

**EDUCATIONAL SHOCKS OF KHATWE WOMEN IN SIMARDAHI  
VILLAGE OF MATIHANI MUNICIPALITY, MAHOTTARI**

A Thesis

Submitted to

Faculty of Humanities and Social Sciences,  
Central Department of Rural Development, Tribhuvan University

In Partial Fulfillment of Requirement for the

Degree of Masters of Arts (MA)

In

Rural Development

By

**DIP NARAYAN DWIVEDY**

Central Department of Rural Development,

Tribhuvan University

Kirtipur Kathmandu

Exam Roll No.: 280983

TU, Registration No.: 6-1-14-387-2002

**July 2022**

## DECLARATION

I hereby declare that the thesis entitled **EDUCATIONAL SHOCKS OF KHATWE WOMEN IN SIMARDAHI VILLAGE OF MATHANI MUNICIPALITY, MAHOTTARI** submitted to the Central Department of Rural Development, Tribhuvan University, is entirely my original work prepared under the guidance and super vision of my supervisor. I have made due acknowledgements to all ideas and information borrowed from different sources in course of preparing this thesis. The results/findings of this thesis have not been submitted anywhere else for the award of any degree or for any other purposes. I assure that no part of the content of this thesis has been published in any form before.

---

Dip Narayan Dwivedy  
Degree Candidate

Date: 27-06-2022

2079/03/13

## **LETTER OF RECOMMENDATION**

The thesis entitled **EDUCATIONAL SHOCKS OF KHATWE WOMEN IN SIMARDAHI VILLAGE OF MATIHANI MUNICIPALITY, MAHOTTARI** has been prepared by Mr. Dip Narayan Dwivedy my guidance and super vision. I hereby forward this thesis to the evaluation committee for final evaluation and approval.

---

Dr. Rajan Binayek Pasa  
Thesis Supervisor  
Central Department of Rural Development  
Kirtipur, Kathmandu

Date: 29-06-2022  
2079/03/15

## **APPROVAL LETTER**

The thesis entitled **EDUCATIONAL SHOCKS OF KHATWE WOMEN IN SIMARDAHI VILLAGE OF MATIHANI MUNICIPALITY, MAHOTTARI** submitted by Mr. Dip Narayan Dwivedy partial fulfillment of the requirements for the Degree of Master in Arts (MA) in Rural Development has been approved by the evaluation committee.

### **Evaluation Committee**

---

Assoc. Prof. Bishnu Bahadur Khatri

Head of the Department

---

Assoc. Prof. Suman Kharel, PhD

External Examiner

---

Dr. Rajan Binayek Pasa

Thesis Supervisor

Date: 04-07-2022

2079/03/20

## ACKNOWLEDGEMENTS

This thesis report is an academic product of many mutual minds and helping hands. First of all, I would like to express my deep sense of gratitude to my supervisor Dr. Rajan Binayek Pasa for his guidance and technical assistance. I wouldn't have been able to complete this work without his supervision and academic supports. I heartily appreciate his invaluable supervision and useful guidance. My deep gratitude also goes to the Head of the Department for selecting my research title. I am equally grateful to my external examiner Assoc. Prof. Suman Kharel, PhD for his constructive feedbacks and suggestions. I sincerely thank to all the non-teaching staffs of the department for their cooperation. I am also very thankful to the elected representatives, teachers, politician and local intellectuals for cooperating me during the field work. I would like to express heartfelt thanks to the respondents for providing their valuable time and moral support.

I would like to thank everyone, who has directly/indirectly associated with this study and assisted me. At last but not the least, I would like to express my gratitude to my grant parents (Jagdeb Dube and Ashis Devi), parents (Harischandra Kuamr Dwivedy and Bibekhi Devi), elder brother Bipin Kumar Dwivedy and her wife Sulochan Sharma as well as my loving wife Rinku Tiwari and children (Ridip Dwivedy and Debans Dwivedy) for providing loving environment to complete thesis work.

Dip Narayan Dwivedy

Degree Candidate

## ABSTRACT

Education is the most dignified of human endeavors that enables humans to achieve their highest personal, spiritual, mental, social, and physical potentials. However, Marxian perspective on education blamed that educational system designed under economic infrastructure and superstructure has meeting the needs of capitalist interest. The mass people have been suffering from educational shocks as education and schooling in fact not yet connected to their life and livelihood. Therefore, this study entitled **EDUCATIONAL SHOCKS OF KHATWE WOMEN IN SIMARDAHI VILLAGE OF MATIHANI MUNICIPALITY, MAHOTTARI** aimed to analyze causes and consequences of education shocks. This study followed quantitative approach and case study research design through household survey technique. The sets of hand given self-administered questionnaires were filled up by 100 respondents who were visited in between January 15 to February 25, 2022. This study then applied descriptive statistical (frequency and Likert scale tabulation) method of data analysis. During interpretation of data, theoretical insights were brought from Marxian perspective on education, goral oriented theory and social capital theory.

This study found that Khatwe women are suffering from multiple educational shocks such as learning shocks, cultural shocks, occupational shocks and status conscious shocks. Because of that they are not providing quality parenting role to their children but motivating them for school dropouts and encouraging them to involve in household chores. The variable school dropouts and occupational status as well as monthly income of the parents are not associated. Form Criticalists viewpoints; due to the occupational shocks and status conscious shocks, Khatwe women are encouraging children for joining foreign employment that helped to improve their family life and livelihood. However, from the functionalist viewpoints, due to the learning shocks and cultural shocks, Khatwe children are not getting motivational environment from their colleagues, parents and teachers. Such reasons made them hopeless with their higher educational voyage that is essential for future career development. Khatwe children are thus failed to complete higher educational opportunities that would help them to nourish their cognition and make them potential human capital. In doing so, they might play active and leadership role in the community and they might also become top level politicians, bureaucrats and development experts. Finally, the empirical findings are well supported by theoretical and empirical evidences reviewed in this study. Therefore, the study can be a reference for making evidence based policy to the local government for addressing the educational shocks of Khatwe women, improving their livelihood through management of share cropping and cooperative farming.

## TABLE OF CONTENTS

DECLARATION .....	ii
LETTER OF RECOMMENDATION .....	iii
APPROVAL LETTER.....	iv
ACKNOWLEDGEMENTS .....	v
ABSTRACT.....	vi
LIST OF TABLES .....	x
LIST OF FIGURES .....	xi
ABBREVIATIONS/ACRONYMS.....	xii
CHAPTER I.....	1
INTRODUCTION .....	1
1.1 Background of the Study .....	1
1.2 Rationale of the Study.....	3
1.3 Statement of the Problem.....	3
1.4 Objectives of the Study .....	4
1.5 Significance of the Study .....	4
1.6 Delimitation of the Study.....	5
1.7 Organization of the Study .....	6
CHAPTRE II.....	7
REVIEW OF LITERATURE .....	7
2.1 Historical Review.....	7
2.2 Theoretical Review .....	9
2.2.1 Marxian Perspectives on Education.....	9
2.2.2 Goal Orientation Theory .....	10
2.2.3 Social Capital .....	11
2.3 Policy Review .....	12
2.4 Empirical Review.....	16
2.5 Conceptual Framework of the Study .....	19
CHAPTER III .....	20
RESEARCH METHODOLOGY.....	20

3.1 Research Design.....	20
3.2. Selection of the Study Area and Rationale .....	20
3.3 Sample Size and Population.....	21
3.4 Nature and Sources of Data .....	22
3.5 Techniques of Data collection .....	22
3.6 Method of Data Analysis .....	22
3.7 Ethical Consideration.....	22
CHAPTER IV .....	24
DATA ANALYSIS AND PRESENTATION .....	24
4.1 Characteristics of the Respondents .....	24
4.1.1 Age Sex Distribution of Study Population.....	24
4.1.2 Dependency Ratio .....	24
4.1.3 Family Size .....	25
4.1.4 Distribution of Population by Marital Status .....	25
4.1.5 Distribution of Study Population (Age 10 and Over) by Occupation.....	26
4.1.6 Marital Status of the Respondent.....	27
4.1.7 Literacy Status by Types of Family .....	27
4.1.8 Age at Marriage and Literacy Status .....	27
4.2 Economic Situation of the Respondents .....	28
4.2.1 Sources of Household Income .....	28
4.2.2 Literacy Status by Occupation .....	29
4.2.3 Distribution of Land.....	29
4.2.4 Distribution of Household’s Fuel Consumption for Cooking.....	30
4.2.5 Distribution of Households by Cultivation of Other’s Land .....	30
4.2.6 Literacy Status by Family Income .....	30
4.2.7 Educational Status of Respondent by Family Income .....	31
4.2.8 Household Facility .....	31
4.3 Causes of Educational Shocks .....	32
4.3.1 Learning Shocks.....	32
4.3.2 Cultural Shocks.....	33
4.3.4 Occupational Shocks.....	35
4.3.4 Status Conscious Shocks.....	37
4.3.5 Hindering Factors for Female Illiteracy.....	39

4.3.6 Causes of Illiteracy .....	40
4.4 Consequences of Educational Shocks.....	40
4.4.1 Distribution of Study Population by Literacy Status .....	40
4.4.2 Distribution of Study Population by Educational Attainment .....	41
4.4.3 Source of Literacy .....	41
4.4.4 Literacy Status of Respondents.....	42
4.4.5 Educational Level by Occupation .....	42
4.4.6 Drop-out Status of the Respondents .....	43
4.4.7 Causes of Drop-out .....	44
4.4.8 Occupation and Drop-out Status .....	44
4.4.9 Family Income and Drop-out.....	45
CHAPTER V .....	46
SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS .....	46
5.1 Summary of the Findings.....	46
5.2 Discussions of Findings .....	48
5.3 Conclusion .....	51
5.4 Recommendations.....	51
REFERENCES .....	53
APPENDICES .....	57
Appendix A Household Survey Questionnaires .....	57
Appendix B: Map of Mahottari District and Matihani Municipality.....	62
Appendix C: Ward Wise Population Distribution .....	65
Appendix D: Population by Ethnic Groups .....	66
Appendix E: Literacy Rate in the Municipality .....	67
Appendix F: Economic Activities.....	68
Appendix G: Household Facilities.....	69

## LIST OF TABLES

Table 2.1: <i>Types and Functions of Social Capitals</i> .....	12
Table 4.1: <i>Distribution of Study Population by 5 Years Age Group</i> .....	24
Table 4.2: <i>Dependency Ratio of the Sample Population</i> .....	25
Table 4.3: <i>Distribution of Family Sizes</i> .....	25
Table 4.4: <i>Distribution of Population by Marital Status</i> .....	26
Table 4.5 : <i>Distribution of Study Population by Occupation</i> .....	26
Table 4.6: <i>Distribution of Respondents by Marital Status</i> .....	27
Table 4.7: <i>Distribution of Respondents by Literacy Status and Type of Family</i> .....	27
Table 4.8: <i>Age at Marriage and Literacy Status</i> .....	28
Table 4.9: <i>Distribution of Household by Income Source</i> .....	28
Table 4.10: <i>Literacy Status of Respondents by Occupation</i> .....	29
Table 4.11: <i>Distribution Respondents by Landholding</i> .....	29
Table 4.12: <i>Distribution of Household's Fuel Consumption for Cooking</i> .....	30
Table 4.13: <i>Crop Sharing Practices of the Respondents</i> .....	30
Table 4.14: <i>Literacy Status by Family Income</i> .....	31
Table 4.15: <i>Educational Status of Respondent by Family Income</i> .....	31
Table 4.16: <i>Distribution of Household by Available Facilities at Home</i> .....	31
Table 4.17: <i>Items for Learning Shocks</i> .....	32
Table 4.18: <i>Descriptive Statistics for Learning Shocks</i> .....	33
Table 4.19: <i>Items for Cultural Shocks</i> .....	34
Table 4.20: <i>Descriptive Statistics for Cultural Shocks</i> .....	34
Table 4.21: <i>Items for Occupational Shocks</i> .....	36
Table 4.22: <i>Descriptive Statistics for Occupational Shocks</i> .....	36
Table 4.23: <i>Items for Status Conscious Shocks</i> .....	38
Table 4.24: <i>Descriptive Statistics for Status Conscious Shocks</i> .....	38
Table 4.25: <i>Distribution of Responders by Hindering Factors</i> .....	39
Table 4.26: <i>Distribution of Respondents by Reasons of Illiteracy</i> .....	40
Table 4.27: <i>Distribution of Study Population by Literacy Status</i> .....	40
Table 4.28: <i>Distribution of Study Population by Educational Attainment</i> .....	41
Table 4.29: <i>Distribution of Respondents by Literacy Source</i> .....	41
Table 4.30: <i>Source of Non-Formal Literacy</i> .....	42
Table 4.31: <i>Distribution or Respondents by Literacy Status</i> .....	42
Table 4.32: <i>Educational Level by Occupation</i> .....	42
Table 4.33: <i>Distribution of Respondent by the Drop-out Status</i> .....	43
Table 4.34: <i>Distribution of Respondent by Child Drop-out Class</i> .....	43
Table 4.35: <i>Distribution of Respondents by Causes of Drop-out</i> .....	44
Table 4.36: <i>Distribution of Respondent's by Occupation and Drop-out Status</i> .....	45
Table 4.37: <i>Respondents by Family Income and Drop-out Status</i> .....	45

## LIST OF FIGURES

<i>Figure 2.1: Structure/Super-structure Model of Marx for Class Control .....</i>	<i>9</i>
<i>Figure 2.2 Conceptual Framework .....</i>	<i>19</i>
<i>Figure 4.1: Normality of Learning Shocks.....</i>	<i>33</i>
<i>Figure 4.2: Normality of Cultural Shocks.....</i>	<i>35</i>
<i>Figure 4.3: Normality of Occupational Shocks.....</i>	<i>37</i>
<i>Figure 4.4: Normality of Status Conscious Shocks.....</i>	<i>39</i>

## ABBREVIATIONS/ACRONYMS

ACCU	:	Asian Confederation of Credit Unions
ARNEC	:	All-Round National Education Committee
BASE	:	Backward Society's Education
CBS	:	Central Bureau of Statistics
CBS	:	Central Bureau of Statistic
CERID	:	Research Center for Educational Innovation and Development
EFA	:	Education for All
GOs	:	Government Organizations
HHs	:	Households
HMG	:	His Majesty of Government
INGOs	:	International Government Organizations
MOPE	:	Ministry of Population and Education
NDHS	:	National Demographic and Health Survey
NEC	:	National Education Commission
NEPC	:	National Education Planning Commission
NGOs	:	Non-Governmental Organizations
NHRI	:	National Human Rights Institutions
NNEPC	:	National Educational Planning Commission
NPHS	:	National Population and Housing Survey
NTSP	:	National Educational System Plan
SEDP	:	Secondary Education Development Project
SLC	:	School Leaving Certificate
TU	:	Tribhuvan University
UNDP	:	United Nations Development Program
UNESCO	:	United Nations Educational, Scientific and Cultural Organization
UNFPA	:	United Nations Population Fund
UNICEF	:	United Nations Children's Fund
UPR	:	Universal Periodic Review
USAID	:	US Agency for International Development
USOM	:	United States Operation Mission
VDC	:	Village Development Committee
WSCC	:	Women's Social Coordination Committee
ZEO	:	Zonal Educational Officers

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Education is the most important and most dignified of human endeavors. Education enables humans to achieve their highest personal, spiritual, mental, social, and physical potentials. In other words, education enhance the understanding capacity, improve the sense of right and wrong and make more understandable, wise and intelligence (Rana, 2007). Education liberates the human being from the boundary, makes self-disciplined, critical thinker and improve the analytical and reasoning skills (Kant, 1993). Therefore, we can say that education is a means and ends of inner personal development of the individuals. Keeping the value of education in mind, we can say that education is a process of teaching and learning. There could be different contexts of teaching and learning where everybody can take part either in formal or informal setting. However, most of the people think that education is the process that takes place only in the schools and it is not confined to schooling only. Everybody can acquire education at any place at any time without the age bound.

