

Abstract

Sexual harassment is a global issue and commonly experienced by girls and women around the world. This paper attempts to explore the suffering experiences of girl students against sexual harassment using primary data from girl students of Surkhet Campus (Education). It focuses qualitative as well as exploratory research design where Focus Group Discussion was applied for the collection of qualitative data. Purposive sampling procedure was adopted for selecting informants. It was found that most of the respondents had heard the term of sexual harassment; but were not clear about its meaning. This showed that most of the respondents had low level of understanding regarding the topic. Sexual harassment was widely experienced by girl students in their college. The most common form of sexual harassment came across the use of absence language in classrooms and the college compound. Most of the FGD participants in all levels said that boys tease and they say "I love you", and bad words such as sexy (chwank), lovely, big buttock, etc. are used to address. Boys tease girls' and attempts touching their body and private parts. Most of the girls said that they were harassed in classroom specially in the absence of the teachers. Majority of them reported that their own boyfriends or boy students are the main perpetrators of sexual harassment. Most of them reported that sexual harassment has a negative impact on their study. Seventeen girls among 23, participated in FGDs reported that because of sexual harassment in their college, they faced the psychological problems. All the girls participating in M. Ed. level have overwhelmingly voiced on the necessity of sex education in college. They wished for effective laws to punish the Perpetrator. Most of them also suggested perpetrators must apologize with written commitment, they have to be changed or suspended temporarily from the college. Few of them suggested perpetrators must be expelled permanently from college.

Key words: Sexual harassment, suffering experiences, perpetrators, puberty age, sharing behaviors, health suffering etc.

Background of the Study

Sexual harassment is one form of sexual discrimination which arises out of unfair use of influence, power, or authority by one person over another or a lack of respect for another person. Unwanted sexual attention and sexual coercion treats so many girls as the subject for sexual harassment. Unwanted sexual attention includes broad range of sexual behaviors, e.g. repeated requests for dates to persistent attempts to establish unwanted sexual relationship. Sexual coercion includes the use of threats or bribes to solicit sexual involvement in order to gain a job or school related benefit, which may or may not

be implicitly stated. Sexual harassment is the most common form of sexual abuse followed by unwanted sexual attention and sexual coercion (Matchen & Desoura, 2000).

Sexual harassment is learned behavior that carries repercussion into adult life. Sexual harassment occurs everywhere around the world, and Nepal is not aloof from this. The study conducted by ILO shows that 53.84% of female worker in Nepal experienced sexual harassment at workplace (ILO, 2004). According to a survey conducted by SAATHI, sexual harassment is increasing in the public places of Kathmandu valley like in the street, public transportation, temple, market area

and schools. Being reported about these events, police do not help anyone. The survey found that men who indulge in sexual harassment claim to be deriving 100 percent unalloyed pleasure while the whole of women kind is convinced of the fact that the pleasure their aggressors enjoy is of perverse kind. When asked why do most men actively indulge in this perverse practice? "Fun and enjoyment" along with peer pressure forces them into it. Harassment is also the easiest means by which these males seek to attract attention and prove their masculinity. A vast majority of the eve-teasers actually believe that females enjoy it. And if that is not exacerbating enough the men do not think that they are doing wrong. Some even go to the extent of saying that it is their 'birthright' as a male (SAATHI, 1995).

Sexual harassment is a global issues and commonly experienced by girls and women around the world. It is increasingly being recognized as a violation of human right and human dignity, which undermines equality of opportunity (Dhakal, 2008). In the context of Nepal, sexual harassment against girls or women occurs across all strata of the society. Girls and women are treated as second class citizens. In every aspect of life, they are ignored and neglected. Sexual harassment has been major concern in western countries since a long time but it is relatively a new area of study in Nepal. The problem has also existed in educational setting but, it has not been studied extensive yet or no systematic study has been carried out to investigate types, forms and effect of sexual harassment on girl students in the campus level.

Girl students are more likely to suffer from sexual harassment because they lack power, social security, and self-confidence and have been socialized to suffer in silence. Sexual harassment has serious impacts and dominates life of the victim. (Nyende, 2006,). Victims may feel powerless to stop the situation and may fear retaliation. They often change

academic plans by dropping courses, changing major or neglecting academic commitments or responsibilities to avoid an offending person and finally dropping out. Victims often suffer from depressed, self-esteem, self-respect, or self-confidence. Sexual harassment in an academic setting has been found to diminish the overall quality of educational experience of target women damaging their career, success, and psychological well being.

