification	Frequency	Percentage
Commitment for social reform	Committed	124	62.0
	Not committed	76	38.0
	Total	200	100.0
Role of media	Affected	97	48.5
	Not affected	58	29.0
	No answer	45	22.5
	Total	200	100.0

**Source- Field Survey 2013**

It is clear from the above table relating to commitment to the social reform maximum 62.0% respondents responded that they are committed on social reform. Only 38.0% respondents reported that not committed on social reform.

Respondents who are committed to social reforms were further asked what types of social reforms you want. Respondents mentioned that economic reform, development, conservation, health and reform in education.

Above table shows that majority of the respondents 48.5% reported that media affect them to commit in social reforms. Only 29.0% respondents reported that they are not affected by media regarding commit in social reforms.

Those respondents who reported that they are affected by media for commit on social reform were further asked what type of encouragement

information you received from media. Respondents mentioned that about people's participation, use of helpful hands, supporter for labour and financial contributor and social inclusion.

### **Economic Empowerment of Women**

To analyse the economic empowerment of women - involvement in income generating work, training about agriculture management, women's control over income, ownership of immovable property, heredity property rights, access to credit, investment on business, decision making role in expenditure and division of labour on the basis of gender were considered here under.

### **Involvement in Income Generating Work**

In order to reveal the women's involvements in income generating work, respondents were asked the main income source of your family and who do more labour for the income. Respondent were further asked has the media affected on you to involve in income generating work. Their responses are shown in the table given below.

**Table 75: Distribution of the respondents by involvement in economic generating work**

Variables	Classification	Frequency	Percentage
Involvement in economic generating work	Agriculture	106	53.0
	Animal husbandry	16	8.0
	Small / cottage industries	12	6.0
	Vegetable farming	1	.5
	Horticulture	12	6.0
	Service	30	15.0
	Business	3	1.5
	Other	20	10.0
	Total	200	100.0
More labour	Female	59	29.5
	Male	53	26.5
	Both male and female	83	41.5
	All of family	5	2.5
	Total	200	100.0
Role of media	Have information	92	46.0
	Don't have information	87	43.5
	No answer	21	10.5
	Total	200	100.0

**Source- Field Survey 2013**

Above table shows that majority of the respondents 53.0% reported that they are involving in agricultural, 15.0% are involving in service, 8.0% in animal husbandry, small/cottage industries and horticulture respectively 6.0% , business 1.5% and only 0.5% involving in vegetable farming.

It is clear from the above table that who did more labour for income generating work, majority of the respondents 41.5% reported that both male and female do more labour. 29.5% reported female do more labour, 26.5% reported male do more labour and only 2.5% reported all of family do more labour for income generating work.

To reveal the role of media to empower women in income generating work, respondents were asked have you received information about women's involvement in income generating work because of media. A study shows that majority of the respondents 46.0% reported that they receive information from media and 43.5% respondents reported that they don't have information through media.

Respondents, who reported that they have information by media to involve in income generating work, were further asked what type of encouragement you have received from media. Majority of the respondents mentioned that scientific agriculture system and skills development and few of them mentioned that animal husbandry, business related and various programs.

### **Training about Agriculture Management**

To understand the training about agriculture management, respondents were asked have you received training in agriculture management and have you received information about agriculture management through the media. Their responses are shown in the table given below.

**Table 76: Distribution of the respondents by training on agriculture management**

Variables	Classification	Frequency	Percentage
Training	Have training	35	17.5
	Don't have training	165	82.5
	Total	200	100.0
Role of media	Have information	96	48.0
	Don't have information	78	39.0
	No answer	26	13.0
	Total	200	100.0

**Source- Field Survey 2013**

On the basis of data received it can be said that majority of the respondents 82.5% reported that they don't have training in agriculture management. Only 17.5% respondents reported that they have training in agriculture management.

Above table shows that majority of the respondents 48.0% reported that they have information by media on training in agriculture management. 39.0% respondents reported that they don't have information by media regarding the training in agriculture management.

Respondents who reported that they have information by media on training in agriculture management were further asked to mention what types of information affect you. Most of the respondents mentioned that by informing about the management of agriculture tools, scientific agriculture and commercial agriculture. Few respondents mentioned that by informing about storage of seeds, selection of right sheets and use of chemical fertilizers.

**Women's Control over Income**

In order to disclose the women's control over income, respondents were asked do you have control over family's income and have you been

informed by media that women should be capable to spend their income on their own. Its analysis is presented as-

**Table 77: Distribution of the respondents by control over incomes**

Variables	Classification	Frequency	Percentage
Control over income	Have control	88	44.0
	Don't have control	112	56.0
	Total	200	100.0
Role of media	Have information	84	42.0
	Don't have information	93	46.5
	No answer	23	11.5
	Total	200	100.0

**Source- Field Survey 2013**

The above table discloses that the majority of the respondents 56.0% reported that they don't have control over income of family's. Only 44.0% respondents reported that they have control on family's income.

Those respondents who have control over family's income were asked to mention have you rights to expenditure on your own decision. Most of the respondents mentioned that they don't have rights to expenditure on their own decision. Only few respondents mentioned that they have rights to expenditure of their family's income.

Those respondents who don't have control over family's income were asked to mention how you spend money if needed. Respondent mentioned that by taking permission and asking for money.

Above table shows that majority of the respondents 46.5% reported that they don't have information by media to control over their family's income. 42.0% respondents reported that they have information by media on control over their family's income.



Those respondents who reported that they have information by media on control over family's income were further asked to mention what type of information have you received from media. Most of the respondents mentioned that control of income, household income and control of property.

### **Ownership of Immovable Property**

Women's access to land and property is derived through her marriage relationship. A married woman has no right in her parental property. She gets an equal share in the husband's property together with her son, if she remains faithful to him and his clam. This is server's limitation on women's access to all productive assets (Acharya, 2001, P. 20).

To reveals the ownership of immovable property, respondents were asked are you the legal owner of any immovable property of your family and have you received information from media that women should own immovable property. The details are furnished in the following table.

**Table 78: Distribution of the respondents by ownership of assets and lands**

Variables	Classification	Frequency	Percentage
Ownership of immovable property	Have	52	26.0
	Don't have	148	74.0
	Total	200	100.0
Role of media	Have information	81	40.5
	Don't have information	97	48.5
	No answer	22	11.0
	Total	200	100.0

**Source- Field Survey 2013**

It is clear from the above table relating to the ownership of assets and land, maximum 74.0% respondents reported that they don't have any immovable property. Only 26.0% respondents reported that they have immovable property on their name.

Respondents, who reported that they have immovable property on their name, were further asked could you sell the property with your own decision. Majority of the respondents were unable to sell property with their own decision. Only few respondents mention that they can sell.

Respondents, who have immovable property but don't have rights to sell property on their own decision, were further asked to mention what you do if you need to sell the property. Respondents mentioned that with permission and after consultation they could sell the property.

Above table shows that majority of the respondents 48.5% reported that they don't have information through media. 40.5% respondents reported that they have information regarding the immovable property through media.

Respondents who reported that they have information by media on the issues of immovable property were further asked what types of information have you received from media. Respondents mentioned that low tax on transfer property, heredity property rights, equal access to property and rights to control property.

### **Heredity Property Rights**

To explore the heredity property rights of women, respondents were asked do you have knowledge regarding heredity property rights of women and have you received information from media regarding heredity property rights of women. It is clear from the table hereunder-

**Table 79: Distribution of the respondents by knowledge regarding heredity property rights of women**

Variables	Classification	Frequency	Percentage
Knowledge	Have knowledge	96	48.0
	Don't have knowledge	104	52.0
	Total	200	100.0
Role of media	Have information	82	41.0
	Don't have information	89	44.5
	No answer	29	14.5
	Total	200	100.0

**Source- Field Survey 2013**

It is learnt from the above table that in the respondents understudy 52.0% have reported that they don't have knowledge about the heredity property rights of women; on the other hand 48.0% respondents reported that they have knowledge about it.