Education is the methodical teaching of knowledge whereas literacy is the capacity for reading and writing. However, literacy and education are comparable and work best together. Knowledgeable people who are the shining star of civilization and national growth are the result of quality education. The foundation of a nation's development, and a key factor in progress, is education. Because of the encouragement and extension of knowledge, the modern world has advanced in every subject. Therefore, education is essential for altering human behavior and bringing about social change.

For a nation like Nepal to grow fully, education is crucial. There is no information available about the evolution of education in ancient Nepal. Prior to the administration of Rana, Nepal's educational development was also impeded by the rulers' preoccupation with war and state expansion. Following this time (an ancient period), the Rana regime began lasting form 1846 to 1950. Less focus was given to the nation's educational advancement under Rana's administration. However, the country's actual educational development did not start until after fall of democracy in

1950. Only after establishment of democracy, people got educational opportunity in the county and outside the country. The government has placed a strong emphasis on education and educational institutions since 1950.

In practice, Khatwes peoples living in Tarai are belonging to marginalized Dalit community. The primary sources of their family livelihoods are agriculture, daily wages and remittance. Socio-economic and educational status of Khatwe people seems miserable. Even there is great difference of educational status between male and female in the Khatwe community. Various study shows that the very poor status of Khatwe community compare to other caste groups community because of lower available of the health and other facilities. In this way, their educational, economic status is also lower. They have been treated as the second class citizen since ancient period. That's why, the number of Khatwe senior citizen is very lower comparatively, and proper cared by family, society as well as by nation is also lower.

The participation of Khatwe senior citizen in every sector is very low like the national political participation is also reared. Educational status, health status, social status, life expectancy, child motility, maternal mortality, political participation, employment status, saving and their occupational status is the key elements of quality of life, which is lower for Khatwe community. By and large it is clear that Khatwe are very poor than other caste, they have not time to think other thing than only how to survive. So that, they are ready to do every activity in own country or foreign country.

Women in developing world especially rural women have typically fewer skills to offer in the labor market. Their options for gainful satisfying employment are few; their potential for contributing to the society is limited largely to the domestic sphere. And that contribution is further constrained by ignorance and lack of skills related to health, nutrition and hygiene. In this line, Khatwe women's status is weaker than other. In every sector, the participation rate is fewer of Khatwe women and the national political participation is also reared, even in municipal level participation of Khatwe women is reared.

Educational status, health status, social status, life expectancy, child mortality, maternal mortality, political participation, employment status saving and their occupational status is the key elements of quality of life, which is lower for female in Khatwe community. The reality however, is that fewer and fewer women in the developing world have the luxury of depending entirely on male support. The data and case studies compiled in the course of this project show very clearly that large

numbers of women and not just widows and divorces are actively engaged in the work force not by choice but because they need to work to survive and support their families (King, 1993). Khatwe women in Nepal are generally less educated than other high caste women. They have an educational shocks that refers to the intense dissatisfaction, perplexity, and anxiety that some students encounter as a result of being introduced to new teaching and learning techniques, inundated with unanticipated and disorienting information, and given unclear and conflicting expectations. Hence, this study entitled Educational Shocks of Khatwe Women in Simardahi Village of Matihani Municipality, Mahottari aimed to explain causes and consequences of educational shocks in the lives of Khatwe community people.

### **1.2 Rationale of the Study**

Implement 'gender' system by developing specific sensitive indicators in all aspects of holistic education such as study, teaching, training policy formation and management is must. Owing to that government and non-government mechanism including local government are carrying out adult literacy and out of school programs with focus on the target communities especially the women, backward ethnic communities and the lowest caste (Khatwe) groups. The government has not only providing free primary education but also offering scholarship for the children of backward communities especially Khatwe indigenous groups but they are not interested in formal education system. The illiterate Khatwe women are not providing quality parenting to their children due to the educational shocks.

Furthermore, the importance of the study highlighted couple of justifications for the educational shocks experienced by Khatwe women. First, concept of education and learning is extremely difficult because it entails reversing earlier learning of the learners (Czarniawska, 2003). It is also increasingly clear that learning is a highly reflective concept. Second, in Nepalese context learning shocks, cultural shocks, occupational shocks and status conscious shocks also have been affected learning ability of the students rather than being a process that occurs within the domain of individual cognition (Wenger, 2000).

### **1.3 Statement of the Problem**

Participation in education is a crucial factor in determining how well a society is developing. Human resources are developed through education, which is understood as a process of enhancing everyone's knowledge, abilities, and skills in the nation. Even while human resources are crucial, social, economic, and cultural

constraints make it difficult to achieve desired outcomes when it comes to the advancement of education. Six years older and in Nepal, the literacy rate rose from 54 in 2001 to 65 in 2011. Even while this progress seems optimistic, there is still a huge difference between caste and ethnic groups. Only a small percentage of the Khatwe people is literate. Many Khatwe parents choose not to send their kids in school due to the educational shocks. Only a small percentage of students finish their education because of the high dropout rate. The majority of the girls work in domestic duties. As a result, fewer girls than boys enroll in school, and even fewer children got chance to complete higher level education.

Despite assistance from family members and other relatives, older people in our society are among the most economically disadvantaged populations in Nepal. In addition, 4.9 million Nepalese people are multi-dimensionally poor, which is 17.4 percent of Nepal's population. It is important to investigate why, how and what are the affective factors for development of education of this community? Why do not send their children to school? Why there is higher drop-out? These crucial aspects are working for development of education in Khatwe community. Hence, this study will deals with these burning issues in Khatwe community. The socio- economic status of various caste/ethnicity has different from each other and it is very poor for Khatwe community. The educational status of any family or community is effect on the overall status of that senior citizen. By concerning this statement the educational shocks of Khatwe community becoming burning issue for the study.

#### **1.4 Objectives of the Study**

The general objective of the study was to analyze educational shocks of Khatwe women which were expanded by following specific objectives:

- To examine characteristics of the Khatwe people in the study area.
- To assess economic situation of the Khatwe community people.
- To analyze causes and consequences of educational shocks of the Khatwe women in the study area.

#### **1.5 Significance of the Study**

There are various ethnic/caste groups in Nepal. Every ethnic group has its own important role in the national development. Education is a key to awareness and it is the basic element for development. If the people are educated they can understand the advantages of development program so that they can actively participate and

contribute more to national development. Khatwe cover 7.10 percent in Tarai, they are the most backward community educationally, socially, and economically though. The causes of the backwardness might have been due to various factors. However, this study focuses on socio-economic characteristics and educational status in general, female education and drop-out rate of Khatwe students in particular. Hence, the key findings and recommendations might help government and non-government agencies to address educational shocks of Khatwe women and improving their family life and livelihoods.

### **1.6 Delimitation of the Study**

This study deals with educational shocks of Khatwe women. It has focused on female education status, causes and consequences of educational shocks on the lives Khatwe community people. Due to the limited time and resource, the study has been delimited on following ways:

- This study has covered Khatwe women of Simardahi village located in Matihani municipality of Mahottari District.
- The respondents of this study are only household wife residing in ward number 9 of the municipality.
- Educational shocks of the Khatwe women have been delimited into learning shocks, cultural shocks, occupational shocks and status conscious shocks.
- The research issues educational shocks have been interpreted from Marxian perspective on education, goal orientation theory and social capital theory.
- The required data were collected from 100 households from Khatwe community selected randomly.
- Thus, this study may not be applicable to other Khatwe communities of same district and beyond.

## **1.7 Organization of the Study**

This study has been organized into five chapters. First chapter deals background of the study, rationale of the study, statement of the problem, objectives of the study, signification of the study, organization of the study and delimitation of the study. The second chapter deals about the literature review focusing on the historical review, theoretical review, national policies, empirical review and conceptual framework. Third chapter organized on methodology of the study. Methodology includes the study area, sample population, selection procedure, question design as well as data analysis procedure. Fourth chapter presents data presentation and analysis. Finally, fifth chapter deals on summary of findings, conclusion and recommendations.

## CHAPTER II

### REVIEW OF LITERATURE

#### **2.1 Historical Review**

The earliest forms of education on Nepal were associated with the major religions Hinduism and Buddhism by the beginning of the Christian era; there were established system and institutions for the training of priests and other personal to propagate these religions. The Buddhist Gumbas (monasteries) in some ways approached secular education in the breadth of their curricular offerings and in their effort to enroll to one boy from each family, whether he was to become a priest or not. The Hindu system placed greater emphasis on the specific training of priests.

Early Chinese and Tibetan documents indicate that Nepalese schools were well versed in astronomy, geography, literature and Sanskrit and arts and crafts were well developed. The term guru meaning teacher, appears frequently and many of the rajas of the various principalities had “spiritual directors” to guide the education as well spiritual life of the people. Many scholars from china and India migrated to the thus providing the basis for an exchange of learning.

Paralleling this rather academic type of education was a more practical kind that flourished after the 14th century, when the prevailing case system was re-organized and strengthened by King Jayasthiti Malla. He encouraged greater emphasis on occupational training (since each child was pre-ordained to follow his father’s caste occupation) and the apprenticeship system was widely used. Guilds were organized which among other things, looked after the education of youth.

During the 7th and again in the 18th centuries, Christian missionaries twice attempted to establish school in the Kathmandu valley but these efforts were short- lived and limited in scope.

Prithvi Narayan shah, as might have been expected introduced a martial note in education believing every youth should be trained for war but after he had conquered the Katmandu valley, he laid heavy stress on the industrial and vocational development of the country. He introduced a new concept of the state responsibility for lost in battle. However, he and his heirs did not hesitate to appropriate the accumulated wealth of ancient educational institutions to pay the costs of conquest, and Buddhist and Hindu education often suffered as a result (Parajuli, 2005).

**A Period of Opposition to Education:** The Rana period, 1846-1950, is best described as one of general opposition to education by the ruling group. In an era, when western countries were developing and extending their systems of learning the Rana were attempting to remove nearly all vestiges of education in Nepal. Although they imported British or Indian pundits to teach their own child according to the English system, they thoroughly opposed education for the masses. In fact, anyone advocating it risked the death penalty or dungeon.

Jangabhadur the first of the Ranas, organized a British type of school for his own children in 1854. His successor, Ranadip moved the school (known since then as Durbar High School) from the palace to its present site and opened it to other children. For the next half century there were no further developments. In fact, various government policies and actions resulted in the serious deterioration of the ancient form of education.

It was inevitable that some of the Rana would become enlightened as they pursued their studies, occasionally in India at the University level. One such was Deva Shumsher Rana who succeeded to the Prime-minister ship in 1901, having seen the effects of the developments of education in India, immediately upon assuming office he provided free vernacular schools in every village with 50 pupils or more, to teach the "3R" S and history and geography. He also established a newspaper and laid plans to free the country's slaves (indentured Nepalese usually of low caste). It is remarkable that 150 schools were actually opened before he was exiled by his brother after days in office. The newspaper and the schools were promptly closed and the concept of universal education was suppressed for 50 years.

During these 50 years period only two events of educational significance occurred. First, Chandra Shumsher Rana became dissatisfied with the universities of India and their influence on the young Rana heirs, so he established Tri-Chandra college in Katmandu, with attendance limited to the Ranas and children of few favored courtiers. (It is interesting to note that he gave recognition to the young King Tribhuvan a changing relationship between the palace and the dictators). The second event occurred in 1932 with the establishment of a board the standards of the secondary school examination.

Towards the end of the Rana period another enlightened ruler came into power, Padma Shumsher Rana, Padma was forced into exile and his reforms were abolished his successor and last of the Ranas, Mohan Shumsher, however, could not

overcome the rising demands of the people for decency, education and their fundamental rights, and was overthrown in 1951 (Parajuli, 2005).

**The Modern Period:** The impetus given to education by Padma, the initiative of the villagers along the Indian brother in establishing their own schools and the general freedom movement combined to provide tremendous force for the rapid expansion of education immediately after 1951. Many schools were opened quickly often without adequate planning, financing or facilities. Nearly all of them charged tuition and catered to the more favored socioeconomic classes.

To prevent complete chaos and provide some guidance for educational development several organizational steps were taken. These included creation of an educational ministry strengthening the educational directorate and appointment of seven school inspectors. A Board of education was appointed, and in 1954-55, a national education planning commission mapped out a long range plan for the orderly development of educating in Nepal. With the help of American Aid, primary schools were expanded a teacher-training program was established, adult literacy classes were opened and provision was made for the preparation and printing of the hinterlands and a national university was organized. In 1962, a UNESCO team made a comprehensive survey of a decade of educational progress in Nepal and made recommendations for continued development, but with great emphases on educational planning.

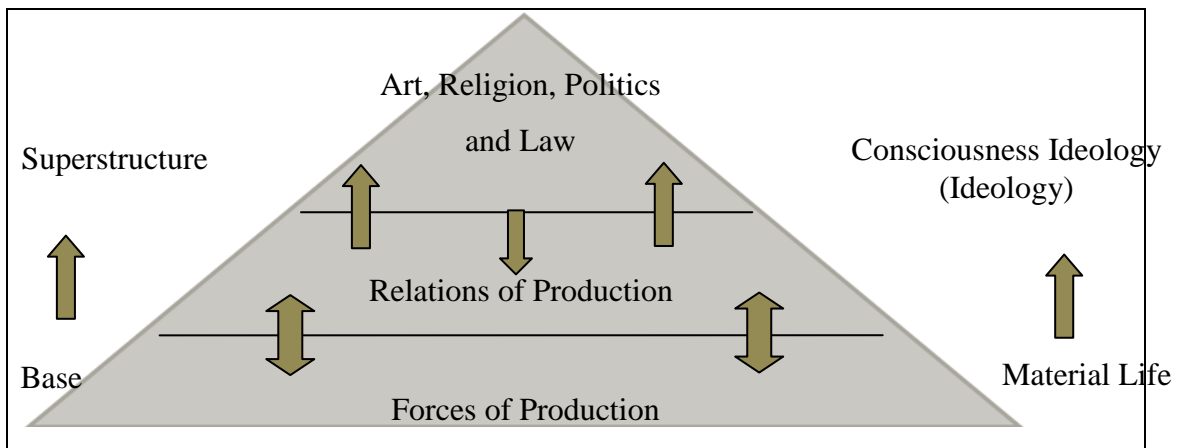
The description of education in Nepal today, which follows, includes the details of events after 1951 and thus they are not more fully developed here. At this point it is sufficient to note that 1951 marked the beginning of a new dynamic period in the development of education in Nepal a period which is still continuing (Hugh, 1965).

## **2.2 Theoretical Review**

### **2.2.1 Marxian Perspectives on Education**

Marxian perspective on education contended that capitalists design modern education system just for changing the human behaviors and causing brain drain to pursue their interests (Bruke, 1992). According to the interest of capitalist the economic structure and superstructure (see in Figure 2.1) in the society and national have been created for end goal promoting capitalism (Kellner, 2006).

**Figure 2.1: Structure/Super-structure Model of Marx for Class Control**



*Source:* Kellner, 2006

By 2050, it is predicted that more than 9.6 billion people would live in urban areas as a result of urban-centered development strategies (WB, 2019). Furthermore, by 2050, rural areas will be home to 70 percent of the world's poorest inhabitants (Dasgupta & Morton, 2014). As a result, further work is needed to investigate alternate strategies for promoting human wellbeing and overcoming the current development pattern (UNESCO, 2015, p. 20). Because of this, many governments have made agriculture a priority as the main engine of economic growth and nonfarm activity. Policymakers have recognized formal education as a way to encourage young people to stay in rural regions and participate in the growth of the economy because they make up a sizeable fraction of the population there.