Surkhet Campus (Education) is a center of Mid-western Development Region for higher education. It established in 2029 B.S. in Nepalganj and transferred in Surkhet in 2040 B.S. It provides higher education leading to B.Ed. and M.Ed. level. This campus is supported by government and Tribhuvan University. A campus has offered in specific academic field that lead to B.Ed. to M.Ed. level in English, Nepali, Math, Health Education, Population Education, etc. In Surkhet Campus (Education) most of the students are come from Karnali, Bheri, and Rapti zones. Campus has many of the problems found in the larger society such as violence, crime, alcoholism, drug and sexual abuse, and rape etc. Girls are sexually attacked; gender gaps in campus enrollment are bigger. There is complexity of the gender issue in campus and young girl students from poor rural families. There is lack of female teacher. Surkhet Campus girls are facing this type of problems time and again. So, this kind of study is essential to prepare the base and frame for developing policy and strategies for preventing girls against sexual harassment. Therefore, this paper tries to explore the experience of sexual harassment faced by girl students of Surkhet campus (Education.)

Theoretical Construct

According to feminist theory, sexual harassment, regardless of its form is linked to sexist male ideology of male dominance or male superiority (Kim & Fiske, 1999). The purpose of gender

approach is to understand the underlying cultural and patriarchal ideology which results into harassment of women. Human behaviour is largely directed and determined by culture, which is the learned recipe of behaviour shared by members of a society. Thus, norms, values and roles are culturally determined and socially transmitted.

Gender inequality approach regards that sexes are not just different but socially unequal and regards all practices that subordinate women to men as unacceptable. The inequality approach regards women's position as the result of a structural problem which enforces a position of inferiority. Women's location in most situation is not only different but also less privileged than or unequal to that of men. Specifically, inequality give men power over women. Within organizations, authorial positions are still highly dominated by male personals which give them the access to power positions. Women find their experience within the public sphere of education, work, politics and public space still limited by practices of discrimination, marginalization and harassment (Benokraitis, 1997, Gardner, 1995, Hagan & Kay, 1995; Reskin & Padovic, 1994, Ridgeway, 1997). Within academic setting relationships among students are non-egalitarian. For instance, women are considered weaker than men and women's sexuality has always been the means for controlling her physically, socially, culturally, and economically. This power gives them the superiority over woman. In most case of sexual harassment male are the perpetrators and female are the suppresser. This clearly indicates the societal male dominance and imbalance of power.

Gender operation describes women's situation as the consequence of a direct power relationship between men and women in which men have fundamental and concrete interests in controlling, using, subjugating and oppressing women. That is in practice of domination. Pattern of gender

oppression is incorporated in the deepest and most pervasive ways into society's organization.

Patriarchy creates guilt and repression, sadism and masochism, manipulation and deception all of these drive men and women to other forms of tyranny. Central to this analysis is the image of patriarchy as violence practiced by men and by male dominated organization against women. Violence may not always take the form of overt physical cruelty. It can be hidden in more complex practice of exploitation and control: in standards of fashion and beauty; in tyrannical ideals of motherhood, monogamy, chastity and heterosexuality; in sexual harassment in the workplace (MacKinnon, 1979, Rich, 1976, 1980; Thompson, 1994, Wolf, 1991). Zalk (1996) argues that sexual harassment is one of many "culturally ingrained and promoted expressions of women's oppression, and serves to perpetuate that oppression" (p. 109).

Researcher used different theoretical construct. i. e. feminist theory, gender equality theory, gender oppression theory etc. Each of this theory has special feature. Researcher used these theories to see experience of sexual harassment of girl from various sites.

Methodology

This study is focused on qualitative research design. The main source of information for the study was the girl students of Surkhet Campus. Non probability sampling procedure was applied for the selection of informants. Total of 23 girl students who were studying in I. Ed., B.Ed. and M.Ed level were purposively selected for Focus Group Discussions. Three FGDs were separately conducted. One FGD was conducted in each level. Ten participants were included from I. Ed., six participants were included from B. Ed. and seven participants were included from M.Ed. level for FGD. For the conduction of FGDs, FGD guidelines were made. The FGD guidelines were discussed with the subject expert and necessary

correction was made from subject-matter point of view. Each participant was informed about date, time and venue. The facilitator noted down the name of each participant before conducting FGD. The note-keeper noted the information given by respondents. The facilitator managed the sitting arrangement in 'U' shape. Where, the facilitator can have eye contact with each participant. The FGD was conducted for half an hour to one hour. After completing FGD, there was an arrangement of small refreshment for all participants. The raw information was analyzed according to various thematic texts. Themes were kept in Italic front for the description and exploration.