Respondents, who reported that they have knowledge regarding the heredity property rights of women, were further asked how you received the information. Majority of the respondents mentioned through the media they received the knowledge. Few respondents mentioned by family members, overheard talk, through women's group, through local bodies and by NGOs.

Above table shows that majority of the respondents 44.5% reported that they don't have information through the media on heredity property rights of women. Only 41.0% respondents reported that they received information through the media.

Those respondents who reported that they have information on heredity property rights of women were further asked what type of information have you received from media. Majority respondents mentioned the equal rights on heredity property and only few respondents mentioned practical use of heredity property and law in the heredity property.

### **Access to Credit**

This three-fold role of the mass media in democratization is assumed to operate at their different levels – the level of cognition (issue awareness), the level of participation (issue decision), and the level of regulation (issue control). Instead of holding these levels as self-exclusive categories, the overall mechanism of cognition – participation – regulation can better be visualized in the form of a continuum where each dimension in general maintains its separateness (Aditya, 1996, P. 18).

It has been discussed widely that women's access to credit is limited because both formal and informal credit institutions are geared to funding property owners. All formal credit institutions seek tangible collateral from loan and women are effectively sidelined from institutional credit since women have little access to the inherited property. The village moneylenders are also interested more in earning high interest or acquiring the debtor's property rather than financing people in need (Acharya, 2001, P. 21).

In order to reveal the women's access to credit respondents were asked have you ever taken loan on your name and have you received information regarding loan from media. Their responses are shown in the table given below.

**Table 80: Distribution of the respondents by access of credit**

Variables	Classification	Frequency	Percentage
Loan	Have loan	48	24.0
	Don't have loan	152	76.0
	Total	200	100.0
Role of media	Have information	41	20.5
	Don't have information	129	64.5
	No answer	30	15.0
	Total	200	100.0

**Source- Field Survey 2013**

Above table shows that majority of the respondents 76.0% reported that they don't have loan. Only few 24.0% respondents reported that they have taken loan.

Respondents who reported that they have a loan were further asked from where you obtain the loan. Majority of the respondents mentioned that they obtain from cooperatives and banks. Few respondents mentioned that they obtain loan from finance company, local money lenders and friends/relatives.

A study shows that majority of the respondents 64.5% reported that they don't have information regarding to obtain loan on the other hand 20.5% reported that they have information about obtain loan through media.

Those respondents who reported that they have information about obtain loan through media were further asked what type of information have you received from media. Many of them mentioned that information from media relating to collateral for loan, minimum interest rate loan for women for animal husbandry and agriculture and loan for business for women. Few respondents mentioned that by giving the information of cooperatives and finance company.

### Investment on Business

To understand the women's investment on business, respondents were asked have you invested on business and have you received information about investment form media. Details of the respondents responses shown in the following table.

**Table 81: Distribution of the respondents by investment on business**

Variables	Classification	Frequency	Percentage
Investment	Have investment	43	21.5
	Don't have investment	157	78.5
	Total	200	100.0
Information from media	Have information	60	30.0
	Don't have information	120	60.0
	No answer	20	10.0
	Total	200	100.0

**Source- Field Survey 2013**

On the basis of data received it can be said that majority of the respondents 78.5% reported that they don't have investment on business. Only 21.5% respondents reported that they have investment on business.

Respondents who have investment on business were further asked what type of business you have invested on. Majority of the respondents mentioned animal husbandry, agriculture and business. Few respondents mentioned that small cottage industry, vegetable farming, *Dhukuti* (illegal cooperative) and investment on loan (as a local money lender).

Above table shows that majority of the respondents 60.0% reported that they don't have information about investment on business through media. Only 30.0% respondents reported that they are informed by media regarding the investment on business.

Those respondents who reported that they have information through media regarding the investment on business were further asked what types of information have you received. Respondents mentioned that success and failure story on business, on the issue of entrepreneurship and creating self-employment.

### Decision Making Role in Expenditure

In order to disclose the women's decision making role in expenditure, respondents were asked who control expenses at your home, how much you can spend on their own decision and have they received information from media regarding decision making in expenditure. Its analysis is presented as-

**Table 82: Distribution of the respondents by decision-making role on expenditure**

Variables	Classification	Frequency	Percentage
Decision making role on expenditure	Female	41	20.5
	Male	51	25.5
	Jointly	108	54.0
	Total	200	100.0
Expenditure on your decision	None	81	40.5
	Up to 5,000	89	44.5
	More than 5,000	30	15.0
	Total	200	100.0
Information from media	Have information	65	32.5
	Don't have information	98	49.0
	No answer	37	18.5
	Total	200	100.0

**Source- Field Survey 2013**

The above table discloses that the majority of the respondents 54.0% reported that they are jointly doing decision on expenditure. 25.5% respondents reported that male decision on expenditure. Only 20.0% respondents reported that female make decision on expenditure.

Respondents were further asked how much can you spend on your own decision. Majority of the respondents 44.5% reported that they can spend up to 5,000 on their own decision. 40.5% respondents reported that they can't spend on their own decision. Only 15.0% respondents reported that they can spend more than 5,000.

Above table shows that about half of the respondents 49.0% stated that they don't have information from media regarding the decision making role on expenditure. 32.5% respondents stated that they have information from media.

Respondents who reported that they have information from media regarding the decision making role in expenditure were further asked what types of information have you received. They mention that they have information through media like expenditure according to income, property buying, investment in business and household expenditure.

#### **Division of Labour on the basis of Gender**

To reveal the division of labour on the basis of gender, respondents were asked is there labour division between male and female in your family, how many hours per day do you work for your family on an average and have they received information from media regarding equality of male and female. The details are furnished in the following table.



**Table 83: Distribution of the respondents by division of labor on the basis of gender**

Variables	Classification	Frequency	Percentage
Gender based division of labour	Division	84	42.0
	No division	116	58.0
	Total	200	100.0
Working hours of your	Less than 8 hours	112	56.0
	8 to 16 hours	80	40.0
	More than 16 hours	8	4.0
	Total	200	100.0
Information from media	Have information	122	61.0
	Don't have information	66	33.0
	No answer	12	6.0
	Total	200	100.0

**Source- Field Survey 2013**

It is clear from the above table relating to the division of labour on the basis of gender, maximum 58.0% respondents reported that there is no division of labour on the basis of gender. 42.0% reported that they have division of work on the basis of gender.

Respondents who reported that they have a division of labour on the basis of gender were further asked what types of works you are entitled to perform. Maximum respondents mentioned that they have entitled to perform household works and agricultural work. Only few mentioned that they are entitled to perform educational, business, shopping and animal husbandry.

Above table shows that majority of the respondents 56.0% reported that they are working less than 8 hours. 40.0% respondents reported that they are working 8 to 16 hours a day and only 4.0% respondents reported that they are working more than 16 hours.

Respondents were further asked that do you know male and female are equal. Maximum respondents mention that they know about male and female are equal. Only minimum respondents mention that they don't have knowledge about it.

Above table shows that majority of the respondents 61.0% reported that they have information through media regarding the equality of male and female. Only 33.0% respondents reported that they don't have information through media regarding the equality of male and female.

Those respondents who reported that they have information through media were further asked to mention what types of information have you receive from media. Maximum respondents mentioned that about the equal work and equal property rights. Few respondents mentioned that about the law of equality and equal rights on decision making.