Although many people view farming as "the activity of last option," young people and their parents view school as a potential escape from rural areas with farm activities (Tadele & Gelle, 2012 as cited in Pant, 2016). It is here that the failure of education to change current socio-cultural and economic structures is laid at its door. Education is also criticized for being influenced by the prevailing cultural ideologies of the upper class and caste/ethnic groupings, which has led to its useful transformation of society (Pasa, 2019).

### **2.2.2 Goal Orientation Theory**

The second stage of motivation is described by goal orientation theory. Dweck (1986) defines two types of accomplishment goals that are influenced by self-efficacy/trust in one's own ability, beliefs, and the amount of effort students put into their academic work. They are (I) performance focus goals that place a premium on receiving favorable feedback from others and (II) learning focus goals that place a premium on the student learning new skills and knowledge even if failures occur

along the way. Students with learning goals view failure as a cue to adjust their approach to complete the work and raise their efforts, while students with performance goals are more prone to take failure as a sign of low ability and to withdraw effort.

Higher student effort increases the likelihood that they will perform better in relation to their learning objectives (Elliot & Dweck, 2005). Wentzel (1991) contends that for students to succeed, they must work toward both learning and performance goals. Here, the goal orientation theory also contends that pupils who have a high level of self-efficacy or confidence in their own abilities, regardless of goal orientation, exert effort as assignments get harder or if they fail. Students who lack confidence in their own abilities or self-efficacy exhibit unusual patterns of persistence.

Instead than concentrating on the content of what people are seeking to achieve, goal orientation also involves context orientation for action in an achievement task. Mastery goal orientation for addressing an individual's aim of growing competency has been stated by Ames in 1992. Students with mastery goals concentrate on learning, comprehending, developing skills, and mastering knowledge. In a broader sense, mastery goals orientation can be defined as a motive for personal development and growth that directs behavior related to achievement and task engagement (Ames, 1992 as cited in Brdar, Rijavec & Loncaric, 2006).

Similar to this, a goal oriented approach refers to a focus on the potential for success, whereas a goal oriented avoidance refers to a focus on the potential for failure and the endeavor to avoid it. When pursuing performance approach goals, the person engages in the task with a clear intention and is focused on the desired prospect of exhibiting high ability. When pursuing performance avoidance goals, the individual is focused on the undesirable potential of displaying low ability and performs the job with the intention of avoiding such a demonstration (Elliot, 1997 as cited in Brdar et al., 2006). It has been discovered that performance avoidance goals are linked to low efficacy, anxiety, avoiding asking for help, self-handicapping tactics, and poor academic performance. The distribution of linkages with performance-based goals.

### **2.2.3 Social Capital**

Neighborhood ties in each given community play a role in social capital, which promotes collaboration or group engagement (Ponthieux, 2004). Thus,

preserving social networks, social connectivity, trust, reciprocity, sense of identity, and norms constitutes the process of maintaining social capital. The size of the network of relationships that an individual may effectively mobilize and the number of resources (economic, cultural, and symbolic) that each member of the network owns determine how much social capital they have (Bourdieu, 198).

When describing and elaborating on social action, Coleman emphasized his points in two major philosophical strands. The first is the sociological approach, which places the individual under "norms, regulations, and obligations" in a social and cultural setting. The second strategy is the economic one, which centers on independent, self-interested people working toward their objectives (Coleman, 1988). Numerous definitions of social capital have emerged, all of which are connected to the communal standards, values, and relationships that represent an individual's membership in "a common existence centered on family and community" (McClenaghan, 2000). Thus, as shown in the table below, these theoretical concepts assisted in the analysis of various forms of social capital or relationships and their fundamental functions as used by the Khatwe women including their family members.

**Table 2.1: Types and Functions of Social Capitals**

<b>Types of Social Capital</b>	<b>Basic Functions</b>
Boding relationships	○ Productive/mutual relationships between/among members of any one ethnic group
Bridging relationships	○ Productive/mutual relationship between/among members of multi ethnic groups
Linking relationships	○ Productive/supportive relationships between/among local people and politicians/bureaucrats having power/prestige

*Source:* Coleman, 1988

### 2.3 Policy Review

In this section, this study presented brief information about Nepalese educational policies that has been focusing to measure student performance as an outcome of national education system and school education. I have reviewed fundamental educational policies that have been implemented by the state mechanism. My intention here is to explore educational goals that has been set to understand whether these policies are directed towards teachers' motivation and students' performance or not.

**Education Ordinance, 1940:** Under this ordinance, Nepalese government came up with couple of objectives in 1940. The first was to regularize the school education system and second was to improve the quality of school education. The

Ordinance spelled out three mandates to attain these objectives: (i) assess performance of students twice a year, installing a system of half-yearly and annual examinations, (ii) report students' performance records to report the respective parents twice a year, and (iii) remove students failing in the same grade for three times consecutively from the school rolls.

Nepal National Educational Planning Commission, 1954-56: After the fall of Rana regime, and planned development effort Nepalese government began to give high priority in educational sector. Local people understood the meaning and importance of education. At a time for providing educational opportunities to people, Government constituted a Board of Education in 1952. This Board immediately recommended the formation of a Planning Commission to address the educational needs of the country. Accordingly, the Nepal National Educational Planning Commission (NNEPC) was established in 1956. The main goal of the commission was to prepare plans for the development and improvement of educational system in the country. The United States Operation Mission (USOM) extended financial assistance during implementation. At a time, the commission recommended on several aspects of education such as restructuring of levels of school education, functionally designed curricula for primary and secondary schools, teacher education, students' progress and performance.

Education Regulations Revision: The Education Regulations 2059 (2002 AD) based on the seventh Amendment of the education Act, 2028 allows the public schools change tuition and other fees the students. The government is committed to free primary education. The tuition fees can now be charged in the public secondary schools. Several new features such as Teacher Licensing system, setting up of village Education Committees, formation of school management committees with major representation of parents, have also been included in the revised regulations. Further, the new terminologies have been used to describe the types of private schools. The present government aided schools are called community schools and the private schools are described as institutional schools.

Shrestha on his research on “Determinants of Educational Participation in rural Nepal” has mentioned that various have influenced the participation of children in education. These factors are: gender, economic status of family education, school facilities, topography, modernity, and size of family, language and teacher's characteristics. It is these factors which determine whether children will get change to

study in school or remain at home without education. A part from giving an account on various factors concerning educational participation in Nepal, the researcher also has discussed about relative importance of those factors. This study has emphasized on gender which is the most important factors influencing the participation of people in education.

Jonardon, in his study "Enrollment of Girls at primary Level in Dhankuta and Nuwakot" has found that the girl enrollment in primary level in spite of equal age level population, was lower than that of boys in both districts. The main causes were found to be the poverty, negative parental attitude, girls' involvement in farming and in parents. He also found girls a decreasing trend of enrollment were found in primary level, in comparison to order levels, the proportion of girls enrollment even at this level was only 38 percent as against 62 percent of the boys.

A study conducted by CERID has mentioned various causes of girls non-participation in and dropout from school "Status of Female Education in Nepal" poverty is one of the major causes of girls' low participation or non-participation in and dropout from school. Another important cause, indicated by the study are the problem of mass illiteracy, participation of rural parents, early marriage, involvement of female in household chores.

A report "Onset of Men arch and Female Dropout from school" prepared by New Era Kathmandu has tried to study the relation between the onset of puberty and drop-out of female students from the school in Dang and Rolpa districts. The study reports the reason of dropout of adolescence girls who are in menstruation. The other reasons are early marriage, Parents expectation from the girls to participation more in household and agriculture works. The study is exclusive as it focuses only on the relation between menstruation and school dropout in Dang and Rolpa.

With certain ethnic communities in rural Nepal, the social custom prohibits free association of girls with male members of the community. When the girls researchers a certain age she is not supposed to appear before outsider, this social custom is indicative social basis against girl's education and the low education and economic status of the rural people are all adversely affecting the rural children's participation in education. Therefore, making people literate is an immense and challenging task for the government (ACCU, 2019).

We have to read and write about women's education after then there must be write some national policies and programs on women education in Nepal. There are

many policies and programs to write on women education in Nepal i.e. sixth and seventh five year plan(1980-85)/1985-1990), eighth five year plan (1992-97), Ninth five year plan (1997-2002), Tenth five year plan (2002-2007).

### **Objectives**

- Help raise the living standards, especially of the backward communities and women by carrying out programs of literacy, post- literacy, income generating and valuable non- formal education.
- In the context of the principle of “Education for all” make special provisions to increase the access of women and people with disability to the opportunities of education.

All-Round National Education Committee, 1960: A high level body called All-Round National Education Committee (ARNEC) was set up in 1961 with mandate to redefine the goals of education and review the entire education system. As redefined by this Committee, the goals of education should include the inculcation of a feeling of loyalty to the country and the crown, faith in God, spirit of nationalism, and promotion of knowledge of science and technology. The Committee, moreover, recommended that a comprehensive and regular type of internal assessment structure be introduced at the secondary level, and promotion to higher grades be based on performance in internal assessment and final examination and that the pass mark at all levels be set at 40 percent, 60 percent for first division and 75 percent for distinction and that the SLC Examinations in districts should be conducted by Zonal Education Officers (ZEO) as per the instructions of the Department of Education.

National Education System Plan (1971-1976): The National Education Sector Plan (NESP) of 1971, financed by USAID, attempted to create a single unified system of public education in order to empower district education offices to run schools (Thapa, 2011). NESP recommended important measures to improve the examination system. Some of them included making internal assessments mandatory from primary level to university, introducing quarterly examinations as a part of internal assessment at school level, and adding 24 percent of the marks of internal assessment to the scores of SLC examination.

National Education Commission of 1992: The first elected Government after the restoration of democracy appointed an education commission called National Education Commission (NEC) in 1991. The Commission was given a list of

assignments: redefine the national goals of education; to review all levels of education; examine the standard, relevance, and usefulness of the curricula; recommend appropriate steps for reforming in the examination system and the manner of its conduction; and formulate new policies regarding multi-university and non-formal education.

Secondary Education Development Project, 1997: The Secondary Education Development Project (SEDP), funded by a loan from the Asian Development Bank and a grant from the British Government, was introduced in 1997 to bring improvement in four areas: (1) curriculum and textbook development, (2) teachers' effectiveness/competency, (3) learning assessment/examination, and (4) overall planning, management, and evaluation of the secondary education sub-sector.

## **2.4 Empirical Review**

Education has been viewed as both a means to an end in and of itself, according to Women's Education and Social Development (1992). It helps people become more rational and personality driven, which makes them better suited to perform specific economic, political, and cultural tasks and elevates their socio-economic standing. It is seen as a key tool that societies can employ to steer change and development in the direction they want. By allowing for vertical mobility, it can serve to level the playing field for people from different social\ classes. One of every human being's fundamental rights is stated in the Universal Declaration of Human Rights.

Education has long been emphasized as the most important tool for altering women's subordinated position in the society by movements for improving women's status around the world. However, the expansion of healthcare and education facilities in the 20<sup>th</sup> century created a demand for teachers and doctors, which led to their inclusion in programs for women's education (Bhatt et al., 1992).

Total development comprises development in political, economic, social, cultural, and other facets of human life as well as the physical, moral, intellectual, and cultural growth of the human person, the Copenhagen conference report of the UN decade for women (1980) states. Every aspect of development should be viewed as requiring the development of women. To quote Pandit Jawaharalal Nehru, "to awaken the people it is women who must be awakened, once she is on the more the family moves, the village moves and the nation moves".

The international conference on public education convened jointly by UNESCO and the international Bureau of Education, in Geneva, 1952 while discussing the question of access of women to education, made the following recommendations to ministries of education of all member countries.

- Every person, without discrimination of sex should enjoy all the freedom proclaimed by the “Universal Declaration of Human rights”, and that such equality should apply in all fields, particularly that of education.
- Every person, man or women should be able to receive an education enabling him to develop his aptitude as fully as possible, playing an effective part as member or citizen of his community, his nation and the world and meet the demands, of his special tasks in life.
- Women, like men, men, should have opportunities to fulfill the tasks appropriate to the aptitudes.
- General education should be equal in value and status of boys and thus avoid social discrimination.

With the recognition of women as human beings equal rights with men, has risen the parallel concept of equality of contribution of public and private life (Pillai, 1995). The inherent zeal and enthusiasm to the teaching and learning processes which comes spontaneously to the individual and feel pleasure and enjoyment absolutely lead towards the better learning outcomes in teaching learning processes (Deci, Koestner & Ryan, 1999). Hence, I agree that teachers who are self-motivated do have deep level of understanding and feelings and would perform more effectively and efficiently in the processes of energizing the students for better effort for the accomplishment of the goals (Ames & Archer, 1998).

According to Gujardo (2011), the transition between internal and external motivation processes is a significant problem for teacher motivation in the developing countries, because external motivating factors and resources are scarce. In this context, one of the primary elements in the external motivational process is workload and diverse obstacles. It can be promoted by making sure that students have access to learning resource centers, by offering training in classroom management, active learning, and student assessment, by enlisting the help of community people to assist in the classroom.

Rogers (2006) was aware of the difficulties faced by instructors in the classroom. He stated that teachers must be aware of each student's physical and psychological state, which has been developed in the classroom, and must act appropriately. The researcher discovered during his observation that all lecturers address pupils by name, particularly when posing questions. According to research, teachers respond to students' questions during class. Some teachers were successful in making their classrooms more welcoming and active.

Helping students with their own issues, responding to a changing environment, and providing assistance with writing assignments were all severely lacking. According to a global study done in 16 nations (Afghanistan, Bangladesh, Bolivia, Egypt, El Salvador, Ethiopia, Haiti, Kyrgyzstan, Malawi, Mali, Mozambique, Nepal, Nicaragua, the Philippines, Tajikistan, and Uganda), student learning outcomes improve more rapidly when teachers are motivated to teach. However, teachers were primarily instructing the performers not modeling public polite behavior and having negative attitude towards the students (Guajardo, 2011).

According to a research done in Nepal, each teacher, each school, and the school administration committee should be held responsible for the academic progress of their students. Since many African nations have powerful Parent Teacher Associations that are enhancing school performance in rural areas, each District Education Office must likewise strengthen parents' involvement in enhancing schools' performance (Mathema, 2007). According to Shah's (2012) autoethnography research study, the greatest way to engage students in classroom activities is done by addressing their issues, needs, and interests. He added that it was crucial to maintain composure and treat the youngster with respect. He also said that educational programs have a significantly greater probability of delivering academic results when teachers and paraprofessionals are aware of the nature of their students' emotional and behavioral issues throughout class (Shah, 2012, p. 124). According to a different study, planning is the first step in affective teaching because there may be several plans, including initial, contingent, emergent, and retrospective ones.

From the above review this study tried to highlights educational shocks as a research gap. Educational shocks simply means parents' dissatisfaction who are belonging to mass population on school education system. School education system even in Nepal is not yet connecting with daily life and livelihoods of marginalized people. This might be reason that Marxian perspective on education also had

criticized modern education system designing and implementing by capitalist. More specifically, this study has raised four educational shocks (learning shocks, cultural shocks, occupational shocks and status conscious shocks) of the Khatwe women that have been demotivating them to providing quality parenting role.