Findings and Discussion

Among the 23 respondents, most of the respondents had heard the term of sexual harassment; but were not clear about its meanings. Many were confused with term and were under the impression that it was like teasing and flirting. The box 1 shows the level of understanding of girls toward sexual harassment.

Box 1: A Level of Understanding

Sexual harassment is any unwanted act or behaviors. She doesn't want. It is against the law. (24 years unmarried girl from FGD 3, M.Ed. 2nd year)

I am in puberty age. Though, I don't have more knowledge about sex education. I am defining sexual harassment from many experience and feelings. "Sexual harassment "means unnecessary mental and physical tension given by opposite sex for sexual purpose. (18years unmarried girl from FGD I, I.Ed. 1st year).

In I. Ed level girl students mentioned, it could include any forms of unwanted sexual touching, to rap and sexual explosion. In B. Ed. level girls who were participant in FGD mentioned; sexual harassment is always part of violence. FGD participant of M. Ed girl students said sexual

harassment is about male power sex based behaviour that is not welcomed and wanted.

In discussion to the question why does the perpetrator do this? about 15 of 23 girls participating FGDs in all level identified the reason was a way to take revenge. Majority of girls participating in FGD in all levels said that contributes to sexual harassment is a lack of morale and ethics. Majority of girls participating FGD in M. Ed had the view that another important factor that contribute to sexual harassment is boredom and lack of motivation to learn.

Sexual harassment is generally designed as a continuum of abusive behavior. This continuum includes much different behavior from very mild to very severe form of wanted sexual attention or sexual violence. Girls participating in FGDs mentioned that sexual harassment is any unwanted act and that is not welcomed.

The range of sexual harassment within a college setting was extensive. An experience of sexual harassment was classified as verbal, physical, visual and written. Most of them said, they had never been sexually harassed. It was when girls started recalling incidents, where boys had repeatedly called them sexual norms, grabbed them and propositioned them that they began to realize that sexual harassment had occurred in their college. This showed that most of the respondents had low level of understanding regarding the topic.

Above aspect of sexual harassment were largely experienced by girl students in their college setting. The most common form of sexual harassment came across the use of absence language in classrooms and the college compound is very common among the girl students. Most of the FGD participants in all levels said that boys tease and they say "I love you", and bad words such as sexy (*chwank*), lovely, big buttock etc are used to address. Boys tease girls touching their body and private parts. They also said

that girls experience from boys of their own classrooms. The box 2 shows experiences of sexual harassment faced by girl students.

Box 2: Experience of Sexual Harassment Among College Girls

I was suffered in school as well as in campus level. I am suffering in different ways; while walking on the road and entering the classroom, boys used whistling, waiting and blocking way, pulling hair from backbenches, throwing and hitting with different papers, staring, trying to sit together with, try to talk, ask name time and again, ask books and copies and write unnecessary words. Quarrel if books are not given. When far from them, they telephone, offer to go tour, write name on the wall, on the desk, on the bench, send letters, follow on the way. (18 years unmarried girl from FGD I, I.Ed. 1st year) When I go inside and outside of the classroom my sensitive organs are touched with elbow, and sometimes I hear vulgar words, and I am hit with the cheat, asking me going to move. There is no need to record of SMS or miscalls. (18 years unmarried girl from FGD I, I.Ed. 2nd year,).

In I.Ed. Level, three out of 10 girl students and one out of 6 girls from B. Ed. reported that when girls go to toilet boys shout at the door from outside. College does not have appropriate facilities for girls. Majority of FGD participant's said that those bad things are written on toilet wall. And boys look at girls with violet or dreadful intention.

In general Nepalese people are committed to religion and perhaps women more than men. Girls usually follow their seniors of the family to get to religious occasions. It appears, girls are at risk of emotion abuse. It has revealed that more than about half of all girls had experienced verbal form of sexual harassment. FGD findings show that verbal form of sexual harassment occurs most frequently in the college setting. In Himalayan Times recently carried out a quick survey and respondents mentioned that verbal harassment or the use of

absence language has become a part of the culture among young boys in any school culture. They feel proud and modern to use such absence language (CWIN, 2003 p. 57).