## CHAPTER - EIGHT

### SUMMARY OF FINDINGS AND CONCLUSION

#### Summary of Findings

The key findings on respondents' profile, media habit, attitude, perception of message and influence, and social, political and economic empowerment of women in the study area (5 districts of Nepal) are summarized as follow:

#### Respondents' Profile

- The age wise distribution of respondents showed that 57.5% of the respondents belonged to the age group of 20-45 years, 24.5% of the respondents belonged to the age group of less than 19 years, 13.5% of the respondents belonged to the age group of 45-60 years and only 4.5% of the respondents belonged to the age group of 60 and above.
- For the purpose of this study, all the respondents are female.
- Marital status of the respondents showed that majority of the respondents (63.5%) are married. 31% of the respondents are unmarried and remaining 5.5% respondents are widows.
- Among the 200 respondents, 60% lived in the rural area and 40% of the respondents resided in the urban area.
- Among the 200 respondents, 40% each were from the Hill and Tarai and 20% respondents belonged to the Mountainous ecological region.
- The respondents represented five development regions equally.
- Majority of the respondents (36.5%) belonged to Brahmin where a quarter of respondents (25%) were Chhetris and remaining belonged to castes such as Gurung, Dalit, Newar, Rai / Limbu / Magar, Tamang, Thakuri and Tharu.
- The large majority of the respondents (91.5%) were Hindu, while the remaining 8.5% were believers in Buddhism. There is no respondent of any other religion.

- Majority of the respondents (86%) spoke Nepali language. Tamang speaking respondents were 5.5% while 3.5% spoke Maithili, Newari 1% and remaining 4% respondents spoke others languages.
- 39% of the respondents had received middle level (SLC to BA) education while 32.5% had completed school level education. Those who were unable to read or write amounted 23% and only 5.5% respondents had received post-graduate level education..
- Majority of the respondents (57.5%) were farmers; 19.5% were employed; 11% were involved in businesses / industries, 3.5% were involved in household works, 3% each earned from animal husbandry and daily wage labour and 2.5% were from other occupation.
- Majority of the respondents (67%) reported that their income was enough to run their family while 20.5% respondents said that it was not enough. Only 12.5% respondents reported that they were getting surpluses for savings.

## **Media habit**

### **Radio**

- Large majority of the respondents (93.5%) were radio listeners and 6.5% respondents were non-listener of radio.
- 77.5% respondents had radio sets in their home but 22.5% respondents didn't own radio sets.
- Majority of the respondent (92.5%) had mobile sets at their home and 7.5% respondents didn't have mobile sets at their home.
- Majority of the respondents (77.5%) have the mobile sets with FM. Only 7.5% respondents didn't have FM in their mobile sets.
- Majority of the respondents (56%) listened FM Radio, 30.5% listened Radio Nepal (AM Radio) and 6% respondents listened both radios.
- Majority of the respondents (68.5%) listened radio for information; 15.5% respondents listened radio for entertainment. A few of them (6%) listened radio for interesting issues.

- Half of the respondents selected radio station for the interesting issues they broadcast, 18.5% respondents selected those with better language, 12% selected stations for their better contents and 11.5% respondents selected radio stations with clear receptions.
- About a half of the respondents (49.5%) listened radio frequently, 41% listened radio on daily basis whereas 3% respondents rarely listened radio.
- Majority of respondents (61.5%) tuned radio in the morning, 36% respondents listened radio in the evening and 29% respondents listened radio in the night and only 16.5% listened in the afternoon.
- Most preferred (prime listening hours) time to listen radio was from 7 to 8 in the morning. Likewise 7 - 8 in the evening is the second prime listening hours.

### **Television**

- Large majority of the respondents (91.5%) watched television. Only a few (8.5%) respondents were non-watcher of television.
- Majority of the respondents (81.5%) had television sets in their home. Only 18.5% respondents didn't have television set in their home.
- Majority of the respondents (65.5%) had at least one foreign channel received in their television. Only 26.0% respondents didn't receive foreign channel in their television.
- Of total respondents, 45.5% used cable for receiving foreign channel on television, 11.5% used DTH and 9% respondents used TV antenna.
- More than half respondents (51%) normally watched Nepali channel while 33.5% respondents watched both Nepali and foreign channels. Only 7% respondents said they normally watched foreign channel.
- Majority of the respondents (41.5%) watched television for information. 36% watched television for entertainment, and 10.5% watched television for the interesting issues.

- More than half of the respondents (51%) selected television channel for their interesting contents, 19.5% for better language, 13% for better video quality and 6.5% for better reception.
- Majority of the respondents (58.5%) watched television daily, 31% respondents watched television frequently and 1.5% respondents rarely watched television.
- 40% of respondents watched television in the night. 39% respondents watched television in the evening. 28% respondents watched television in the morning and only 20% watched television in the afternoon.
- Most preferred (prime watching hours) time to watch television was 8 to 9 PM.

### **Newspapers**

- More than half of the respondents (53%) read newspapers. However, 47% respondents didn't read newspapers.
- Only 29% respondents subscribed newspaper, 24% respondents hadn't subscribed newspaper.
- Large majority of the respondents (89%) didn't read foreign newspaper. Only 11% respondents read foreign newspaper.
- Majority of the respondents (31%) read newspapers for information, 3% for entertainment and 2% read newspaper for the interesting issues.
- 23% respondents read daily newspapers, 13% respondents read weekly newspapers and 1.5% preferred for monthly magazines.
- About one-third respondents (32%) reported that they frequently read newspapers, 17% respondents read regularly and 4% respondents rarely read newspapers.
- Majority of the respondents (61%) read newspapers in the morning, 20.5% read in the afternoon, 9.5% read in the evening and only 6% read newspapers in the night.

## **Internet**

- Only 18.5% of the respondents were using the Internet. Large majority of the respondents (81.5%) were non-users.
- 11% respondents used mobile (GPRS, EDGE, 3G) technology for accessing the Internet. A few respondents, 6.5%, used wireless/ broadband/ ADSL/ fibre optics for accessing the Internet services and only 0.5% respondents accessed the Internet using WiMAX technology.
- 8.5% respondents used the Internet to access information (news or knowledge), 4% respondents accessed the Internet for connecting with family / friends. A few, 3% respondents, used the Internet for all types of activities and 2% respondents used for entertainment (audio / video / games).
- 9% respondents frequently used the Internet. 8% respondents used the Internet services regularly and 1.5% respondents rarely used the Internet.
- 8.5% respondents used the Internet in the afternoon, 6.5% respondents used the Internet in the morning, 4% respondents used the Internet in the evening and 3% used the Internet in the night.
- Most preferred time to access the Internet was 2 to 3 PM.

## **Women's Attitudes towards the Mass Media**

### **Radio**

- Large majority of the respondents (82%) had acquired information from radio. Only 11.5% respondents said they hadn't received information from radio.
- Majority of the respondents (65.5%) reported that information received through radio was adequate to them, but 24% respondents reported that information received through radio was not adequate to them.

- Majority of the respondents (57%) said they were not completely satisfied from radio. 15.5% respondents said they were satisfied with radio's contents and 14.5% respondents said they were more than satisfied.
- Majority of the respondents (63%) understood the language used on radio programs. 26.5% respondents understood some and 1% respondents said they didn't understand the language used in radio.
- Large majority (89%) respondents, found radio entertaining while 2.5% respondents said radio was not entertaining.
- Large majority of respondents (87%) felt radio was reliable media. On the other hand, 4% respondents felt radio was not reliable.