## 2.5 Conceptual Framework of the Study

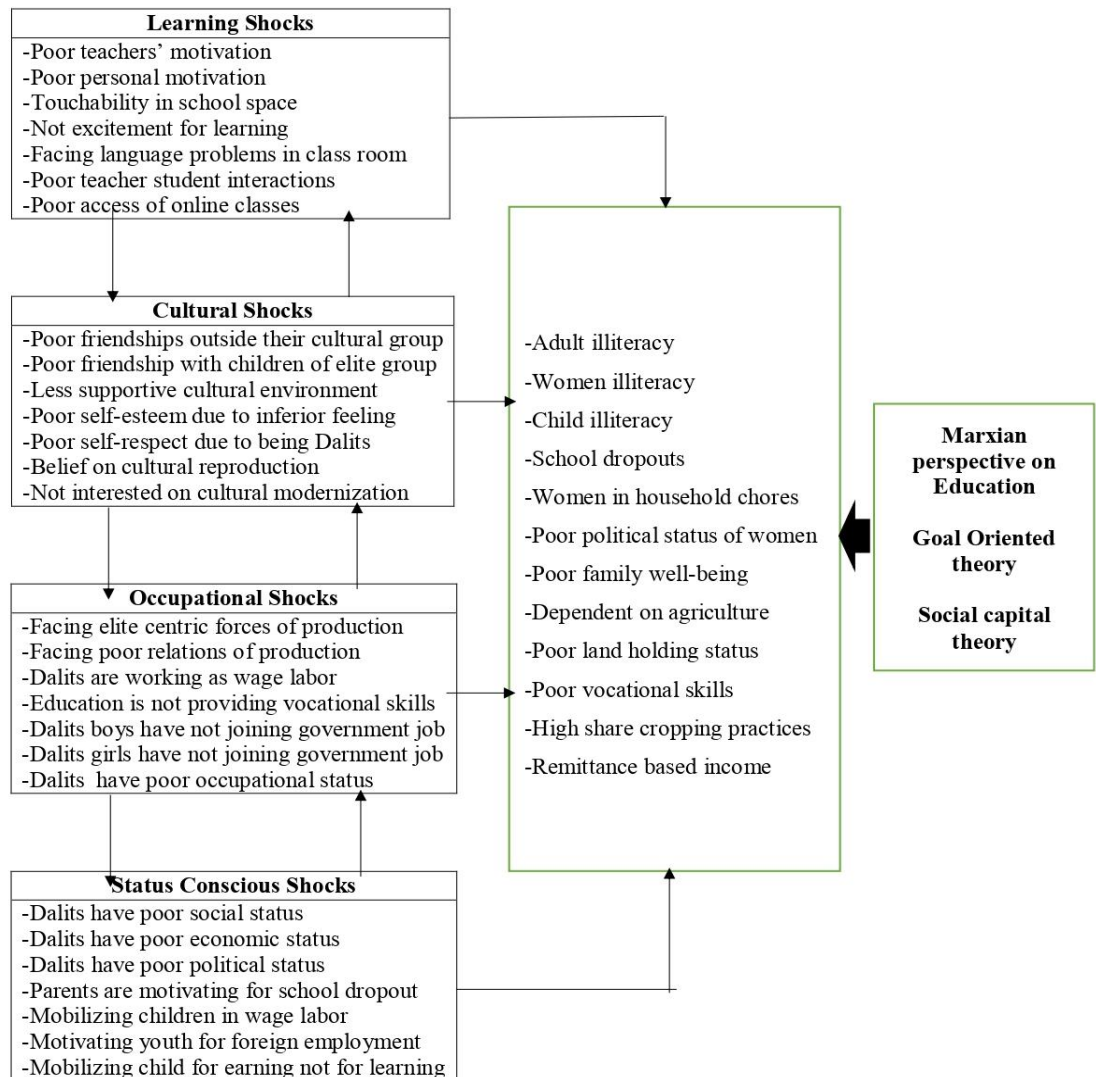


Figure 2.2 Conceptual Framework

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

This study applied quantitative approach and case study research design (Cohen et al., 2007) for explaining research issues multiple educational shocks. Case study research involves the study of an issue explored through one or more participants within a bounded system, setting or context (Creswell, 2012). Case as “a bounded system” and inquire into it “as an object rather than a process”. It is a specific or a complex functioning thing like; boundary and working parts and purposive social interactions (Stake, 1995, p. 2 as cited in Yazan, 2015).

The purpose of the study was to explain bounded system (Simardhai village) in ground reality through detailed causes and outcomes of phenomenon educational shocks (Yin, 2014). The advantage of the case study approach is that it can fit well with the needs of small-scale research through concentrating effort on one research site and helps a researcher to directly examine the data within a specific context (Denscombe, 1998). For me, the research sites where there are diverse personal viewpoints of the Khatwe women on their educational shocks. In this study, randomly 100 selected households of Khatwe community people were unit of study. And their experiences on educational shocks were unit of analysis. In doing so, this study aimed to bring a construction of reality to the research situation, which interacts with other people’s constructions or interpretations of the phenomenon being studied (Merriam, 1998, p. 22 as cited in Yazan, 2015).

#### **3.2. Selection of the Study Area and Rationale**

The field of the study is situated in Mahottari district. The district, with Jaleshwar (God in the water) as its district headquarters, covers an area of 1,002 km<sup>2</sup> (387 km<sup>2</sup>) and had a population of 553,481 in 2001, 627,580 in 2011 and 705,838 in 2021 census. There are 10 municipalities and 5 rural municipalities functioning as local levels. Purposively, Matihani municipality an economic hub of the District has been selected for the study purpose (see in Appendix B and Appendix F).

The Municipality is well known for its historical significance and its festivities. The municipality was formed in 2016 from its current 9 wards from 9

former VDCs. It occupies an area of 29.02 sq. km with a total population of 35,063 (18,443 females and 17,620) males with 1,243/km<sup>2</sup> population density (CBS, 2021).

The actual field Simardahi village is located in ward number 9 of the municipality. The village is just 6 kilometer far from the district headquarter. Top five castes of people in Matihani Municipality are Muslim (8,287), Yadav (2,792), Khatwe (2,285), Dhanuk (2,241) and Sudhi (1,687) with total population of 17,292, which forms 55.73 percent out of total population of 31,026 in Matihani Municipality. Among the diverse ethnic group, there are 2285 Khatwe people in which majority of them are residing in Simardahi village. The municipality has the constituent unit of Nepal Sanskrit University. It provides Sanskrit and Hindu Vedic education to students from India and Nepal (Collegenp, n.d.). There were only 11,451 people fully literate in Matihani Municipality as of 2011 that were able to both read and write, while 522 people were able to read but not write (Appendix E). However, the educational status of the Khatwe community members, a marginalized Dalits community seems very poor due to the educational shocks. Therefore the village has been selected as a field of the study.

### **3.3 Sample Size and Population**

As it is not always possible to reach to the population of the study, samples are proportionate subset of the population. Sample is a small representative proportion of population that will select for observation and analysis of data information (Best & Khan, 2004). This study identified 307 households of Khatwe community out of total 5137 households residing in Simardahi village located in ward number 9 of Matihani municipality which is regarded as population of the study (see in Appendix C). Out of total 307 households with 2285 population (see in Appendix D) this study has selected 100 articulating households or respondents randomly which is around 33 percent of sample population. The study has triple rationales for selecting Simardahi village as a research filed. First, the majority of the Khatwe Dalit community people are residing in this village. Second, family well-being and household facilities of Khatwe community people seems miserable comparing to other ethnic groups including Dalits (See in Appendix G). Third, educational status of Khatwe women including their children and adults are poor due to the multiple educational shocks highlighted in the study.

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

This study applied both primary and secondary sources of data. The primary data and information are collected from structured questionnaire, interview guideline and observation checklist as well as personal communication. Likewise, required secondary data are collected from books, international journals, published and unpublished reports, theses and municipal level profile.

### **3.5 Techniques of Data collection**

This study applied household survey technique for data collection. Survey is a method of collecting data in which a specifically defined group of individuals are asked to answer a number of questions (Baker, 1994, p. 172). Questionnaire survey is the most commonly use method in every kind of research. It is used to gain primary information from the respondents who answer questions about themselves, their knowledge of particular subject and their opinion. The questions in the questionnaires have been structured on four sections (see in Appendix A).

First section deals on characteristics of the respondents' related information (Question: 1-16). Second section highlights economic situation relation information (Question: 17-22). Section c focuses on causes of educational shocks in 6 point Likert scale variables (Question: 23-26)consisting four measurement indicators learning shocks, cultural shocks, occupation shocks and status conscious shocks (Czarniawska, 2003; Wenger, 200). Each indicator contains seven item variables which were developed based on Marxian perspective on education (Burke, 1992; Griffiths et al., 2005; Kellner, 2006; Saavedra, 2020). Section D deals on consequences of educational shocks related information (Question: 27-30). The reliable sets of hand given and self-administered questionnaire questionnaires with Cronbach's Alpha 0.661 (Taber, 2017) were filled up by 100 respondents who were visited in between January 15 to February 25, 2022.

### **3.6 Method of Data Analysis**

The collected data are categorized, tabulated and analyzed using simple descriptive method. Statistical tools such as frequency, average, percentage and Likert scale summative method (Chakrabartty, 2014) have been applied. Necessary fact and figures also have been inserted in appendices.

### **3.7 Ethical Consideration**

The researcher heartily maintained all the forms of ethical aspects of researcher viz. sharing the research propose upfront, maintaining the privacy of

respondents, informed consent for information collection, and rapport build-up with respondents. In this process, the researcher introduced with gatekeepers first and shared the purpose of field visit and objective of the study. The researcher understood that during data collection there is not be any compulsion to the respondents at any point if they prefer to decline to respond. For maintaining ethical consideration in the study, researcher reflected upon the issue of privacy and consent to ignore any kind of biasness (Creswell, 2012). Thereby, privacy of respondents and their attitude towards income, employment and work environment and benefits from the employers will be confidential.

**CHAPTER IV**  
**DATA ANALYSIS AND PRESENTATION**

**4.1 Characteristics of the Respondents**

**4.1.1 Age Sex Distribution of Study Population**

The information regarding the age sex distribution of the study population has been collected from the respondent's response Respondents were asked about the information of their household members. The obtained information regarding the age sex distribution is present in two-ways first on the basis of 5 years age group and second on the basis of active and inactive population i.e. age group 0-14, 15-59 and 60 and above.

**Table 4.1: Distribution of Study Population by 5 Years Age Group**

<b>Age group</b>	<b>M</b>	<b>Percent</b>	<b>F</b>	<b>Percent</b>	<b>Total</b>	<b>Percent</b>
0-4	14	3.80	25	6.40	39	5.20
5-9	45	12.40	39	10.00	84	11.20
10-14	56	15.40	42	10.70	98	12.80
15-19	40	11.00	38	9.70	78	10.20
20-24	37	10.20	42	10.70	79	10.40
25-29	22	6.00	38	9.70	60	8.00
30-34	29	8.00	40	10.20	69	9.00
35-39	32	8.80	31	7.90	63	8.20
40-44	26	7.10	22	5.60	48	6.40
45-49	12	3.30	9	2.30	21	2.80
50-54	11	3.00	9	2.30	20	2.70
55-59	10	2.70	18	4.60	28	3.80
60+	30	8.20	39	10.00	69	9.20
<b>Total</b>	<b>364</b>	<b>100.00</b>	<b>393</b>	<b>100.00</b>	<b>757</b>	<b>100.00</b>

*Source:* Field Survey, 2021

From the Table 4.1 it can be seen that out of total 757 populations, 364 are males and 393 are females. Out of the 757 population 12.8 percent population is found in age group 10-14 and followed by age group 5-9, 20-24 and 15-19 as 11.2 percent 10.4 percent and 10.2 percent respectively. Similarly, in sex wise it is seen the majority of female are in age group 20-24 age group 10.7 percent and 10-14, 5.4 percent which is the peak age of fertility. Similarly, the highest percent of male population is in 10-14 age groups 15.4 and followed by 5-9 age group contributing 12.4 percent. In overall the male population is decreased according to the increment of age.

**4.1.2 Dependency Ratio**

The ratio of the economically dependent part of the population to the productive part, arbitrarily defined as the ratio of the elderly (ages 65 and older) plus the young

(under age 15) to the population in the working ages (14-64). These measure is often used, as indicators of the economic burden the productive portion of a population must carry even though some persons defined as dependent are procedures and some persons in the productive age are economically dependent. The dependent ratio is sometimes divided into old age dependency (the ratio of people under age 14 to those ages 14-64)

**Table 4.2: Dependency Ratio of the Sample Population**

<b>Age Group</b>	<b>Number</b>	<b>Percent</b>	<b>Dependency Ratio</b>
0 - 14	221	29.20	47.3
15-64	467	61.50	
65 +	69	9.20	14.8
<b>Total</b>	<b>757</b>	<b>100.00</b>	<b>62.1</b>

*Source:* Field Survey, 2021

Table 4.2 shows that out of total population 757, 221 (29.20%) are in age group 0-14, 467 (61.5%) are in age group 15-64 and 69(92%) are in age group 65+. And young dependency ratio is 47.3 percent, old dependency ratio is 14.8 percent and total dependency ratio is 62.1 percent.

#### **4.1.3 Family Size**

Family is the basic social institution of human beings, which gives the first identify to the individual. The work of every individual revolves around the family as the role and the status provided by the family. The size of the family directly affects the economy of the family, especially in rural areas, where children are economic assets to the family. In the views, size of family was taken as an important characteristic. Distribution of family size is shown in table.

**Table 4.3: Distribution of Family Sizes**

<b>Khatwe</b>	<b>Number of Household</b>	<b>Number of People</b>	<b>Family Size</b>
Khatwe	100	757	5.96
<b>Total</b>	<b>100</b>	<b>757</b>	<b>5.96</b>

*Source:* Field Survey, 2021

Table 4.3 shows that the family size of Khatwe was found 5.96 which is more than national average 4.32 members (BS, 2021).

#### **4.1.4 Distribution of Population by Marital Status**

In this study the sample population is studied on the basis of their marital status. Generally three marital events are considered namely married, unmarried, and

widowhood for male and female respectively. The marital status is present in following table.

**Table 4.4: Distribution of Population by Marital Status**

Marital Status	Frequency			Percent		
	Male	Female	Total	Male	Female	Total
Unmarried	187	166	353	51.4	42.2	46.8
Married	170	205	375	46.8	52.4	49.6
Widowhood	4	16	20	1.1	4.0	2.5
Other	3	5	8	0.8	13	1.1
<b>Total</b>	<b>364</b>	<b>393</b>	<b>757</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

*Source:* Field Survey, 2021

Table 4.4 depicts that out of total 757 studied population majority of people 49.6 percent have married followed by unmarried population 46.8 percent and insignificant proportion of widowhood population i.e. 2.5 percent and 1.1 percent are other i.e. separated. Similarly in sex wise marital status female population has found more than male as 46.8 percent male are married where as 52.4 percent female are married. But the more male are remained unmarried than female or male unmarried percent (52.2%) is more than female (43.3%). The variation in percent indicates that female engage in marital relation earlier than male. From the study population insignificant number of population is found as widow i.e. 2.5 in percent out of them 15 are female and 3 are male. In huge difference number is the result of low life expectancy of male comparing to female.

#### 4.1.5 Distribution of Study Population (Age 10 and Over) by Occupation

Occupation refers the work that an individual do for his/her live hood. In this study generally 5 types of occupations are considered including student and one category named not stated is also included. Not stated includes the infant and the children who are under the age of work i.e. fully dependent.

**Table 4.5 : Distribution of Study Population by Occupation**

Occupation	Frequency	Percent
Foreign Employment	280	42.80
Agriculture	120	16.80
Wedge	122	18.70
Student	100	15.30
Others	42	6.40
<b>Total</b>	<b>654</b>	<b>100.00</b>

*Source:* Field Survey, 2021

From the Table 4.5, it is found that out of 757 population total 654 (rest of all population is age 10 and over, which is disregarded). The data occupation is recorded out this 654 it can be seen majority of sampled population is Foreign Employment i.e.

42.8 percent followed by wage labor 18.4 percent, agriculture 16.8 and 6.4 percent others.