In college area of Nepal, verbal form of sexual harassment is accepted as normal behaviour and only severe form of sexual harassment like rape and sexual violence made them suffering from unmarried pregnancy and unsafe abortions are considered serious. We can hear and see those problems in different media but nobody want to expose these problems openly.

From the discussion it was found sexual harassment occurs in their own classrooms, play grounds, and cafeteria. Some girls also said that they were vulnerable when walking alone at campus compound. About all of girls said that they were sexually harassed in classroom even in the presence of teacher. The following views were expressed by girl students which are presented in box 3.

Box 3: Places of Sexual Harassment

I always stayed alone in the classrooms. I had a large bag. A boy teased at pointing my big bag I was in problem, sometimes I thought not to go to school". (23 years unmarried girl from FGD 3, M.Ed. 1st year,)

When we were in class we made a circle, first ladies then boys, we were almost 250. A boy hit me on my bag with stone. (25 years unmarried girl from FGD 3, M.Ed. 1st year,)

These information indicates that harasser usually choose crowded places to harass verbally while blocking ways, brushing against and deliberate touching private parts in quite places. Again it should be noted that girls are more vulnerable not only one place but in different places including schools, colleges, homes, public places and quite places etc.

Most of girls understood that sexual harassment could happen to both boys and girls while some thought that it could happen only to girls. Majority

of them reported that their own boyfriends or boys students are the main perpetrators of sexual harassment. The second biggest categories of perpetrators of sexual harassment were unknown persons, teachers, and librarians. The box 4 shows the actual Perpetrators of Sexual harassment.

Box: 4 Perpetrators of Sexual harassment

I had come Surkhet from Salyan to study B.BS. First day I had worn black coat going to multiple college Surkhet. Sandesh (Name change) named boy and his friends teased on pointing to my black coat. (26 years unmarried girl from FGD 3, M.Ed. 1st year,).

Boys sexually exploit girls, boys push girls, try to touch the sensitive parts. Boys touch girls bodies, they grab them.” (20 years unmarried girl from FGD 3, I.Ed. 1st year)

More than half of the girls were harassed by a male peers. Only one out of seven girls of M.Ed. mentioned female peers harassing and minorities of students have blamed unknown person and teachers.

On the whole girl students have been especially victims of different persons including peer, teacher, unknown persons, etc. It is indicated that women are more likely than men to be harassed. In depth qualitative studies by other researchers have explored sexual harassment by peers (Duncan, 1994, IUY and Helmet, 1996) Researchers have described peer sexual harassment as a frequent public occurrence in the school culture. Peer sexual harassment is viewed as a form of sexual banter or sexual aggression and is also considered to be an extension of adolescent bulging (Stein, 1995).

Qualitative study recently carried out by action aid Nepal (2009) reported “Violence against girls in education, more than half of girls participating in FGDS, all said that girls are raped by teachers while giving private lessons. On the excuse showing, affection, and help teachers have sex with girls. In girls hostels teachers are reported to

be sexually exploiting girls. Two groups of FGD participants said that They are raped by teacher in school. Nearly half of girls said that boys push girls/try to touch parts of body, touch breasts and come close (Action Aid, Nepal, 2009).

Information of FGD has clearly shown that girls' experience of sexual harassment is more severe. They face physically, instructive and intimidating forms of harassment than boys. Students who are reported experiencing significantly more unwanted sexual attention from their male teachers were more bothered by it.

Majority of the students said, they have rarely experienced sexual harassment. To answer How often have you experienced it? Only three of 10 girls in I. Ed. and only two of 6 girls in B. Ed. level students said that they have often experienced and only one of 10 girls in I. Ed. reported, they experienced sexual harassment every day.

It seems that sexual harassment is actually a part of an everyday social behaviour of college. It has been a part of student's everyday experience. They have accepted it as a part of college life. There was no single sampled girl who had not faced sexual harassment in their college.

Most of the FGD participants said that they shared sexual harassment incidents and minority of the respondents said, they weren't share or ignored the harassment case.