### **Television**

- Majority of the respondents (78%) had received information from television. Only 13.5% respondents had not received information from television.
- Majority of the respondents (71.5%) reported that information through television was adequate to them but 15.5% respondents reported that information through television was not adequate to them.
- Majority of the respondents (62%) had less than enough satisfaction from television. 15% respondents had enough satisfaction and 9.5% respondents had more than enough satisfaction.
- Majority of the respondents (67%) understood the language used on television. 17% respondents understood some of language used in television and only 1% respondents did not understand the language used in television.
- Large majority (84%) respondents were entertained by television while only 1% respondents were not entertained.
- Large majority of the respondents (82%) felt television was reliable. On the other hand, 2.5% respondents said television was not reliable.



## **Newspaper**

- About half of the respondents (49%) had received information from newspaper. Only 4% respondents had not received information from newspaper.
- Majority of the respondents (38%) reported that information through newspaper was adequate to them but 10% respondents reported that information through newspaper was not adequate to them.
- About one third of the respondents (31.5%) had less than enough satisfaction from newspaper, 11% respondents had enough satisfaction and only 6% respondents had more than enough satisfaction from newspaper.
- 40% respondents understood the language on newspaper. 9% respondents understood some language used in newspaper and 1% respondents did not understand the language used in newspaper.
- More than half of the respondents (51%) got entertaining contents in newspaper while 3% respondents did not get entertainment by newspaper.
- 42.5% felt that newspaper was reliable. On the other hand, 5.5% respondents felt newspaper was not reliable.

## **Perception of message and influence**

### **Information**

- Large majority of the respondents (83%) considered that information from media was comprehensive. Only 17% respondents considered information from media was not comprehensive.
- Majority of the respondents (63%) felt information from media was useful to the people, 32.5% felt information from media was somewhat useful to the people and 4.5% respondents felt information from media was not useful to the people.

- Large majority of the respondents (87.5%) felt information on media was useful to them. Only 12.5% respondents felt information of media was not useful to them.
- 77% respondents were influenced by information from media while only 3% respondents were not influenced by information from media.
- Respondents experienced change in behaviour or habit due to influence by information or news. Majority of respondents mentioned that they started healthy habit, treating male/female equally and using new technologies/ knowledge. A few respondents mentioned that they stopped unhealthy habit, started behaviour helping community, and started advocacy discrimination against girls.

### **Entertainment Programme**

- More than three-fourth of the respondents (76.5%) considered that entertainment programmes of media were comprehensive. Only 23.5% respondents considered entertainment programmes of media were not comprehensive.
- More than half of the respondents (51%) felt entertainment programmes of media were useful to the people. 44.0% respondents felt entertainment programmes of media were somewhat useful to the people and only 5% respondents felt entertainment programmes of media were not useful to the people.
- Large majority of the respondents (83.5%) felt entertainment programmes of media were useful to them. Only 16.5% respondents felt entertainment programmes of media were not useful to them.
- Majority of the respondents (69.5%) were influenced by the entertainment contents on media while 39.5% respondents were not influenced.
- The respondents experienced change in behaviour or habit due to influence by entertainment programmes of media. Majority respondents mentioned that they started healthy habit, behaviour helping community and use of new technologies/ knowledge. A few

respondents mentioned that they stopped unhealthy habit, started treating male/female equally and started advocacy discrimination against girls. A few of them reported that there was no change in behaviour and habit by the entertainment programmes of media.

### **Advertisement**

- Nearly three-fourth of the respondents (72.5%) considered advertisements on media were comprehensive. Only 27.5% respondents considered advertisements on media were not comprehensive.
- 45.5% respondents felt advertisements on media were useful to the people. 45.5% respondents felt advertisements on media were somewhat useful to the people and only 9% respondents felt advertisements on media were not useful to the people.
- More than three quarters of the respondents (76%) felt advertisements on media were useful to them. Remaining 24% respondents felt advertisements on media were not useful to them.
- Majority of the respondents (61%) were influenced by the advertisements on media while 39% respondents were not influenced by the advertisements.
- Respondents experienced change in behaviour or habit due to influence by advertisements on media. Majority of respondents mentioned that they started healthy habit, behaviour helping community and using new technologies/ knowledge. A few respondents mentioned that they stopped unhealthy habit, started treating male/female equally and advocating discrimination against girls. A few also reported that there was no change in their behaviour or habit due to the advertisements.

### **Social empowerment**

- Majority of the respondents (75.5%) had freedom on mobility. Only 24.5% respondents didn't have freedom on mobility. Nearly half of the

respondents (46%) said their freedom on mobility wasn't affected by media, 43.5% respondents however said media affected on their freedom on mobility.

- Majority of the respondents (57%) had assumed social responsibilities. 45.5% reported that they were affected by media on social responsibilities. 38.5% respondents were not affected by media regarding their social responsibilities.
- Majority of the respondents (61.5%) didn't have representation at decision-making body in community or society level. Only 38.5% respondents had representation on decision-making in community or society level. About half of the respondents (49%) weren't affected by media on their participation in the decision-making role in the community or society level. Only 34% respondents were affected by media on representation on decision-making role.
- Majority of the respondents (56.5%) advocated against exploitation of natural resources. 43.5% respondents didn't advocate against exploitation of natural resources. Majority of the respondents (56%) were affected by media on advocacy against exploitation of natural resources. Only 28.5% respondents were not affected by media regarding advocacy against exploitation of natural resources.
- Majority of the respondents (55.5%) were raising voice against discrimination of girls. On the other hand, 44.5% respondents had not raised voice against discrimination of girls. Majority of the respondents (54.5%) were affected by media on raising voice against discrimination of girls and 29.5% respondents were not affected.
- Overwhelming majority of the respondents (98%) felt the need to educate daughters. Only a few, 2% respondents felt no need to educate daughters. More than three-quarters of the respondents (76.5%) were affected by media on need of educating daughters. Only a few, 16.5%, weren't affected by media regarding need of educating daughters.

- Majority of respondents (76.5%) had knowledge about STDs/AIDS. Only 23.5% respondents didn't have knowledge about STDs/AIDS. Majority of the respondents (57%) were affected by media regarding knowledge of STDs/AIDS. Only 7.5% respondents said that they were not affected by media regarding knowledge about STDs/AIDS.
- More than three quarters of the respondents (79%) had knowledge on reproductive health. Only 21% respondents didn't have knowledge on reproductive health. Majority of the respondents (58%) were affected by media regarding knowledge on reproductive health.
- Large majority of the respondents (90.5%) had knowledge on domestic violence against women. Only 9.5% respondents didn't have knowledge on domestic violence against women. Three-fourth of the respondents (75%) were affected by media on domestic violence against women. Only 6% respondents were not affected by media regarding domestic violence against women.

### **Political empowerment**

- Majority of the respondents (52.5%) didn't have knowledge about the current political situation of Nepal. Only 47.5% respondents had knowledge about the political situation of Nepal. About half of the respondents, (48%) were affected by media on knowledge about the current political situation of Nepal. Only 17% respondents weren't affected by media regarding the current political situation. Only a few respondents had knowledge of incumbent Prime Minister of Nepal. Most of the respondents were unable to answer the name incumbent Prime Minister and which party he/she belonged to.
- A lot of respondents (80%) were not involved in politics. Only 20% respondents were involved in politics. Half of the respondents (50%) were affected by media on involvement in politics. 25% respondents were not affected by media regarding involvement in politics.
- About two-third of the respondents (64%) had casted vote and 36% respondents had never casted vote. Majority of the respondents (67%)

had information regarding their voting rights due to media. Remaining 23% hadn't received information through media regarding voting rights.