#### 4.1.6 Marital Status of the Respondent

Marriage is an universal demographic component. In this study respondent's marital status is categorized mainly in two different categories namely married and widow.

**Table 4.6: Distribution of Respondents by Marital Status**

Marital Status	Frequency	Percent
Married	91	91.00
Widow	9	9.00
<b>Total</b>	<b>100</b>	<b>100.00</b>

*Source:* Field Survey, 2021

Table 4.6 reveals that almost all 91.0 percent respondents are married and 9.0 percent are widowed.

#### 4.1.7 Literacy Status by Types of Family

The types of family are also one of the hindering as well as enhancing factor about the literate status of the members. The literacy rate of all adult women in Nepal is 67.9 percent (Knoema, 2018) but only 34.8 percent Dalit women are literate. So in this study it is tried to relate the literacy status of Khatwe women and their family.

**Table 4.7: Distribution of Respondents by Literacy Status and Type of Family**

Literate Status	Types of family				Total	Percent
	Nuclear	Percent	Joint	Percent		
Literate	30	54.50	24	53.30	54	54.00
Illiterate	25	45.50	21	46.70	46	46.00
<b>Total</b>	<b>65</b>	<b>100.00</b>	<b>45</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>

*Source:* Field Survey, 2021

From the Table 4.7 it has clearly seen that the proportion of literate female is higher in nuclear family than joint family numerically out of 54 literate Khatwe female respondents 54.5 percent are belonged to nuclear family system whereas only 53.3 percent from joint family. However, the family system is not connected with modern life style as majority of them have been living with natural and traditional life styles.

#### 4.1.8 Age at Marriage and Literacy Status

Age at marriage also plays important role regarding the literacy. In general there is inverse relation between age at marriage and the literacy status of the respondents.

**Table 4.8: Age at Marriage and Literacy Status**

Age at marriage	Literacy Status					
	Literate		Illiterate		Total	
	No.	Percent	No.	Percent	No.	Percent
Less than 10	-	-	1	2.20	1	1.00
10-14	2	3.70	6	13.00	8	8.00
15-19	35	64.80	26	56.50	61	61.00
20-24	16	29.60	11	23.90	27	27.00
25-29	1	1.90	1	2.20	2	2.00
30 and above	-	-	1	2.20	1	1.00
<b>Total</b>	<b>54</b>	<b>100.00</b>	<b>46</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>

*Source:* Field Survey, 2021

According to Table 4.8 the literacy status of respondents is increased in increased in age at marriage. Respondents who have low at marriage they are almost illiterate and in increasing in age at marriage the literacy also increased. According to this table respondents who have married at age below than 15 years, are totally illiterate. But the respondents who have married at age between 15-19 years are literate.

## 4.2 Economic Situation of the Respondents

### 4.2.1 Sources of Household Income

Income is essential to run the daily activities that can be obtained from occupation from occupation especially they do. So here the sampled population is categorized according to their income source while collecting this information they were asked as- what is your source of income?

**Table 4.9: Distribution of Household by Income Source**

Income source	Frequency	Present
Foreign Employment	61	61.00
Agriculture	25	25.00
Wedge	14	14.00
<b>Total</b>	<b>100</b>	<b>100.00</b>

*Source:* Field Survey, 2021

Table 4.9 highlights information about major sources of household income. As majority of population depend on Foreign Employment, that is the main sources of income of them. Hence the highest percent of population having income source is Foreign Employment i.e. 61.0 percent followed by Agriculture 25.0 percent and wedge labor 14 percent. In conclusion we can observe that almost all people are dependent on Foreign Employment.

#### 4.2.2 Literacy Status by Occupation

Occupation is a major factor that can affect the literacy. Occupation determines the incomes level that in turn determines the literacy status of the people. Here the status of literacy of respondents by occupation is presented in table 5.7.

**Table 4.10: Literacy Status of Respondents by Occupation**

Occupation	Literate		Illiterate		Total
	No.	Percent	No.	Percent	
Agriculture	45	83.33	42	91.30	87
Foreign Employment	9	16.67	4	8.70	13
<b>Total</b>	<b>54</b>	<b>100.00</b>	<b>46</b>	<b>100.00</b>	<b>100</b>

*Source:* Field Survey, 2021

From the Table 4.10 it can be seen that majority of respondents are belonged to agriculture and out of them who adopt agriculture as their occupation, about 83.3 percent are literate and 91.3 percent are illiterate. From this scenario we can conclude that respondents who are involved in agriculture are illiterate. Similarly, in other occupation like foreign employment the percentage of illiterate is lower than literate, which can proved from the figure e.g. About 5 percent people are illiterate whereas about only 2 percent are illiterate. So we can conclude that the occupation also affects the literacy status of female. Generally, who are involved in service rather than agriculture are more literate.

#### 4.2.3 Distribution of Land

Landholding size is one of the key economic indicators to measures the economic well-being of the community or person. Nepal is agro-based country and most of the people depend upon the agriculture as main occupation. Land has great contribution in agriculture and it measures the economic status of people. Therefore, huge ownership of land indicates the economy well and few ownership of land indicates the poor economy.

**Table 4.11: Distribution Respondents by Landholding**

Land (Katha)	Khatwe	
	No. of HHs	%
0>1	18	18.0
2-4	46	46.0
5-7	19	19.0
8-10	12	12.0
10+	5	5.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

*Source:* Field Survey, 2021

Table 4.11 shows that, 0 to 1 katha that is equal to 338.63 m<sup>2</sup> is 18 percent, 2 to 4 katha is 46 percent, 5 to 7 katha is 19 percent, 8 to 10 katha is 12 percent, above 10 katha is 5 percent. So that landing pattern signifies their actual economic status to their community.

#### 4.2.4 Distribution of Household's Fuel Consumption for Cooking

**Table 4.12: Distribution of Household's Fuel Consumption for Cooking**

Types of fuel	Total	
	HHs	Percent
Wood	70	70.00
Gas	30	30.00
<b>Total</b>	<b>100</b>	<b>100.00</b>

*Source:* Field Survey, 2021

The Table 4.12 shows that major source of cooking fuel is wood for all household. The second common source of cooking fuel is gas and third is kerosene. 70 percent respondent is cooking from wood and 30 percent is cooking from gas.

#### 4.2.5 Distribution of Households by Cultivation of Other's Land

The households who have not their own land or less land, which is not sufficient to feed the family members for the period of one year, may have cultivated other's land to support the family. By considering the fact, the respondents were also asked the land holding status. The responses of the respondents are presented in table below.

**Table 4.13: Crop Sharing Practices of the Respondents**

Cultivating Other's Land	No. of households	Percentage
Yes	12	12.00
No	88	88.00
<b>Total</b>	<b>100</b>	<b>100.00</b>

*Source:* Field Survey, 2021

Table 4.13 shows that 12 percent of respondents have their own land for cultivation of they have not used the other's land and remaining 88 percent of the households are holding other's land for cultivation.

#### 4.2.6 Literacy Status by Family Income

To get education or to be most invest money. If the economics of family income is high certainly they invest money for education family members can become literate and vice- versa. Family income also plays significant role to raise the literacy level. The table 5.8 has presented the literacy status of the respondents by family income.

**Table 4.14: Literacy Status by Family Income**

Family Income	Literacy Status				Total
	Literate	Percent	Illiterate	Percent	
< Rs. 10000	7	12.00	15	30.90	22
Rs. 10000-20000	4	7.20	3	7.90	7
Rs. 2000-30000	9	18.10	10	21.80	19
Rs.30000-40000	23	42.20	12	27.30	35
More than Rs.40000	11	20.50	6	12.70	17
<b>Total</b>	<b>54</b>	<b>100.00</b>	<b>46</b>	<b>100.00</b>	<b>100</b>

*Source:* Field Survey, 2021

Table 4.14 shows the literate status and the income of the family. It provides that if the income level is high the literacy status also goes up. About 42 percent of respondents are literate whose income is between 3-5 thousands, followed by 20 percent whose income level is less than 100. So we can say that if the income level of respondent's increase it also helps to increase literacy level.

#### 4.2.7 Educational Status of Respondent by Family Income

**Table 4.15: Educational Status of Respondent by Family Income**

Family Income	Education level						Total
	Primary	L. secondary	Secondary	SLC passed	IA passed	Non-formal	
< 10000		1				6	11
10000-20000	1	1				3	7
20000-30000	3	2	1	1		4	15
30000-40000	4	2	4	2	1	10	37
40000+	2	1	1		3	1	13
<b>Total</b>	<b>10</b>	<b>7</b>	<b>6</b>	<b>3</b>	<b>4</b>	<b>24</b>	<b>54</b>

*Source:* Field Survey, 2021

From the Table 4.15 it is clear that higher the income higher the educational attainment. Respondent who has less than 20000 monthly family income they have dropped out in lower secondary level whereas who have more than 20000 income they have attained higher education.

#### 4.2.8 Household Facility

**Table 4.16: Distribution of Household by Available Facilities at Home**

Facilities	Number of users	Percent
Electricity	100	100
Radio	10	10.0
Television	100	100
Mobile	100	100.0
Toilet	95	95.0
Drinking water	70	70.0

*Source:* Field Survey, 2021

From the Table 4.16 it is seen that nearly 100 percent of respondents have Electricity at their household, 10 percent household used Radio. Similarly, 100 percent have Television, 100 percent household used Mobile, 95 percent household used Toilet and 70 percent household used drinking water facility.

### 4.3 Causes of Educational Shocks

This section presents four measurement indicators (i.e. learning shocks, cultural shocks, occupational shocks and status conscious shocks) of educational shocks.

#### 4.3.1 Learning Shocks

Learning shocks includes seven item variables such as poor teachers' motivation, poor personal motivation, Touchability in school space, not excitement for learning, facing language problems in class room, poor teacher student interactions and poor access of online classes which are presented below (see in Table 4.17).

**Table 4.17: Items for Learning Shocks**

Indicators and items		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
		5	4	3	2	1	
1	Poor teachers' motivation	22	54	6	12	8	100
2	Poor personal motivation	25	59	6	6	4	100
3	Touchability in school space	28	55	0	12	5	100
4	Not excitement for learning	20	59	9	4	8	100
5	Facing language problems in class room	28	56	6	8	2	100
6	Poor teacher student interactions	27	65	0	8	0	100
7	Poor access of online classes	24	61	0	3	12	100

**Source:** Field Survey, 2021

Table 4.17 depicts information on frequency of learning shocks related item variables. From the data it is found that denser view of the respondents are the consistently with agree and strongly agree points. However, the most 20 percent respondents have expressed their disagreed views on item poor teachers' motivation.

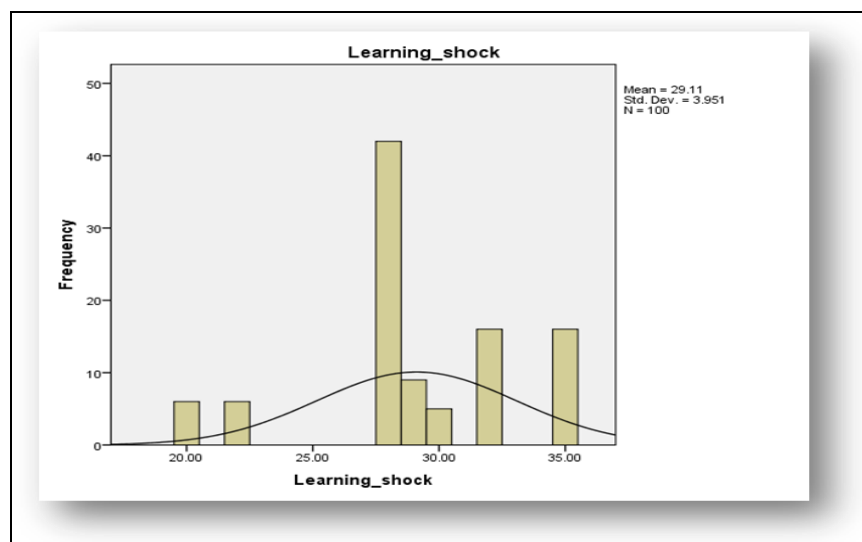
**Table 4.18: Descriptive Statistics for Learning Shocks**

Learning shocks	N	Min	Max	$\bar{x}$	$\sigma'$	Skewness
Poor teachers' motivation	100	2	5	4.04	.87	-1.18
Poor personal motivation	100	2	5	4.07	.74	-1.02
Touchability in school space	100	2	5	4.04	.87	-1.18
Not excitement for learning	100	3	5	4.09	.57	.01
Facing language problems in class room	100	3	5	4.26	.56	-.00
Poor teacher student interactions	100	4	5	4.29	.45	.94
Poor access of online classes	100	4	5	4.32	.46	.78

**Source:** Field Survey, 2021

Table 18 shows the information about descriptive statistics of learning shocks related items. The data indicates that items poor access of online class, poor teacher and student interaction and facing language problems in the classroom got highest mean value 4.32, 4.29 and 4.26 respectively. Likewise, the items poor teachers' motivation, poor personal motivation and Touchability in school got lowest Min values 2 points or disagree points. The normality plot also indicates that the respondents views are not normally distributed and skewed to left (see in Figure 4.1).

**Figure 4.1: Normality of Learning Shocks**



**Source:** Field Survey, 2021

### 4.3.2 Cultural Shocks

Cultural shocks includes seven item variables such as poor friendships outside their cultural group, poor friendship with children of elite group, less supportive cultural environment, poor self-esteem due to inferior feeling, poor self-respect due to

being Dalits, Belief on cultural reproduction and not interested on cultural modernization which are presented below (see in Table 4.19).

**Table 4.19: Items for Cultural Shocks**

Indicators and items		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	N
		5	4	3	2	1	
1	Poor friendships outside their cultural group	21	58	11	7	3	100
2	Poor friendship with children of elite group	33	52	0	8	7	100
3	Less supportive cultural environment	32	55	3	6	4	100
4	Poor self-esteem due to inferior feeling	21	57	6	7	9	100
5	Poor self-respect due to being Dalits	25	58	5	6	6	100
6	Belief on cultural reproduction	29	42	10	7	12	100
7	Not interested on cultural modernization	39	30	9	7	15	100

**Source:** Field Survey, 2021

Table 4.19 highlights information regarding frequency of cultural shocks related item variables. From the data it is found that denser view of the respondents are the consistently with agree and strongly agree points. However, the most 21 respondents have expressed their disagreed views on item not interested in cultural modernization.