More than half of all girls participating in shared the sexual harassment incidence with their friends. Only two of 10 girls in I. Ed reported their parents and teacher harassed them. Only two of six girls in B. Ed reported sexual harassment case with class teacher. Majority of them said that friends were response and did help. Minority of girls reported that they ignored the case. Only one out of 10 girls in I. Ed. said that her parents suggested to her that, they should protect themselves.

Those who experienced sexual harassment but did not share and report anyone about the incidents and less than half of all girls said that they have fear from the society. Three of 23 girls thought no benefit of reporting and two of 10 girls of I. Ed thought small case.

Box: 5 Sharing and Reporting Behaviour of Girl Students

I asked madam but she refused to listen my words. (26 years unmarried girl from FGD 3, M.Ed. 1st year, M.Ed. 1st year).

The teacher became ready to punish him and he ask me not to do myself. (24 years hostel girl, from FGD 3, M.Ed. 1st year).

FGDs information's clearly shows that the large number of students said that they talked about their experience with their friends. They themselves have been victimized of unwanted sexual harassment at college. They could not help their friends. Most of the cases of sexual harassment do not get reported as the victims are scared of ostracism by societies if they make the incidents known to the public in our society. Women easily get branded as loose character women and they hold the sole responsibilities for inviting such advances. This is the main reason why most of the girls averse reporting. The boys in our society talked about sexual experiences in the context of romantic relationships more than girls. Recent findings among another sample of Nepalese youth (Thapa, et al, 2001) are consistent with our focus group results.

As girls are subject of different form of harassment their education is affected. Most of them reported that they feel sexual harassment has a negative impact on their study. They feel like stop going to college. They find it difficult to concentrate in class. Half of the girls said they feel difficulties in college performance and loss interesting college activities. Minority of them reported that they loss friends and secure mark.

Box: 6 Effect of Sexual Harassment Faced by Girls in Education

Because boys and teachers give mental and bodily tensions and sexual abuse to girls, they drop out of school. (22 years unmarried girl, from FGD 2, B.Ed. 2nd year).

It has directly affected my mind. I cannot concentrate when I study, no interest in reading, thinking seriously, forgetting and feel difficult to go campus and anywhere alone. (17 years unmarried girl from FGD 1, I.Ed. 1st year).

A young girl who has home nearly Surkhet Campus (Education) but left the campus and went to Nepalganj for study because of continuous teasing by the street boys saying "I Love you", "I will die for you" or "I'll kill others for you" etc. (21 years unmarried girls from FGD from FGD 2nd year).

In 2064, Gauri (Name changed) student of Surkhet Campus (Education) lived in girl's hostel to whom local boys classmates gave tension on the way and even in the classroom teasing her. So she felt nervous to go campus. We were unknown about this but one night, they entered girl's hostel compound with drunk, crying "Gauri" "Gauri" and knocked every doors. Then other students heard it and informed to police, campus chief, student union. So we all became able to recognize them and arrest two of them. Campus restricted them from the campus. But the girl "Gauri" could not study in the campus, she left the campus and transferred Nepalganj campus for study. (24 years hostel girl from FGD B.Ed. 3rd years girl).

According to the participants of FGDs, sexual harassment in their daily college life is affected in many ways. About six of 10 girls in I. Ed mentioned that it is difficult for them to concentrate in the class because of perpetrators of their classmates, half of the girls in B. Ed. said; they feel like dropping study in college. Their college attendance is affected. Two of seven girls in M. Ed. level reported that they are quite in class and feel so hesitation.

FGD information has clearly shown that perpetrators make them feel like dropping, studying in college. Their college or class attendance, performance and activities is affected and they loss interest in study. The literature in this field suggests that in the classroom girls cannot pay attention and concentrate to class teaching because boys tease girls. They like to stop going to school because of different form of violence. Girls in hostel are badly treated, they lost interest in studies because teacher tease girl students and they do not like go to school. Girls lose interest in studies because of such discrimination (Action Aid Nepal, 2008).