- Majority of the respondents (61.5%) were involved in the community-based organizations. Only 38.5% respondents were not involved in community-based organizations. Majority of the respondents (59.5%) were affected by media on involvement in community-based organizations. Only 29.5% respondents were not affected by media regarding involvement in community-based organizations.
- Majority of the respondents (54.5%) were acquaintance with the political leader. On the other hand, 45.5% respondents were not acquaintance with any political leader. Most of the respondents mentioned local leader as their acquaintance while only a very few respondents mentioned name of national leader as being an acquaintance. But most of the respondents didn't know whether the leader would recognise her. Majority of the respondents (76.5%) hadn't had any communication with political leader. Remaining 23.5% respondents had talked with political leader. Half of the respondents (50.5%) were not affected by media to talk to the political leader.
- Nearly three-fourth of the respondents (74%) had not participated in public protests. Only a few, 26%, respondents had participated in public protests. More than half of the respondents (51.5%) were not affected by media on their involvement in public protests. Only a few 25% respondents were affected by media regarding their involvement in public protests.
- Majority of the respondents (78.5%) had not participated in any political event. Only 21.5% respondents were involved in some kind of political events. About half of the respondents (47.5%) were not affected by media on involving in the political events. Only 18.5% respondents were affected by media regarding involvement in the political events.
- Majority of the respondents (63%) were involved in community works. Only 37% respondents were not involvement in any community work. 45% respondents were not affected by media on their involvement in

community works. Only 39% respondents were affected by media regarding community works.

- Majority of the respondents (62%) were committed on social reform. Only 38% respondents were not committed on social reform. About half of the respondents (48.5%) were affected by media on commitment on social reform. Only 29% respondents were not affected by media regarding commitment in social reform.

### **Economic empowerment**

- Majority of the respondents (53%) were involved in agriculture, 15% were involved in services, 8% each in animal husbandry and small/cottage industries, 6% in horticulture, 1.5% in businesses and only 0.5% in vegetable farming. 41.5% respondents reported that both male and female contributed labour equally. 29.5% reported females labour more than males, 26.5% reported males labour more for income generating work. 46.0% respondents had received information through media for involvement in income generating work.
- Large majority of the respondents (82.5%) didn't have training for agriculture management. Only 17.5% have training for agriculture management. About half of the respondents (48%) had received information about agriculture management on media. 39.5% respondents didn't have information on media regarding the training on agriculture management.
- Majority of the respondents (56%) didn't have control over income of the family. Only 44% respondents had control on family's income. 46.5% respondents hadn't received any information on media on control over family's income. 42% respondents had received information on media on control over family's income.
- 74% respondents didn't own any immovable property. Only 26% respondents owned immovable property. About half of the respondents (48.5%) hadn't received any information from media on immovable

property rights. 40.5% respondents had information from media on the immovable property rights.

- Majority of the respondents (52%) didn't have knowledge about the inheritance rights of women on property. On the other hand, 48% respondents had knowledge about it. 44.5% respondents didn't have information from media on inheritance rights on property. Only 41.0% respondents have received information from media.
- More than three-fourth of the respondents (76%) hadn't taken loan. Only a few, 24%, respondents had taken loan. Majority of the respondents (64.5%) hadn't received information from media about obtaining loan. On the other hand, 20.5% had received information from media about obtaining loan.
- Majority respondents (78.5%) didn't have any investments. Only 21.5% respondents had investments on business. Majority of the respondents (60%) hadn't received any information regarding investment on business from media. Only 30% respondents had received information from media regarding investment on business.
- Majority of the respondents (54%) reported that they were jointly making decision on household expenditure with men. 25.5% respondents reported that males in the family took decisions on household expenditure. Only 20% respondents reported that only females made decisions on household expenditure. Majority of the respondents (44.5%) could spend up to Rs. 5,000 on their own decision, but 40.5% respondents couldn't spend on their own decision. Only 15% respondents said they could spend more than Rs. 5,000 on their own decision. About a half of the respondents (49%) didn't receive any information from media on the decision making role on household expenditure. 32.5% respondents did.
- Majority of the respondents (58%) didn't have division of labour on the basis of gender in their family. 42% respondents had work division on the basis of gender. Majority of the respondents (56%) were working less than 8 hours a day, 40% respondents were working 8 to 16 hours



a day and 4% respondents were working more than 16 hours per day. Majority of the respondents (61%) had received information through media regarding the equality of male and female. 33% of respondents hadn't received any information through media on the gender equality.

## **Conclusion**

The present study is carried out in five different development of regions mixing rural and urban areas; and also mountainous, hilly and plain areas The study analysed the role of mass media for promoting women empowerment.

Mass media is a potential agent in the empowerment of women. It influences social, political and economic dimensions of women. As a result, women become capable to encounter the constraints that come across in their way of development process.

Women are the major force in the development of the society and the nation. The concept of communication for development has faced new issues and challenges in last decade as a consequence of globalization, media liberalization, rapid economic and social changes, and the emergence of new information and communication technologies. The communication of information is still a powerful force for fostering, learning, positive change and empowerment in the process of development.

Effective communication has the potential to enhance women's quality of life, protect them in the fragile environment and create a knowledge-based society that is more responsive to change and development issues. It can lead to the empowerment of women, enabling them to take control of their lives and participate as equals with men in development.

The findings of the present study are closer to findings of Matewa (2003). Women empowerment through mass media is an ideal, realistic and practical strategy. Women are the builders of the nation's destiny. Women empowerment is a process of awareness and capacity building, leading to greater participation, decision-making power and control, and to transformative action.

The findings also reinforced findings of Musubika J (2008). Women are interested in the radio programs which they have easy access every day. It is understood that the root cause for social, political and economic empowerment is their access on media. Radio is the most accessible and reliable media among the media users of Nepal. High use of mobile phones is increasing radio listeners and Internet users, although the Internet has a very limited penetration among women in Nepal.

The findings of the present study found that findings of Das (2012) are not applicable to Nepal. He found that 'majority of the respondents are reading newspapers and magazines and subscribing'. Contradictory to that, the present study shows that the newspapers readership and subscription is still very low.

However, some of the findings of Das (2012) were found to be applicable. It was found that message perception and influence by information, entertainment and advertisement through media are positive. Information and news from media considered comprehensive, useful to the people, useful to them and influence. It helps them to change in behaviour or habit. Entertainment and advertisement from media is a little comprehensive, less useful to the people, and less influential than information or news.

The study observed that the attitude towards the mass media, radio considered informative, television considered adequate information but less than enough satisfaction to both of them. The language television and radio are largely understandable yet there were some semantic noise in transmission of the message.

Role of mass media on social empowerment is found to be impressive. Information, entertainment and advertisement through media play positive role on social empowerment of women. Mass media affected them on their mobility, social responsibility, decision-making role in societal level, advocacy against exploitation of natural resources, raising voice on discrimination against girls, educating daughters, knowledge about STDs/AIDS, knowledge

about the reproductive health and knowledge on domestic violence against women.

Role of mass media on political empowerment of women is increasing. Mass media provides them knowledge about the current political situations increasing their involvement in politics by casting vote or involvement in community based organization and community works, communication with political leaders, involvement in public protests and political events, and commitment for social reform. One of the most important and critical factors observed in the context of political empowerment of women was the role played by mass media.

Role of mass media on economic empowerment of women is remarkable. Information, entertainment and advertisement through media encourage on economic empowerment of women. Mass media is helpful to them to get involved in income generating works, training on agriculture management, control over income of family, rights to immovable property, knowledge about the heredity property rights of women, taking loan, investment on business, expenditure, equity and equality of male and female and division of labor. This study also threw some light on the level of economic empowerment of women that was possible with the access of mass media.