**Table 4.20: Descriptive Statistics for Cultural Shocks**

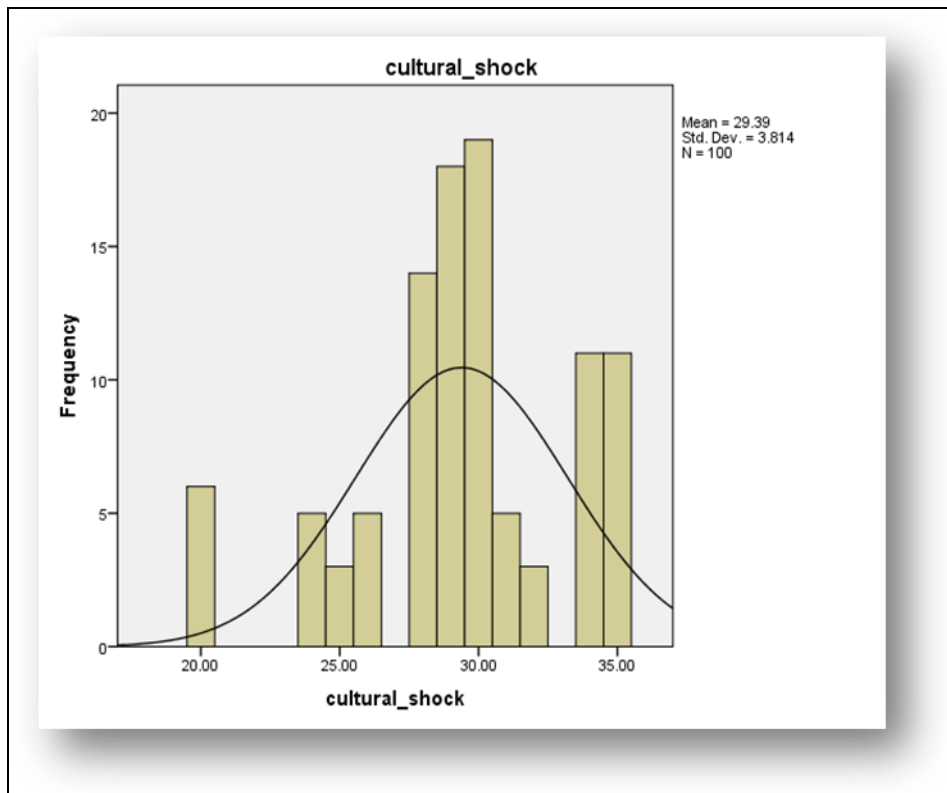
Cultural shocks	N	Min	Max	$\bar{x}$	$\sigma'$	Skewness
Poor friendships outside their cultural group	100	4	5	4.25	.43	1.17
Poor friendship with children of elite group	100	4	5	4.39	.49	.45
Less supportive cultural environment	100	2	5	4.17	.75	-1.16
Poor self-esteem due to inferior feeling	100	2	5	4.13	.76	-1.06
Poor self-respect due to being Dalits	100	2	5	4.08	.73	-1.06
Belief on cultural reproduction	100	3	5	4.17	.72	-.27
Not interested on cultural modernization	100	3	5	4.20	.80	-.38

**Source:** Field Survey, 2021

Table 20 shows the information about descriptive statistics of cultural shocks related items. The data indicates that items poor friendship with children of elite group, poor friendships outside their cultural group and they are not yet interested on cultural

modernization got highest mean value 4.39, 4.25 and 4.20 respectively. Likewise, the items less supportive cultural environment, poor self-esteem due to inferior feeling and poor self-respect due to being Dalits got lowest Min values 2 points or disagree points. The normality plot also indicates that the respondents' views are normally distributed (see in Figure 4.2).

**Figure 4.2: Normality of Cultural Shocks**



**Source:** Field Survey, 2021

#### 4.3.4 Occupational Shocks

Occupational shocks includes seven item variables such as facing elite centric forces of production, facing poor relations of production, Dalits are working as wage labour, education is not providing vocational skills, Dalits boys have not joining government job, Dalits girls have not joining government job and Dalits have poor occupational status which are presented below (see in Table 4.21).

**Table 4.21: Items for Occupational Shocks**

Indicators and items		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	N
		5	4	3	2	1	
1	Facing elite centric forces of production	46	30	4	12	8	100
2	Facing poor relations of production	25	51	12	8	4	100
3	Dalits are working as wage labor only	25	42	11	9	13	100
4	Education is not providing vocational skills	28	47	5	15	5	100
5	Dalits boys have not joining government job	30	48	12	8	2	100
6	Dalits girls have not joining government job	31	40	8	12	9	100
7	Dalits have poor occupational status	35	40	10	5	10	100

**Source:** Field Survey, 2021

Table 4.21 reveals information regarding frequency of occupational shocks related item variables. From the data it is found that denser view of the respondents are the consistently with agree and strongly agree points. However, the most 22 respondents have expressed their disagreed views on item Dalits are working as wage labor only.

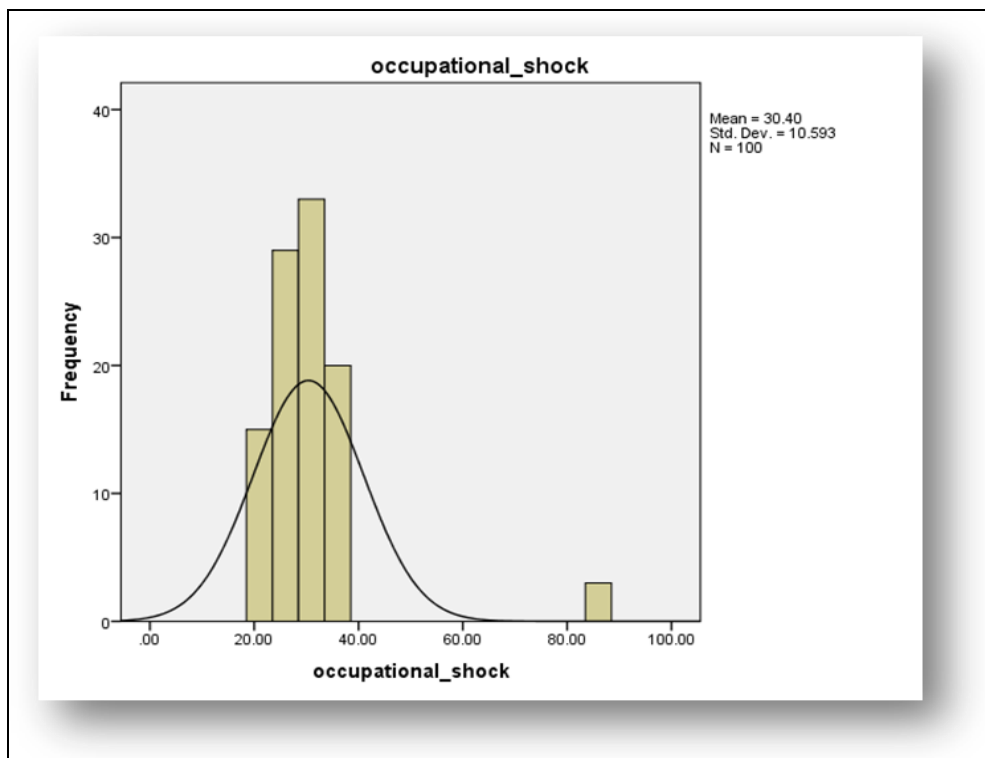
**Table 4.22: Descriptive Statistics for Occupational Shocks**

Occupational shocks	N	Min	Max	$\bar{x}$	$\sigma'$	Skewness
Facing elite centric forces of production	100	3	5	4.22	.81	-.42
Facing poor relations of production	100	3	5	4.11	.76	-.19
Dalits are working as wage labor	100	2	5	4.46	8.78	4.53
Education is not providing vocational skills	100	3	5	4.03	.73	-.04
Dalits boys have not joining government job	100	3	5	4.08	.72	-.12
Dalits girls have not joining government job	100	3	5	4.20	.75	-.34
Dalits have poor occupational status	100	3	5	4.30	.71	-.51

**Source:** Field Survey, 2021

Table 4.22 shows the information about descriptive statistics of occupational shocks related items. The data indicates that items Dalits are working as wage labor, Dalits have poor occupational status and facing elite centric forces of production got highest mean value 4.46, 4.30 and 4.22 respectively. Likewise, the item Dalits are working as wage labor got lowest Min values 2 points or disagree points. The normality plot also indicates that the respondents' views are not normally distributed and skewed to right (see in Figure 4.2).

**Figure 1.4.3: Normality of Occupational Shocks**



*Source:* Field Survey, 2021

#### 4.3.4 Status Conscious Shocks

Status conscious shocks includes seven item variables such as Dalits have poor social status, Dalits have poor economic status, Dalits have poor political status, parents are motivating for school dropout, mobilizing children in wage labor, motivating youth for foreign employment and mobilizing child for earning not for learning which are presented below (see in Table 4.23).

**Table 4.23: Items for Status Conscious Shocks**

Indicators and items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	N
	5	4	3	2	1	
1 Dalits have poor social status	39	38	6	9	8	100
2 Dalits have poor economic status	42	30	10	8	10	100
3 Dalits have poor political status	35	39	13	5	8	100
4 Motivating for school dropout	20	44	9	13	14	100
5 Mobilizing children in wage labor	29	40	12	11	8	100
6 Motivating youth for foreign employment	15	62	7	9	7	100
7 Mobilizing child for earning not for learning	28	50	10	6	6	100

**Source:** Field Survey, 2021

Table 4.23 depicts information on frequency of status consciousness shocks related item variables. From the data it is found that denser view of the respondents are the consistently with agree and strongly agree points. However, most 27 percent respondents have expressed their disagreed views on motivating children for school dropouts.

**Table 4.24: Descriptive Statistics for Status Conscious Shocks**

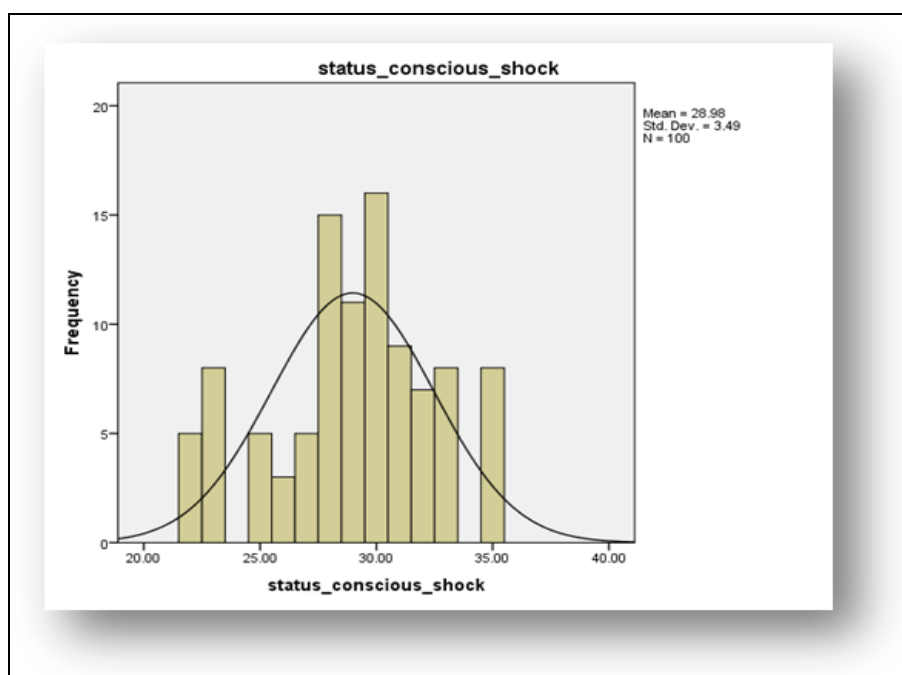
Status conscious shock	N	Min	Max	$\bar{x}$	$\sigma'$	Skewness
Dalits have poor social status	100	3	5	4.43	.59	-.47
Dalits have poor economic status	100	3	5	4.24	.74	-.41
Dalits have poor political status	100	3	5	4.08	.73	-.12
Motivating for school dropout	100	2	5	4.12	.81	-.78
Mobilizing children in wage labor	100	3	5	4.03	.64	-.02
Motivating youth for foreign employment	100	3	5	4.06	.72	-.09
Mobilizing child for earning not for learning	100	3	5	4.02	.56	.00

**Source:** Field Survey, 2021

Table 4.24 shows the information about descriptive statistics of status conscious shocks related items. The data indicates that items Dalits have poor social status, Dalits have poor economic status and Motivating for school dropout got highest mean value 4.43, 4.24 and 4.12 respectively. Likewise, the item mmotivating

for school dropout got lowest Min values 2 points (disagree points). The normality plot indicates that the respondents' views are normally distributed (see Figure 4.4).

**Figure 2.4.4: Normality of Status Conscious Shocks**



*Source:* Field Survey, 2021

### 4.3.5 Hindering Factors for Female Illiteracy

There may be many factors that may affect or hinder the females to get education. The respondents were asked about those hindering factors as opened question (in your view what are the hindering factors for female illiteracy).

**Table 4.25: Distribution of Responders by Hindering Factors**

Hindering Factors	Frequency	Percent
Household work	49	46.40
Poor economy	25	25.40
Far School	1	0.70
Lack of awareness	14	14.50
Don't Know	12	13.00
<b>Total</b>	<b>100</b>	<b>100.00</b>

*Source:* Field Survey, 2021

Table 4.25 shows that majority of female are deprived from education due to household work or household work become a great hindering factors of them. Out of 100 respondents 46.4 percent told, they could not get education due to household work that means they become in HH work and could not go to school. Similarly, 25.4 percent of respondents could not get education due to their poor economy means they could not afford the cost. About 15 percent told they could not get education because they were unknown about female education i.e. due to lack of awareness. Finally

about 12 percent of respondent did not say the hindering factors of education. They simply replied "Don't Know".

#### 4.3.6 Causes of Illiteracy

As we know there may be different factors that are leading or hindering women to read and write. Hence, 100 respondents were asked about their causes of illiteracy means why did not they go school and they could not read and write? Regarding this questions different causes or factors came as hindering factors of their illiteracy. These different factors or causes about why they become illiterate are presented below:

**Table 4.26: Distribution of Respondents by Reasons of Illiteracy**

Lack of awareness	27	39.13
Foreign Employment	24	34.78
Household Work	18	26.09
<b>Total</b>	<b>69</b>	<b>100.00</b>

*Source:* Field Survey, 2021

From the Table 4.26 it is found that majority of respondent 39.13 percent pointed out that the main cause of their illiteracy is lack of awareness. This means they were unknown or they did not know about the need and importance of education and did not take formal classes. Similarly, 34.78 percent respondent out of 69 illiterate said that they could not go to school and become illiterate for to become foreign employment. And 26.9 respondents said the household work in her cause of illiteracy. Hence from this it can be concluding that most of the Khatwe female in our society are illiterate because they don't know about the needs and importance of education or they unaware about literacy and its advantages.

#### 4.4 Consequences of Educational Shocks

##### 4.4.1 Distribution of Study Population by Literacy Status

The literacy status and educational level of the overall household population is presented below according to their sex.

**Table 4.27: Distribution of Study Population by Literacy Status**

Literacy status	Sex				Total	
	Male		Female		N	Percent
	N	Percent	N	Percent		
Literate	51	15.18	37	10.95	88	13.06
Illiterate	285	84.82	301	89.05	586	86.94
<b>Total</b>	<b>336</b>	<b>100.00</b>	<b>338</b>	<b>100.00</b>	<b>674</b>	<b>100.00</b>

*Source:* Field Survey, 2021

From the Table 4.27 it is found that out of 757 population total 674 (rest of all population is undergoing age, which is disregarded) literacy status is recorded out of this 674 population 51 or 15.18 percent are literate whereas 285 population is high, however, the sex wise scenario is a bit different. According to this table 15.18 percent male are literate whereas only 10.95 percent female are found literate. This data indicates those still females are back warded in education field.

#### 4.4.2 Distribution of Study Population by Educational Attainment

Education helps individuals to achieve their highest personal, spiritual, mental, social, and physical potentials. Education in fact, enhance the understanding capacity, improve the sense of right and wrong and make more understandable, wise and intelligence. The educational levels of literate population have been presented below:

**Table 4.28: Distribution of Study Population by Educational Attainment**

Educational level	Sex				Total	
	Male		Female		N	Percent
	N	Percent	N	Percent		
Primary	39	60.00	22	70.00	61	63.54
Lower secondary	26	40.00	9	30.00	35	36.46
<b>Total</b>	<b>65</b>	<b>100.00</b>	<b>31</b>	<b>100.00</b>	<b>96</b>	<b>100.00</b>

*Source:* Field Survey, 2021

Table 4.28 shows the educational level of the literate population. Out of total 96 literate population 63.54 percent have achieved primary education, 36.46 percent have achieved lower secondary education. Similarly, if we analyze the situation by sex it is found that in primary level female are more than male i.e. 70 percent whereas this percent has significantly described in higher level.