Of the 23 girls participating in FGDs, most (17) of girls reported having psychological health problems after facing sexual harassment in their college. About four in 23 girls said that they faced physical health problem. Girls in I. Ed. reported that they become angry or violent toward the prepoetrator and feeling shame and guilt. About one in ten girls reported that they feel a low self respect. Out of the six girls in B. Ed, majority of them reported that they feel anxiety and get angry for no reason. Two out of six girls of B. Ed, reported that they kept worrying and want to stay alone. One out of six girls reported that she face a suicidal thought. More than half of girls participating in FGD in M. Ed said that they felt uncomfortable and irritability. Less than half of girls participating in FGD said that they had disturbance in sleep after facing sexual harassment. The following were their responses:

Box 7: Effects on Health of Sexual Harassment

It has directly affected my mind. I become nervous that depressed me. I feel loneliness, decreasing self-confidence, self-respect as the weak person, feel bore hearing others, anxious. Because of these various problems, I feel I can't reach to the goals of my life. So, I feel my devoted mind, physical afford is going to be waste and will be blocked the door of my

bright future. Not only I but also many other adolescent girls in our college are feeling sexual harassment. (18 years unmarried girl from FGD 1, I.Ed. 1st year,).

The teacher tried to do sexual abuse me, I was upset with him. (20 years unmarried girl from FGD 2, B.Ed. 1st year,).

They reported that they had effect on physical health after experiencing sexual harassment cases. Majority of them reported that headache and anorexia are major physical problem.

Box 8: Physical and Psychological Effects of Sexual Harassment

I have headache, other physical effects are feeling heavy head, tired, lack of appetite, losing weight. (18 years unmarried girl from FGD 1, I.Ed. 1st year).

Even now I don't like doing household works and 'don't like eating', I cannot sleep well I don't like speaking anyone. (17 years unmarried girl from FGD 1, I.Ed. 1st year).

This information indicates that most incidents of unwanted attention by teachers result in more psychosomatic health problems like sleep disorders (Joshi, 2004). Sexual harassment in an academic setting has been found to diminish the overall quality of the educational experience of targeted women, damaging their career, success and well-being (Fitzgerald et al., 1997, Hostelling and Zuber, 1997). About one in twenty girls are psychologically affected because of physical abuse (action aid, 2008).

It is clear that to prevent sexual harassment at academic institutions, there should have clear policies and procedures regarding how the complaints will be handled by whom and they should educate faculty staff and students. In FGD some policies for the harasser were suggested. More than half of all girls participating in FGDs in all level suggested that the college should establish and enforce strong penalties to the perpetrator. Most of them also suggested victim

receives a written apology from the harasser, harasser receives a written warning, harasser has to be charged, harasser is suspended temporarily from the college, and minorities of them suggested harasser should be expelled permanently from college. One out of 23 girls suggested harasser should be given a death penalty.

All girls participating in M. Ed. level have overwhelmingly voiced the need to have sex education in college for all adolescents concern that there should be effective laws to punish abusers. In addition, the teachers college administration and 'Free Student Union' should be more helpful and the culprit should be severely punished for any kind of sexual harassment. Campus should adopt the rules no entry within a college gate without college dress and students identity card. Their opinion is to eliminate all kinds of discrimination, including economic, social and gender discrimination in the society. They strongly recommended psychological healing for harassed girls. They strongly feel a need for proper information to protect themselves from sexual harassment and cope with risk situations. Some even said that there was no way to prevent sexual harassment in their college. Girls recommendations are presented in box 9.

Box: 9 Girls' Recommendations

There is no way to fully prevent sexual harassment in their college. (27 years married girl from FGD 3, M.Ed. thesis year).

I want to give death penalty to harasser. (25 year unmarried girl from FGD 3, M.Ed. thesis year).

Previous research (Trevim & Ball, 1992) has demonstrated that when sexual harasser is punished harshly in an organizational context, people believe that the punishment is fair and they have more positive emotions than when that harassment is punished less severely furthermore. People infer the probability of future punishment of other harasser from the punishment that

harasser receive. Thus, it is important for academic and organizational institutions to identify the specific type of punishment that they consider appropriate. This will help to ensure that members of the organization will feel comfortable with the outcomes and believe that the organization is acting, fairly and potential harasser will be convinced that punishment will be certain when harassment occurs.

According to the U.S. department of Education Office for Civil Rights' Guidelines, schools are required by the title IX regulations to adopt and publish grievance procedures providing for prompt and equitable resolution of all sex discrimination complaints, including complaints of sexual harassment. Students should be notified of the procedures which should be written in language appropriate to the age of the school's students. Without a widely understood grievance procedure in place, a school (or school district) is held liable regardless of whether or not sexual harassment has occurred.