There is a varied leisure season according to different ecological region. Time availability is very limited to the women due to the workload and high mobility for daily heavily burdened work schedule.

The findings of the present study concludes that high empowerment of beneficiary women could take place in social, political and economic walk of life. More so, empowerment is a gradual process that takes time to be achieved.

From the findings of the study, it can be concluded that a significant difference is found in the level of empowerment of women in different places of Nepal. In addition, it recognize the fact that social, political and economic

empowerment are the basic components which play an important role in promoting women overall quality of life. The study concluded that the mass media in Nepal have contributed to the empowerment and development of women in the specific context of their everyday work and life.

There is need for more researches into the role of mass media for women's empowerment in Nepal. Future researches should highlight the potentiality of media on the issues of empowerment and bringing positive changes in the women's livelihood. Such studies will have an effect on propelling the government or concerned authority to able to formulate policies regarding mass media and women's empowerment.

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## APPENDICES

### Appendix-1 Interview Schedule

#### Respondent Profile

1. Name of the Respondent .....
2. Age
  - a. Under 19 (Teen ager)
  - b. 20-44 (Young)
  - c. 45-59 (Adult)
  - d. +60 (Senior-citizen)
3. Marital Status
  - a. Married
  - b. Unmarried
  - c. Widow/Widower
  - d. Divorced/Separated
4. Residence
  - a. Rural
  - b. Urban
5. Ecological Zone
  - a. Mountain
  - b. Hill
  - c. Tarai
6. Development Region
  - a. Eastern Development Region
  - b. Central Development Region
  - c. Western Development Region
  - d. Mid-Western Development Region
  - e. Far-Western Development Region
7. Caste/Ethnicity
 

a. Brahmin	e. Newar	i. Tharu
b. Chhetri	f. Rai/Limbu/ Magar	j. Others..... .....
c. Gurung	g. Tamang	
d. Kami/Damai /Sarki	h. Thakuri	
8. Religion
 

a. Hinduism	d. Islam
b. Buddhism	e. Others
c. Christianity	
9. Language
 

a. Nepali	b. Newari
-----------	-----------

- c. Tamang
  - d. Maithili
  - e. Others...
10. Education
- a. Unable to read and write
  - b. School level
  - c. Middle level (S.L.C.- B.A)
  - d. High level (graduate above)
11. What is your main occupation?
- a. Agriculture
  - b. Animal Husbandry
  - c. Wage labour
  - d. Household work
  - e. Business/ Industries
  - f. Service
  - g. Others. ....
12. Is your income enough to feed your family?
- a. Not enough
  - b. Enough
  - c. Left over (Surplus)

### **Media Behaviour**

#### **Radio related question**

13. Do you listening radio?
- a. Yes
  - b. No
14. Do you have radio set in your home?
- a. Yes
  - b. No
15. If not, how do you listen to radio?
- a. Neighbours house
  - b. Tea shop
  - c. Listeners club
  - d. By other means
16. Do you or anyone in your family have a mobile phone?
- a. Yes
  - b. No

17. If yes, does the mobile set have F. M. radio in it?  
 a. Yes            b. No
18. Which station do you usually listen to?  
 a. Radio Nepal (A.M. Radio)      b. F. M. Radio  
 c. Foreign Station                  d. Both  
 e. Others
19. Why do you listening to radio?  
 a. For Information                      c. It's reliable  
 b. For entertainment  
 d. Interesting issue to list              e. Others (Specify.....)
20. How do you select which radio station while listening?  
 a. Language is better than other station  
 b. Reception is clear than others  
 c. Programme broadcast is better than others  
 d. Due to the interesting subject matters  
 e. Others (Specify. ....)
21. How often do you listen?  
 a. Daily.                                  c. Rarely  
 b. Frequently                              d. other...
22. What time do you listen to Radio?

<b>Time</b>	<b>Almost/always</b>	<b>Sometimes</b>	<b>Never</b>	<b>Hours From-To</b>
Morning				
Day				
Evening				
Night				



- b. Reception is clear than others
- c. Picture casting is better than others
- d. Due to the interesting subject matters
- e. Others (Specify. ....)

32. How frequently do you watch?

- a. Daily
- b. Frequently
- c. Rarely
- d. other.....

33. At what time, do you watch Television?

Time	Almost/always	Sometimes	Never	Hours From-To
Morning				
Day				
Evening				
Night				

34. What time is favorable for you to watch television?

- a. Morning from ..... to.....
- b. Afternoon from ..... to .....
- c. Evening from ..... to .....
- d. Night from ..... to .....

#### **Newspaper related question**

35. Do you have a habit to read newspapers?

- a. Yes
- b. No

36. Do you subscribe to or regularly buy newspapers in your home?

- a. Yes
- b. No

37. If not, how do you read newspapers?

- a. Neighbors house
- b. Tea shop
- c. Club
- d. Office





- c. WiMAX  
 d. Mobile (GPRS/ EDGE/ 3G)  
 e. Others

45. For what purpose you use the internet?

- a. To access information (news or knowledge)  
 b. For entertainment (audio/ video/ games)  
 c. For connection with family/friends (Facebook/ skype)  
 d. All of above  
 e. Others

46. Which site do you often visit?

- a. Google  
 b. Facebook  
 c. E-mail  
 d. Skype  
 e. Others

47. How frequently do you use internet?

- a. Regularly  
 b. Frequently  
 c. Rarely  
 d. Never

48. At what time, do you use internet?

Time	Almost/always	Sometimes	Never	Hours From-To
Morning				
Day				
Evening				
Night				

49. What time is favorable for you to use internet?

- a. Morning from ..... to.....  
 b. Afternoon from ..... to .....

c. Evening from ..... to .....

d. Night from ..... to .....

**Attitude towards media****Radio**

50. Have you gained new information or knowledge from radio?  
a. Yes b. No
51. Is the information you have acquired from radio adequate?  
a. Yes b. No
52. Are you satisfied with the information given through radio?  
a. Enough c. More than enough  
b. Less than enough
53. Do you understand the language used in radio?  
a. I understand c. I don't understand  
b. I understand some
54. If you don't understand, why?  
a. Difficult words d. Improper language  
b. Long sentences e. Slang words  
c. Not the language of everyday use f. Others
55. Do you enjoy the radio programs?  
a. Yes b. No
56. Do you feel the information on radio is reliable?  
a. Yes b. No

**Television**

57. Have you gained new information or knowledge from television?  
a. Yes b. No
58. Is the information you have acquired from television adequate?  
a. Yes b. No

59. Are you satisfied with the information given through television?  
a. Enough  
b. Less than enough  
c. More than enough
60. Do you understand the language used in television?  
a. I understand  
b. I understand some  
c. I don't understand
61. If you don't understand, why?  
a. Difficult words  
b. Long sentences  
c. Not the language of everyday use  
d. Improper language  
e. Slang words  
f. Others
62. Do you enjoy the television programs?  
a. Yes  
b. No
63. Do you feel the information on television is reliable?  
a. Yes  
b. No

### **Newspapers**

64. Have you gained new information or knowledge from newspapers?  
a. Yes  
b. No
65. Is the information you have acquired from newspapers adequate?  
a. Yes  
b. No
66. Are you satisfied with the information given through newspapers?  
a. Enough  
b. Less than enough  
c. More than enough
67. Do you understand the language used in newspapers?  
a. I understand  
b. I understand some  
c. I don't understand

68. If you don't understand, why?
- |                                     |                      |
|-------------------------------------|----------------------|
| a. Difficult words                  | d. Improper language |
| b. Long sentences                   | e. Slang words       |
| c. Not the language of everyday use | f. Others            |
69. Do you enjoy the contents of newspapers?
- |        |       |
|--------|-------|
| a. Yes | b. No |
|--------|-------|
70. Do you feel the information on newspapers is reliable?
- |        |       |
|--------|-------|
| a. Yes | b. No |
|--------|-------|

### **Message perceptions and influence**

#### **News/information**

71. Has the news/information on media helped you to increase knowledge or awareness or ability?
- |        |       |
|--------|-------|
| a. Yes | b. No |
|--------|-------|
72. If yes, what type of news/information?  
Specify. ....
73. Which news/information you remember the most?  
.....  
.....
74. Is the news/information on media useful for people?
- |                     |               |
|---------------------|---------------|
| a. Very useful      | c. Not useful |
| b. Some-what useful |               |
75. Is the news/information useful to you?
- |        |       |
|--------|-------|
| a. Yes | b. No |
|--------|-------|
76. Have you ever been influenced by any news/information?