#### 4.4.3 Source of Literacy

**Table 4.29: Distribution of Respondents by Literacy Source**

Types of source	Frequency	Percent
Formal	34	62.96
Non- formal	20	37.04
<b>Total</b>	<b>54</b>	<b>100.00</b>

*Source:* Field Survey, 2021

Table 4.29 shows that majority of literate respondents 63 percent have gained their literacy from formal source i.e. school education where as 37 percent respondents have gained literacy from different non- formal sources like adult education program, radio, friends and relatives etc. Media of non- formal education has also presented below:

**Table 4.30: Source of Non-Formal Literacy**

Source	Frequency	Percent
Adult Literacy Program	13	65.0
Family	5	25.0
Others	2	10.0
<b>Total</b>	<b>20</b>	<b>100.00</b>

*Source:* Field Survey, 2021

From the Table 4.30 it is seen that 65 percent respondents have gained non-formal education from adult education program. This shows the achievement of adult literacy program launched by HNG Nepal. Similarly, 25 percent have gained non-formal literacy from their family members. And 10 percent from other sources like friends, relatives etc.

#### 4.4.4 Literacy Status of Respondents

The literacy status to the respondent is collected as literate or illiterate. The literacy status of sampled 100 respondents is presented below:

**Table 4.31: Distribution of Respondents by Literacy Status**

Literacy Status	Frequency	Percent
Literate	54	54.00
Illiterate	46	46.00
<b>Total</b>	<b>100</b>	<b>100.00</b>

*Source:* Field Survey, 2021

From the Table 4.31, it is shown that out of total 100 respondents 54 percent are literate and 46 percent are illiterate. This 46 percent illiteracy rate of Khatwe female indicates that still the educational status of women is backward, in Khatwe community. However this is not good percent of literate female comparing to female literacy of Nepal, which is around 60 percent.

#### 4.4.5 Educational Level by Occupation

Occupation is a major factor that can affect the literacy. Occupation determines the income level that in turn determines the level of education of the people. Here the educational status of respondents by occupation is presented below:

**Table 4.32: Educational Level by Occupation**

Education Level	Occupation				Total
	Agriculture	Business	Service	Others	
Primary	9	2	-	-	<b>11</b>
L. Secondary	7	-	-	-	<b>7</b>
Secondary	6	-	-	-	<b>6</b>
S.L.C Passed	2	-	-	-	<b>2</b>
I.A. Passed	2	1	1	-	<b>4</b>
Non-formal	22	1	1	-	<b>24</b>
<b>Total</b>	<b>48</b>	<b>4</b>	<b>2</b>	<b>-</b>	<b>54</b>

*Source:* Field Survey, 2021

From the Table 4.32 majority of respondents who are involved in agriculture have gained education from non-formal education source. Similarly, while comparing the education level by occupation majority of respondent have cross secondary level who are belong to agriculture. (which is due to contribution of more proportion in total respondent), in which 6, 2 and 2 respondent have attained secondary level passed SLC and also passed IA level respectively. Only one respondent who is belonging to services has passed IA level.

#### 4.4.6 Drop-out Status of the Respondents

One of the objectives of this study is to find out the drop-out status of the sampled Khatwe female students and its causes. There may be different causes that may lead drop-out and affects female education level. Hence in this study the 100 sampled Khatwe female (who are literate and taken formal education) were asked whether they are going to school or campus or not. The drop-out status of the respondent is presented below:

**Table 4.33: Distribution of Respondent by the Drop-out Status**

Drop-out	Frequency	Percent
Yes	30	89.10
No	4	10.90
<b>Total</b>	<b>34</b>	<b>100.00</b>

*Source:* Field Survey, 2021

Table 4.33 shows that out of 100 respondents 34 has taken from formal education and out of them 30 respondents' children have left school due to the learning shocks and cultural shocks and 4 respondents' children are continuing school education. This no. 30 out of 34 is very high. It is directly affect education status of women. The number of school dropout in the case of illiterate respondents might higher than this figure.

**Table 4.34: Distribution of Respondent by Child Drop-out Class**

Drop-out Grades	Frequency	Percent
1	1	3.30
2	3	10.00
3	4	13.30
4	5	16.70
5	7	23.30
6	4	13.30
7	2	6.60
8	2	6.60
9	1	3.30
10	1	3.30
<b>Total</b>	<b>30</b>	<b>100.00</b>

*Source:* Field Survey, 2021

From the Table 4.34 it is found that majority of literate respondent 23.3 percent who had dropped out their classes have dropped in class 5 and followed by in class 4 (16.7%) and classes 3 (13.3%) and class 6 (12.2%). From the above table 5.13 it can be conclude that most of the female had dropped out in primary and secondary level.

#### 4.4.7 Causes of Drop-out

Why does an individual leave school or campus? There may be various causes. There is no doubt that without any causes no leaves their school or college. Here in this study also the sampled females are asked why leaved school. Why did they Drop-out from their academic institutions? The detail causes and figure is presented below:

**Table 4.35: Distribution of Respondents by Causes of Drop-out**

<b>Causes of Drop-out</b>	<b>Frequency</b>	<b>Percent</b>
Marriage	4	13.30
Failed in Exam and poor school performance	6	20.00
Household work for economic support	11	36.70
Lack of parents motivation	3	10.00
Lack of teachers motivation	3	10.00
Language problems	2	6.60
Others	1	3.30
<b>Total</b>	<b>30</b>	<b>100.00</b>

*Source:* Field Survey, 2021

Table 4.35 shows the various causes about why they left their academic institutions. Majority of respondents children have Dropouts from school education due to household work and economic support, which covers 36.7 percent followed by 20 percent whose children became failed in exam with poor school performance. Similarly, 13.3 percent respondents' children have dropped out due to the marital relationships. And some women 10 percent respondents' children have dropped out due to lack of parents' motivation and another 10 percent respondents' children have dropped out due to the lack of teachers' motivation. Around 6.60 percent respondents' children have dropouts due to the language problems.

#### 4.4.8 Occupation and Drop-out Status

Occupation means a way of income generating source which helps an individual or family to run their livelihood. As from previous table it is found that majority of population of this study are depend on agriculture followed by business

and service. The occupational status of the parents definitely affect school dropout pattern even in the study area which is presented below:

**Table 4.36: Distribution of Respondent's by Occupation and Drop-out Status**

<b>Occupation</b>	<b>Drop-out</b>	<b>Percent</b>
Agriculture	26	86.70
Business	2	6.70
Service	1	3.30
Others	1	3.30
<b>Total</b>	<b>30</b>	<b>100.00</b>

*Source:* Field Survey, 2021

Table 4.36 shows that majority 86.7 percent of the respondents' child drop-out due to the occupational shocks and status conscious shocks are from agriculture whose parents are involved in primary occupation agriculture. Secondly 6.7 percent of the respondents' child dropouts found in business sector. Whereas other occupation has less contribution in school dropouts of the children. From this scenario it can be concluded that most of the children whose parents are involved in agriculture and business are compelling to dropouts from school education system.

#### **4.4.9 Family Income and Drop-out**

Different social variables may affect one another. Family income thus affects school dropouts in the study area which is highlighted below:

**Table 4.37: Respondents by Family Income and Drop-out Status**

<b>Family income</b>	<b>Drop-out</b>	
	<b>N</b>	<b>Percent</b>
<Rs.10000	3	10.00
Rs.10000-20000	2	6.70
Rs.20000-30000	8	26.70
Rs.30000-40000	12	40.00
>Rs.40000	5	16.70
<b>Total</b>	<b>30</b>	<b>100.00</b>

*Source:* Field Survey, 2021

Table 4.37 shows the information on family income and school dropouts. Respondents from all the family income had compelled to dropout from school education. The data indicates that income level of the respondents do not have any relationship with their school dropouts.

## CHAPTER V

### SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Summary of the Findings

The finding of the study has been summarized according to objectives of the study which are presented below:

##### **First Objective: Characteristics of the Respondents**

- Out of total 757 household populations 364 are male and 393 are female.
- Majority of population 61.6 percent is in active age group i.e. 15-59 followed by 29.2 from age group 0-4 and 9.2 from the age above 60.
- Young dependency ratio is 47.3 percent, old dependency ratio is 14.8 percent and total dependency ratio is 62.1 percent.
- Average family size of the respondents found 5.96 > national average 4.32 members
- Majority of people 49.6 percent study population and 91.0 percent respondents are married
- Most 42.8 percent of sample respondents' major occupation found foreign employment followed by wage labor 18.4 percent, agriculture 16.8 and 6.4 percent others.
- Majority 54.5 percent are belonged to nuclear family system with traditional ways of life
- Married at age below than 15 years, are totally illiterate. But the respondents who have married at age between 15-19 years are literate.

##### **Second Objective: Economic Situation of the Respondents**

- Majority 61.0 percent of the respondents' sources of family income is remittance followed by agriculture 25.0 percent and wedge labor 14 percent
- In agriculture occupation, about 83.3 percent are literate and 91.3 percent are illiterate
- In foreign employment, about 16.67 percent are literate and 8.70 percent are illiterate
- Most 46 percent respondents have 5 to 7 katha land and above 10 katha is only 5 percent
- Majority 88 percent of the households are holding other's land under crop sharing practices

- Respondents having 20,000-40,000 monthly family income have completed intermediate level education
- Almost all the sample households have electricity, TV and other basic household facilities

### **Third Objective: Causes and Consequences of the Educational Shocks**

- Regarding the learning shocks the denser view of the respondents on seven item variables are the consistently with agree and strongly agree points. However, 20 percent respondents have expressed their disagreed views on item poor teachers' motivation.
- The item variables poor access of online class, poor teacher and student interaction and facing language problems in the classroom got highest mean value 4.32, 4.29 and 4.26 respectively.
- For the cultural shocks the denser view of the respondents on seven item variables are the consistently with agree and strongly agree points. However, most 21 respondents have expressed their disagreed views on item not interested in cultural modernization.
- The item variables poor friendship with children of elite group, poor friendships outside their cultural group and they are not yet interested on cultural modernization got highest mean value 4.39, 4.25 and 4.20 respectively.
- For the occupational shocks, the denser view of the respondents on seven item variables are the consistently with agree and strongly agree points. However, most 22 respondents have expressed their disagreed views on item Dalits are working as wage labor only.
- The item variables Dalits are working as wage labor, Dalits have poor occupational status and facing elite centric forces of production got highest mean value 4.46, 4.30 and 4.22 respectively.
- Regarding status conscious shocks, the denser view of the respondents on seven item variables are the consistently with agree and strongly agree points. However, most 27 percent respondents have expressed their disagreed views on motivating children for school dropouts.

- The item variables Dalits have poor social status, Dalits have poor economic status and Motivating for school dropout got highest mean value 4.43, 4.24 and 4.12 respectively.
- The majority 46.4 percent respondents argued involving in daily household chores becoming major hindering factor for female illiteracy and most 39.13 percent argued lack of awareness as main cause of illiteracy
- Of the total 757 population, 15.18 percent male and 10.95 percent female are literate
- Out of total 96 literate population 63.54 percent have achieved primary education
- Out of total 54 literate respondents, 63 percent gained their literacy from formal program and 37 percent got from non- formal program
- Around 46 percent respondents are illiterate which less than national average is 60 percent.
- Of the total 34 respondents having formal education, 30 respondents' children have dropped out from school education
- Family income level is not directly associated with school dropouts of the respondents.

## **5.2 Discussions of Findings**

The literacy rate of all adult women in Nepal is 67.9 percent (Knoema, 2018) but only 34.8 percent Dalit women are literate. Among the Dalit minority, educational status of Khatwe women is weak comparing to men counterparts. Of the total 757 population in the study area, 15.18 percent male and 10.95 percent female are literate. And of the total 96 literate population, majority 63.54 percent have completed primary education only. However, Khatwe women have been experiencing outcomes of school education critically and differently. Their perceptions of formal education might influenced by their informal education that has made them self-disciplined and upgrading their critical reasoning skills (Kant, 1993). Majority of the Khatwe women are illiterate but their common sense knowledge have been enabling them to develop their subjective experience on school education system. In the reference of Marxian perspective on education, they have no interest in school education system which is not connecting with their life and livelihood but designing and implementing by capitalists (Bruke, 1992).

The Khatwe community people are thus compelling their children to dropouts from school education and motivating them to learn vocational skills and life skills which are essential for sustaining human life and livelihood. Because of that majority of the male youths having occupational skills are involving in foreign employment rather than involving agriculture sector which is primary source of their family income. They have very few amount s of agriculture land as more than 18 percent have around 1 Kattha land that is equal to 338.63 m<sup>2</sup> . Because of that majority of them are involving in share cropping practice for family food sufficiency. The literature also says that young people and their parents view school as a potential escape from rural areas with farm activities (Tadele & Gelle, 2012 as cited in Pant, 2016). In one hand, Khatwe women are not encouraging their children to continue their poor subsistence basis agricultural occupation providing minimum income opportunity. In another hand, they have false hope to transform and improve their social and economic status that compelled them to involve in diverse livelihood options such as wage labor, business, share cropping and remittance. The findings show that occupational shocks and status conscious shocks of the Khatwe women helping them to upgrade their social capital through improving family life and livelihoods.

In the reference of social capital theory, at the present, neighborhood of Khatwe community people also have been started establishing cooperation and good relationships with them (Ponthieux, 2004). There is a socio-economic and cultural connectivity between Khatwe people and among the other ethnic community people. This has increased the reciprocity, sense of identity, and norms constitutes the process of maintaining social capital (Bourdieu, 198). However, Khatwe women and men are also becoming political cadre of national level political parties (e.g. Janta Samjyadi party and Maoist) but they are not able to become local elected representatives in local election held in 2018 and 2022. This might be reason they have good relationships with local level politicians and bureaucrats but poor relationships with national level politicians and bureaucrats having linking power (Coleman, 1988).

The young generations from Khatwe community members are thoughtfully supporting their family livelihoods. Young dependency ratio is 47.3 percent, old dependency ratio is 14.8 percent and total dependency ratio is 62.1 percent and their average family size is 5.96 > national average 4.32 members. Most 46 percent respondents have minimum 5 to 7 katha land thus majority 88 percent of the

households are involving in share cropping practices. However, the active population of Khatwe people not only improving their family income but also helping reducing their poverty level which is rampant issues among the most economically disadvantaged populations. The latest data indicate that around 4.9 million Nepalese people are multi-dimensionally poor, which is 17.4 percent of Nepal's population (CBS, 2021).

The above mentions discussion of findings proves that occupational shocks and status conscious shocks of the Khatwe women somehow helped to transform their life and livelihoods from Marxian perspective on education. However, from the functionalist view point, the Khatwe children are failed to complete higher educational opportunities that would help them to nourish their cognition and make them potential human capital. They might play active and leadership role in the community and they might also become top level politicians, bureaucrats and development experts. Even though this is impossible without addressing learning shocks such as poor teacher and student interaction, facing language problems in the classroom and low access of online classes. The school performance of the Khatwe children is significantly poor as it entails reversing earlier learning of the learners (Czarniawska, 2003). In the reference of goal orientation theory, Khatwe children are unable to receiving favorable feedback from the teachers and their performance goals are more prone to take failure as a sign of low ability and to withdraw effort (Dweck, 1986).

At the same time, Khatwe children have poor friendship with children of elite group; poor friendships outside their cultural groups are becoming influencing factors for cultural shocks affecting learning ability of the Khatwe children rather than being a process that occurs within the domain of individual cognition (Wenger, 2000). The findings shows that Khatwe children are not yet motivating and supporting by own parents, teachers and own peer/colleagues for continuing higher educational opportunities. Such de/motivational factors ultimately affecting their learning ability. In the reference of goal oriented theory, they are failed to apply mastery goal orientation for addressing their aim of growing competency for personal development and engagement related to quality achievement and tasks (Ames, 1992 as cited in Brdar, Rijavec &Loncaric, 2006).