A school that does have a grievance procedure is liable for any conduct of its students that creates a sexually hostile environment where (a) the school knows (or should have known) of the harassment, and (b) the school fails to take immediate and appropriate steps to remedy (Stein, 2000).

Conclusion

Sexual harassment is a global issue and commonly experienced by girls and women around the world. Campus girl students are more likely to suffer from sexual harassment because they lack power, social security, and self-confidence and have been socialized to suffer in silence. Sexual harassment of the girl students is a manifestation of the large patriarchal system. Patriarchal system reinforces the men to believe that they are

innately superior to women and that this superiority gives them the right to abuse and exploit women. It is very much part of traditional gender dynamic where boys' status get built up by putting female down. The root cause is an overall lack of self-respect which translates into self-respect for human being in general. Concern over sexual harassment which is increasingly being recognized as a violation of human right is relatively recent in Nepal. Girl students are more victimized by verbal, written, visual and physical harassment, through the volume of physical harassment in this study was minimal. Their boyfriends are major perpetrators to the girl students. The girl students suffered psychologically and physically but majority are suffered psychologically. Majority are facing sexual harassment while they are at classroom. Majority are sharing/reporting the incidence of sexual harassment with their friends. All girls participating in FGD have overwhelmingly voiced to need to have sex education in college for all adolescents. Similarly they concern that there should be effective laws to punish abusers.

Nepal has many laws in place to protect the rights of girls or women in relation to their rights, but no laws, regulations and policy to ensure protection against sexual harassment at school or college. So, it is necessary to establish and display campus policy on sexual harassment.

About the author

Mr. Khanal has been teaching at Surkhet Campus (Education) as a part time teacher since three years. He had finished his Masters Degree from University Campus Kirtipur in Health Education holding distinction. He is interested in research based activities. He has published some text books for M.Ed. and B. Ed. He has also published about a dozen of research and subjective articles in different research and academic journals. He is a life member of Health Education Association Nepal (HEAN).

References

Action aid Nepal (2008). *Violence against educational institution*, Kathmandu: Acton aid Nepal.

Alliance of Five Research Centres on Violence (1999). *Violence prevention and the girl child: Final report*. London, ON: Author.

Berman, H., Straatman, A., Hunt, K., Izumi, J., & MacQuarrie, B. (2002). *Sexual harassment: The unacknowledged face of violence in the lives of girls*. In H. Berman and Y. Jiwani (Eds.), *In the best interests of the girl child* (pp. 15-44). London, ON: The Alliance of Five Research Centres on Violence.

CWIN, Safe the Children, Norway Nepal (2003). *Silent suffering: child sex abuse in Kathmandu Valley*. children's perceptive, CWIN, Nepal.

Deuba, A. and Rana, P. (2001). *A study on the psychosocial impacts of violence against women and girls with special focus on rape, Incest and polygamy*, Sathi and SNV/Nepal, Kathmandu

Dhakal, G. (2008). *Women experience of sexual harassment in carpet factory*. An Unpublished Master in Nursing Thesis, Submitted to Teaching Hospital, Maharajgunj.

Fitzgerald, L.F., Drasgow, F., Hulin, C.L., Gelfand, M.T. and Megley, V. (1997). "Antecedents and consequences of sexual harassment in organizations: A test of an integrated model." *Journal of Applied Psychology*, 82, 578-589.

Hagman, N. (1998). *Country reports on sexual harassment: Sweden, equality between men and women, European Commission*. Retrieved from (September 2, 2009) <http://www.un.org/womenwatch/osagi/pdf/sworkpl.pdf>

International Labour Organization (ILO) (2004). *Sexual harassment at workplace*. ILO, Nepal.

Khanal, S. P. (2010). *Sexual harassment in relation to psycho-physical effect of the girl students in Surkhet Campus (Education)*. An Unpublished Master's Thesis, Submitted to HPPE Department, T.U., Kirtipur, Kathmandu.

Nyende, P. (2006). *Experience of sexual harassment of female and male students at Makerere University*, Research Journal (M Rj) Vol. 001 (2) pp. 125-132.

Stein, N. (1995). Sexual harassment in school: The public performance of gendered violence. *Harvard Educational Review*, 65(2), 145-162.

Thapa, S. et al. (2001). "Final report reproductive needs of adolescents and youth in Nepal (Insight form a Focus Group Study, Family Health International)," *Population and Reproductive Health*, Kathmandu, Nepal, July, 2001.