- a. Yes b. No

77. Have you experienced any change in behaviour or habit due to the news/information?

.....  
 .....

### **Entertainment programs**

78. Has the entertainment programs on media helped you to increase knowledge or awareness or ability?

- a. Yes b. No

79. If yes, what type of entertainment programs? Specify. ....

80. Which entertainment programs you remember the most?

.....

81. Are the entertainment programs on media useful for people?

- a. Very useful c. Not useful  
 b. Some-what useful

82. Are the entertainment programs useful to you?

- a. Yes  
 b. No

83. Have you ever been influenced by any entertainment programs?

- a. Yes b. No

84. Have you experienced any change in behaviour or habit due to the entertainment programs?

.....  
 .....

### **Advertisement**

85. Has the advertisements on media helped you to increase knowledge or awareness or ability?

- a. Yes b. No
86. If yes, what type of advertisements?  
Specify. ....
87. Which advertisement you remember the most?  
.....
88. Are the advertisements on media useful for people?  
a. Very useful c. Not useful  
b. Some-what useful
89. Are the advertisements useful to you?  
a. Yes b. No
90. Have you ever been influenced by any advertisement?  
a. Yes  
b. No
91. Have you experienced any change in behaviour or habit due to the advertisement?  
.....

### **Empowerment**

#### **Social Empowerment**

92. Do you have freedom on mobility?  
a. Yes b. No
93. If yes, how long you can move out of home without asking your parent or guardians?  
a. Up-to 3 hours c. Up-to 12 hours  
b. Up-to 6 hours d. More than 12 hours
94. If not, with whom you have to take permission for mobility?  
a. Father b. Mother

- c. With both Father and Mother  
 d. Siblings  
 e. Husband  
 e. Others .....
95. Has media affected on your freedom on mobility?  
 a. Yes  
 b. No
96. If yes, how have you been affected by media on your mobility?  
 .....
97. Do you have social responsibility?  
 a. Yes  
 b. No
98. If yes, what types of social responsibility do you have?  
 .....
99. Has media affected on your social responsibility?  
 a. Yes  
 b. No
100. If yes, how has media affected?  
 .....
101. Do you have representation in the decision making at community or society level?  
 a. Yes  
 b. No
102. If yes, what types of participation you have in decision making at community or social level?  
 .....
103. Has media affected on your participation in decision making on community or society level?  
 a. Yes  
 b. No
104. If yes, how has media affected?  
 .....
105. Have you even advocated for preservation of natural resources such as forest and water?



- a. Yes b. No
106. Has media helped you in such advocacy?  
a. Yes b. No
107. If yes, how has media helped in your advocacy?  
.....
108. Have you raised voice against discrimination of female child?  
a. Yes b. No
109. If yes, what contribution have you made against the discrimination of female child?  
.....
110. Has media affected in your contribution on ending discrimination of female child?  
a. Yes b. No
111. If yes, how media has influenced you?  
.....
112. Do you think it's compulsory to educate girl child?  
a. Yes b. No
113. If yes, which level should girl child compulsorily complete?  
.....
114. Have you received information regarding importance of female education through media?  
a. Yes b. No
115. If yes, which of your beliefs has the information provided by media changed regarding education to women?  
.....
116. Do you have knowledge about STDs/ HIV AIDS?



- a. Yes b. No
127. Do you know the incumbent prime minister of Nepal?  
a. Yes b. No
128. Do you know which party the prime minister represent?  
a. Yes b. No
129. Have you received the information about prime minister because of media?  
a. Yes b. No
130. Are you involved in politics?  
a. Yes b. No
131. Have you received political information from mass media?  
a. Yes b. No
132. If yes, what type of political information have you received from media?  
.....
133. Have you ever cast vote?  
a. Yes b. No
134. Have you received information regarding voting rights form media?  
a. Yes b. No
135. If yes, what type of information on voting rights have you received from media?  
.....
136. Are you involved in any community based organizations (CBOs)?  
a. Yes b. No
137. If yes, what types of community based organization you are involved?  
.....
138. Have you received information about community based organization form media?

- a. Yes b. No
139. If yes, what type of information have you received from media?  
 .....
140. Do you know any political leader?  
 a. Yes b. No
141. If you know a leader, who is s/he?  
 .....
142. Does s/he know you?  
 a. Yes b. No c. I don't know
143. Have you talk to the political leaders in any issues?  
 a. Yes b. No
144. Has media helped you to talk with the leaders?  
 a. Yes b. No
145. If yes, how media has helped you to initiate talk?  
 .....
146. Have you ever participate in any public protests programs?  
 a. Yes b. No
147. If yes, what types of public protests?  
 .....
148. Has media encourage you to participate in the public protests program?  
 a. Yes b. No
149. If yes, what types of protests program?  
 .....
150. Have you ever participated in political events?  
 a. Yes b. No



- e. Horticulture  
f. Service
- g. Business  
i. Other
163. Who do more labour for the income?  
a. Women  
b. Men  
c. Both men and women  
d. Children  
e. All of family
164. Has media encouraged you to participate in income generating activities?  
a. Yes  
b. No
165. If yes, what type of encouragement have you received?  
.....
166. Have you received training in agriculture management?  
a. Yes  
b. No
167. Have you received information about agriculture management through the media?  
a. Yes  
b. No
168. If yes, what type of information do you have?  
.....
169. Do you have control over your family's income?  
a. Yes  
b. No
170. If yes, can you decide on expenditure on your own?  
a. Yes  
b. No
171. If no, how do you spend money?  
.....
172. Have you been informed by media that women should be capable to spend their income on their own?  
a. Yes  
b. No



- c. Cooperatives  
d. Money lenders
- e. Friends and relatives  
f. Others
185. Have you received information regarding loan from media?  
a. Yes  
b. No
186. If yes, what types of information have you received?  
.....
187. Have you invested on business?  
a. Yes  
b. No
188. If yes, what types of business have you invested on?  
.....
189. Have you received information about investment from media?  
a. Yes  
b. No
190. If yes, what types of information have you received?  
.....
191. Who controls expenses at your home?  
a. Women  
b. Men  
c. Jointly
192. How much can you spend on your own decision?  
a. None  
b. Up to 5000  
c. More than 5000
193. Have you received information from media regarding decision making in expenditure?  
a. Yes  
b. No
194. If yes, what types of information have you received?  
.....
195. Is there labour division between male and female in your family?  
a. Yes  
b. No





**Appendix-2 Checklist for key informants interview**

Date .....

1. Development Region .....
2. Ecological Region.....
3. Zone .....
4. District.....
5. VDC/ Municipality.....
6. Name .....
7. Office.....
8. Position.....
9. Which mass media is access in your community?
10. Is there any listener club in your community?
11. Is there any case relating mass media?
12. What type of message you are receiving from media?
13. Have the programs had any impact on you as regards your understanding of some issues relevant to you that were not clear before?
14. Does mass media meet your expectations in terms of the information it avails to you on issues concerning your health, finances, agriculture, government policies and laws?
15. What more would you like mass media to do for you that it is not doing at the moment?
16. How easy is it for you to put in practice the information you receive from media?
17. Have the programs had any impact on you as regards your understanding of some issues relevant to you that were not clear before?

### Appendix-3 Checklist for focus group discussion at VDCs or ward level

Date .....

1. Development Region .....
2. Ecological Region.....
3. Zone .....
4. District.....
5. VDC/ Municipality.....
6. Name of the Participants

Name

Sex

- |       |       |       |
|-------|-------|-------|
| i.    | ..... | ..... |
| ii.   | ..... | ..... |
| iii.  | ..... | ..... |
| iv.   | ..... | ..... |
| v.    | ..... | ..... |
| vi.   | ..... | ..... |
| vii.  | ..... | ..... |
| viii. | ..... | ..... |
| ix.   | ..... | ..... |
| x.    | ..... | ..... |
7. What impact by mass media is seen in your community?
  8. Which mass media have greater access and impact in your community?
  9. What is your attitude towards mass media regarding its reliability, entertainment value..?
  10. Do you think mass media plays a vital role for women empowerment?
  11. What is the best time for you to spend for media?
  12. What is the best month or season for you to spend long hours for media?

**Appendix-4 Format for interview to document the experiences (case study)**

Date .....

- 1. Development Region .....
- 2. Ecological Region.....
- 3. Zone .....
- 4. District.....
- 5. VDC/ Municipality.....
- 6. Name .....
- 7. Age .....
- 8. Marital Status .....
- 9. Caste/Ethnicity.....
- 10. Religion.....
- 11. Education.....
- 12. Occupation.....
- 13. Economic Status.....

Case study story

**Appendix-5 Seasonal Calendar**

Date .....

- 1. Development Region .....
- 2. Ecological Region.....
- 3. Zone .....
- 4. District.....
- 5. VDC/ Municipality.....

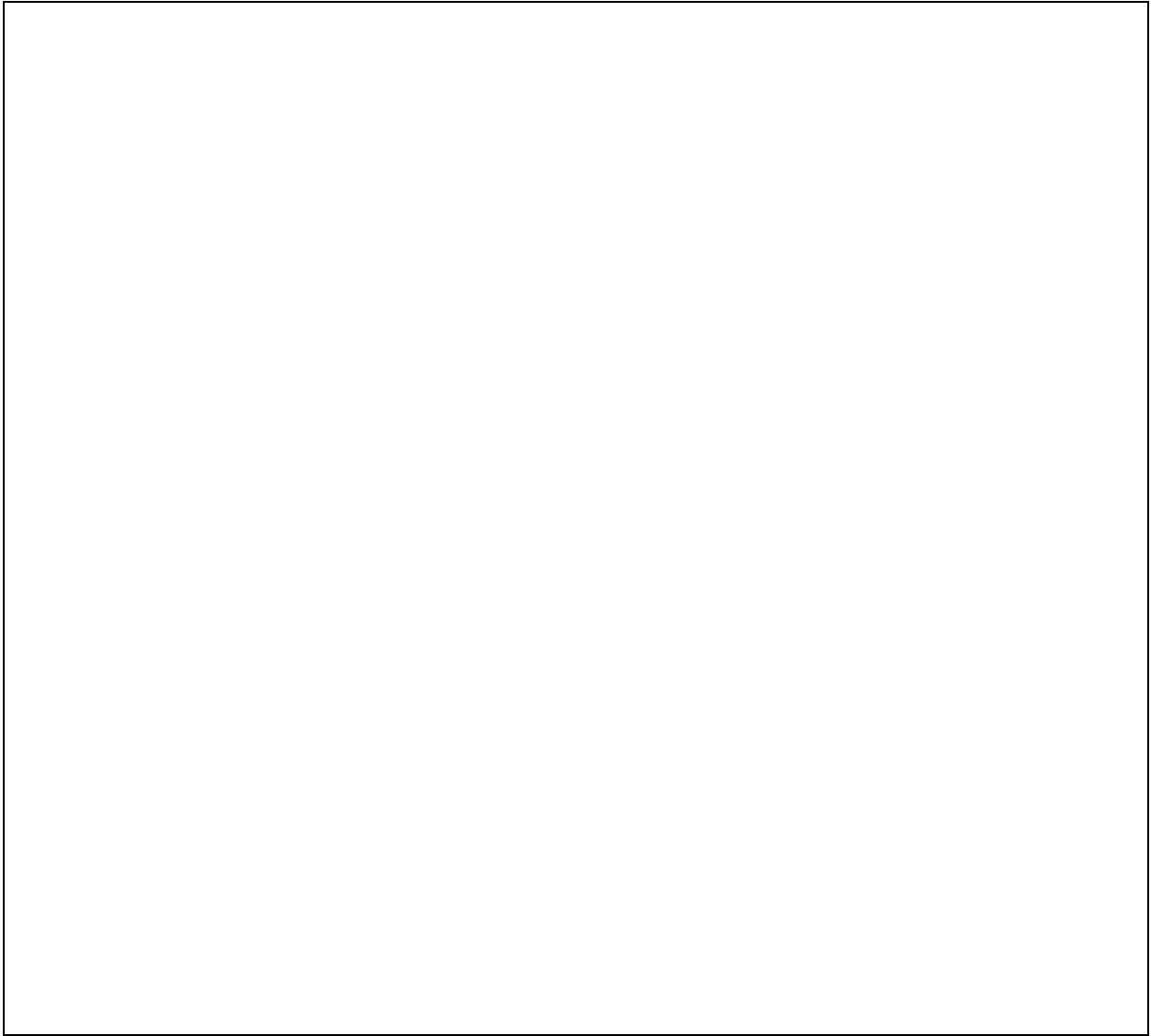
A large, empty rectangular box with a thin black border, occupying the lower half of the page. It is intended for drawing or content related to the seasonal calendar.

**Appendix-6 Mobility Map**

Date

.....

- 1. Development Region .....
- 2 Ecological Region.....
- 3 Zone .....
- 4 District.....
- 5 VDC/ Municipality.....



**Appendix-7 Photographs**



Photograph 1: Focus group discussion at Kavrepalanchowk district.



Photograph 2: Briefing session to the respondents at Kavrepalchowk district.



Photograph 3: Filling questionnaire at Jhapa district.



Photograph 4: Seasonal calendar at Jhapa district.





Photograph 5: Schedule Interview at Palpa district.



Photograph 6: With Jhapendra Gaere (renowned journalist of Nepal) key informant interview at Palpa district.



Photograph 7: Mobility map at Palpa district.



Photograph 8: Seasonal calendar at Palpa district.





Photograph 9: Focus group discussion at Palpa district



Photograph 10: Reppot building at Palpa district.



Photograph 11: Respondents fill questionnaire at Dolpa district.



Photograph 12: With key informant Thinley (A hero of Caravan film,  
Which film was nominated for Oscar award) at Dolpa district



Photograph 13: Filling questionnaire at Dolpa district.



Photograph 14: Focus group discussion at Dolpa district.





Photograph 15: Focus group discussion at Kailali district.



Photograph 16: Seasonal calendar at Kailali district.



Photograph 17: Mobility map at Kailali district.



Photograph 18: Schedule interview at Kailali district.