### **5.3 Conclusion**

The study came up with the conclusion that Khatwe women and their family members have been facing multiple educational shocks. The Khatwe children are facing learning shocks in the classroom and demotivating by the teachers. The adult Khatwe youth are facing cultural shocks in the community and compelling to feeling inferior among the peers/colleagues. The Khatwe parents are facing occupational shocks and following poor subsistence traditional farming system. They have not enough agriculture land thus compelling to involve in share cropping practices. The parents are also facing status conscious shocks that helped them maintain their family well-being and improving their family economy. They are thus motivating their adults to involve in foreign employment which is becoming prominent sources of family income. Their monthly income is positively correlated with their educational status and land holding pattern but it is negatively correlated with school dropouts of their children. This means both literate and illiterate parents are not providing quality parenting to their children. The children are involving in non-economic and economic activities including daily household chores. The Khatwe parents are motivating them to lean vocational skill, life skills for supporting family livelihoods. They seem less interested in school education system which is not connected with their daily life and livelihoods but highly interested in non-formal vocational training.

### **5.4 Recommendations**

Based on empirical findings and conclusion, the study enlisted following recommendation:

- Municipal government need to develop and implement affirmative educational policy to address learning shocks of the marginalized children studying in community schools.
- Municipal government, social and political organizations collectively need implement untouchability policy properly for addressing cultural shocks of the Dalits including Khatwe community people.
- Municipal government need to design and implement youth entrepreneurship development project for addressing occupation shocks of the marginalized youths.
- Federal government need to revisit and restructure school curricular practices with national integrity and life skills oriented for addressing status conscious shocks of the parents and adults fond for leaving own country and use of brand products.

- Municipal government need to motivate Khatwe people for performing cooperative farming practices by providing them technical and financial supports.
- Municipal government need to develop and implement share cropping related policy and program for sharing more benefits to the Khatwe farmers.
- Municipal government including non-state development stakeholders collectively need to offer capacity and skill development training to the Khatwe women.
- State and non-state stakeholders working on various social, economic and cultural issues should concentrate to address educational shocks of Khatwe women and motivating them to improve their educational and political status in the community.
- The educational status of Khatwe people seem miserable thus government and non-government mechanism need to launch different intensive programs such as scholarship, provision of job opportunities for youth completed higher education and other type of subsidies can be provided to address school dropouts.

## REFERENCES

- Association of Asian Confederation of Credit Unions [ACCU]. (2019). *Credit Unions: Making Positive Impact on the Lives of People*. ANNUAL REPORT 2018/2019. <https://bit.ly/3OSVTCZ>
- Baker, T. L. (1994). *Doing social research*. McGraw-Hill, Inc.
- Best, J. W., & Kahn, J. V. (2004). *Research in education*. Prentice Hall.
- Bista, D. B. (1780). *People of Nepal* (1st edition). Ratna Pustak Bhandar.
- Bourdieu, P. (1986). The forms of capital, in: J. Richardson (Ed.) *Handbook of Theory and Research for the Sociology of Education*. Greenwood Press
- Brdar, I., Rijavec, M. & Loncaric, D. (2006). Goal orientations, coping with school failure and school achievement. *European Journal of Psychology of Education*, 21(1), 53-70.
- Burke, P. (1992). *Critical thought series two: Critical essays on Michel Foucault*. The University Press.
- Central Bureau of Statistics [CBS]. (2003). *Population monograph of Nepal* (Vol. I). \_\_\_\_\_(2001). *National housing census*. Government of Nepal. \_\_\_\_\_(2011). *National housing census*. Government of Nepal. \_\_\_\_\_(2021). *Preliminary report on census*. Government of Nepal.
- Research Centre for Educational Research Innovation and Development [CERID]. (1987). *An Inquiry into the Causes of Primary School Dropouts in Rural Areas Nepal*, Kathmandu. \_\_\_\_\_(1982). "Centre for Education Research Innovation and Development", *Determinant of Educational Participation in Rural Nepal*. Kathmandu. \_\_\_\_\_(1991). *A Survey of Studies on Dropout in Education* (Kathmandu: CERID).
- Chakrabartty, S. N. (2014). Scoring and analysis of likert scale: Few approaches. *Journal of Knowledge Management & Information Technology*,1(2),31-44. <https://bit.ly/3s8Y8sT>
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research method in education* (6th ed.). Taylor & Francis Group.
- Coleman, J. (1988). Social capital in the creation of human capital. *American Journal of Sociology* 94, 95-120.
- Collegenp (n.d.). *Yjnayavalkya Lakshminarayan Vidyapeeth, Mahottari*. [www.collegenp.com](http://www.collegenp.com).

- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson Education Inc.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative and mix methods approaches* (5th ed.). Sage Publication.
- Czarniawska, B. (2003). 'Forbidden Knowledge: Organization Theory in Times of Transition'. *Management Learning*, 34(3), 353–65.
- Dasgupta, P. & Morton, J. F. (2014). *Rural areas* (613-657). Cambridge University Press.
- Deci, E. L., Koestner, R., & Ryan, R. M. (1999). A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. *Psychological Bulletin*.
- Denscombe, M. (1998). *The good research guide for small-scale social research projects*.
- Dweck, C. S. (1986). Motivational processes affecting learning: An examining the effects of extrinsic rewards on intrinsic motivation. *Psychological Bulletin, Psychology*, 41, 1040-1048.
- Elliot, A. J. (1999). Approach and avoidance motivation and achievement goals. *Educational Psychologist*, 34, 169-189.
- Elliot, A. J., & Dweck, C. S. (2005). Competence as the core of achievement motivation. In A. J. Elliot & C. S. Dweck (Eds.), *Handbook of Competence and Motivation* (pp. 3-13). New York: Guilford.
- Ghimire, J., (1997). "Enrollment of girls at primary level in Dhnakuta and Nuwakot", (Unpublished MEd Thesis). Tribhuvan University, Faculty of Education.
- Griffiths, D. S. Winstanley, D. & Gabriel, Y. (2005). Learning Shocks: The Trauma of Return to Formal Learning. *Management Learning* 36(3). DOI:[10.1177/1350507605055347](https://doi.org/10.1177/1350507605055347)
- Guajardo, J. (2011). *Teacher motivation: Theoretical framework, situation analysis of Save the Children country offices, and recommended strategies*. Save the Children Basic Education.
- Kansakar, V. B. C. (1981). *Scenario Analysis of the basic Minimum needs for Nepal: 2000 AD*. CEDA.
- Kant, I. (1993). *The quarterly review of comparative education*. UNESCO.
- Kellner, D. (2006). *Marxian perspective on educational philosophy: From classical Marxism to critical pedagogy*. <http://www.gseis.ucla.edu/faculty/kellner/>
- Knoema (2018). *Nepal - Adult female illiterate population*. <https://bit.ly/3yT6U1R>

- Lockheed, M. & Jonsion, J. (1987). *Some determinants of school participation in the Tarai of Nepal*. The World Bank.
- Maharjon, T. (1996). *A comparative Study of Caste and ethnic group parents Attitude Concerning Education in Nepal* (Unpublished PhD Thesis). Microfilms international University.
- Mainali, Y. R. (2012). *Who is to blame, me or my students? My evolution of teaching/learning trigonometry* (Unpublished Master's Dissertation). School of Education Kathmandu University, Nepal.
- Mathema, K. B. (2007). Crisis in education and future challenges for Nepal. *European Bulletin of Himalayan Research*, 31, 46-46.
- Matihani Municipality (2019). Profile of Matihani municipality, Mahottari District. <https://bit.ly/3nCY95t>
- McClenaghan, P. (2000). Social Capital: Exploring the theoretical foundations of community development education. *British Educational Research Journal*, 26(5), 565-582. <http://www.jstor.org/stable/1501991>
- Ministry of Women, Children and Social Welfare [MWCSW]. (2006). *National Senior Citizen Act 2063*. Kathmandu.
- Ministry of Education [MoE]. (1998). *Study report on eradication of dropouts in rural areas*. Government of Nepal.
- New Era (1993). Onset of menarche and female dropout from school in Nepal.
- National Planning Commission [NPC]. (2003). *Tenth Plan*. Government of Nepal.
- \_\_\_\_\_ (1998). *The Ninth Plan*. Government of Nepal.
- Pant, A. R. (2016). Beyond the classroom: From education for rural transformation to learning within rural transformation? *Journal of Education and Research, Joint Issue, 5.2 & 6.1*, 9-30. DOI: <http://dx.doi.org/10.3126/jer.v5i2.15728>
- Parajuli, M., (2005). *Educational Status of Married Women in Machheganu, Kirtipur* (Unpublished MA Thesis). Tribhuvan University, Faculty of Education.
- Pasa, R. B. (2019). *Interfaces between education, tourism and rural development* (Unpublished First PhD Dissertation). Tribhuvan University, Nepal.
- Population Research Bureau [PRB]. (2006). *World population data sheet*. UN Publication.
- Rana, S. P. (2007). *Foundation of education*. Vidyarthi Publications.
- Rogers, B. (2006). *Classroom behavior: A practical guide to affective teaching, behavior management and colleague support* (2nd ed.). Sage Publication.
- Saavedra, J. (2020). *The education (negative) twin shocks, and the opportunity they bring*. *Education for Global Development*. <https://bit.ly/3NJS1mF>

- Shah, S. S. P. (2012). *A Journey from a violent teacher to possibly a student friendly teacher* (Unpublished MPhil Dissertation). Kathmandu University School of Education.
- Shrestha J. M. (1979). *History of Nepal*. Cambridge University Press.
- Shrestha, J. M., (1988). *Determinant of education participation in Rural in Nepal*. A study Report of CERID. Tribhuvan University.
- Sing, M. L. (1979). *Population dynamic of Nepal*. Tribhuvan University.
- Sing, T. R. (2004). *Educational status of Khatwe children* (Unpublished M.Ed. Thesis). Tribhuvan University, Faculty of Education.
- Stake, R. E. (1995). *The art of case study research*. Sage Publication.
- Subedhi, P. (1997). *Nepali women rising*. Sahayogi Press.
- Taber, K. S. (2017). *The use of cronbach's alpha when developing and reporting research instruments in science education*. <https://bit.ly/3D2LJKu>
- United Nations Educational Scientific and Cultural Organization [UNESCO]. (2001). *Nepal, Dropout and Gender Repeating among Deli in Development Region*.
- \_\_\_\_\_ (1991). *Education for all: Purpose and context round table themes 1 world conference on education for all at Jomtien, Thailand*.
- United Nations [UN]. (2015). *United Nations high commissioner for human rights*.
- Wenger, E. (2000). 'Communities of Practice and Social Learning Systems'. *Organization*, 7(2), 225–46.
- World Bank [WB]. (2015). *Work for human development report. Briefing note for the countries*.
- \_\_\_\_\_ (2019). *World population prospect*.
- \_\_\_\_\_ (1990). *World Development Report*.
- \_\_\_\_\_ (1990). *World conference on education for all, meeting basic learning needs at Jomtien, Thailand*.
- Yaar, Y. (1979). *Ethnic inequality in Israeli schools, "An Expectation Status Approach," American Journal of sociology. American Journal of Sociology*, 85(3), 576-590. <https://www.jstor.org/stable/2778584>
- Yazan, B. (2015). Three approaches to case study methods in education: Yin, Merriam, and Stake. *The Qualitative Report*, 20(2), 134-152.
- Yin, R.K. (2014). *Case study research: Design and method* (5th ed.). Sage Publication.

## APPENDICES

### EDUCATIONAL SHOCKS OF KHATWE WOMEN IN SIMARDAHI VILLAGE OF MATIHANI MUNICIPALITY, MAHOTTARI

#### Appendix A Household Survey Questionnaires

Date:

Code number:

Municipality: ..... Ward no: ..... Village: .....

#### Section A: Characteristics of the Respondents

1. Name of the respondents.....

2. House No: .....

3. How much have been studied in your family?

Primary L.	L. Secondary L	Secondary L.	Above S.L.C	No

4. What is your family member?.....

Age Group	Male	Female	Total	Education
0-5 years				
6-10 years				
11-20 years				
21-30 years				
31-40 years				
41-50 years				
51-60 years				
Above 61				

5. What types of family do you have?

Nuclear family	Extended family	Joint family

6. Are you born in this village?

Yes

No

7. Are you migrated here?

Yes

No

8. Do you have own house?

Yes

9. What types of house do you have?

Phus

chhi

10. Who is the decision maker in your family?  
.....

11. Is there any members of your family got government scholarship in education?

Yes

No

12. Do you have land in your family member's name?

Yes

No

13. Distribution of Gender-wise Educational Attainment (HH level)

	Male	Female	Total
Literate			
Below SLC (SEE)			
Intermediate level			
Above + 2			
Illiterate			

14. Distribution of Gender-wise Educational Attainment (sample popn)

	Male	Female	Total
Literate			
Below SEE (SLC)			
Intermediate level			
Above + 2			
Illiterate			

15. Family Size:.....

16. Marital Status: Married Living together as married Divorced Separated

Widowed Single

**Section B: Economic Situation of the Respondents**

17. Family occupations:  Agriculture  Enterprises  Business  Govt. job  Private job  Remittance  Other: .....

18. Land holding status

Land (Katha)	Response
0>1	
2-4	
5-7	
8-10	
10+	

19. Share cropping status

Category	Response
Yes	
No	

20. Monthly family income

Income range	Literate	Illiterate
< Rs. 10000		
Rs. 10000-20000		
Rs. 20000-30000		
Rs.30000-40000		
More than Rs.40000		

21. Household facilities

Facilities	Yes	No
Electricity		
Radio		
Television		
Mobile		
Toilet		
Drinking water		

22. Family well-being ranking:  High  Medium  Low  Lowest

## Section C: Causes of Educational Shocks

Indicators and items		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	NA
		5	4	3	2	1	0
<b>23. Learning Shocks</b>							
1	Poor teachers' motivation						
2	Poor personal motivation						
3	Touchability in school space						
4	Not excitement for learning						
5	Facing language problems in class room						
6	Poor teacher student interactions						
7	Poor access of online classes						
<b>24. Cultural Shocks</b>							
1	Poor friendships outside their cultural group						
2	Poor friendship with children of elite group						
3	Less supportive cultural environment						
4	Poor self esteem due to inferior feeling						
5	Poor self respect due to being Dalits						
6	Belief on cultural reproduction						
7	Not interested on cultural modernization						
<b>25. Occupational Shocks</b>							
1	Facing elite centric forces of production						
2	Facing poor relations of production						
3	Dalits are working as wage labour						
4	Education is not providing vocational skills						
5	Dalits boys have not joining government job						
6	Dalits girls have not joining government job						
7	Dalits have poor occupational status						
<b>26. Status Conscious Shocks</b>							
1	Dalits have poor social status						
2	Dalits have poor economic status						
3	Dalits have poor political status						
4	Motivating for school dropout						
5	Mobilizing children in wage labour						
6	Motivating youth for foreign employment						
7	Mobilizing child for earning not for learning						

## **Section D: Consequences of Educational Shocks**

### 27. Occupation wise Child Dropouts

Education Level	Occupation			
	Agriculture	Business	Service	Others
Primary				
L. Secondary				
Secondary				
S.L.C Passed				
I.A. Passed				
Non- formal				

### 28. Grade wise Dropouts

Grade	Occupation			
	Agriculture	Business	Service	Others
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

### 29. Causes of Dropouts

Causes	Occupation			
	Agriculture	Business	Service	Others
Marriage				
Failed in Exam				
Household work				
Lack of awareness				
For school				
Economic				
Others				

### 30. Source of literacy

Source	Yes	No
Adult Literacy Program		
Family		
Others		

**Thank you for better cooperation!**





***Clock Tower of Mathihani Municipality***



***Laxmi Narayan Pond of Mathihani Municipality***



*Khatwe Women*

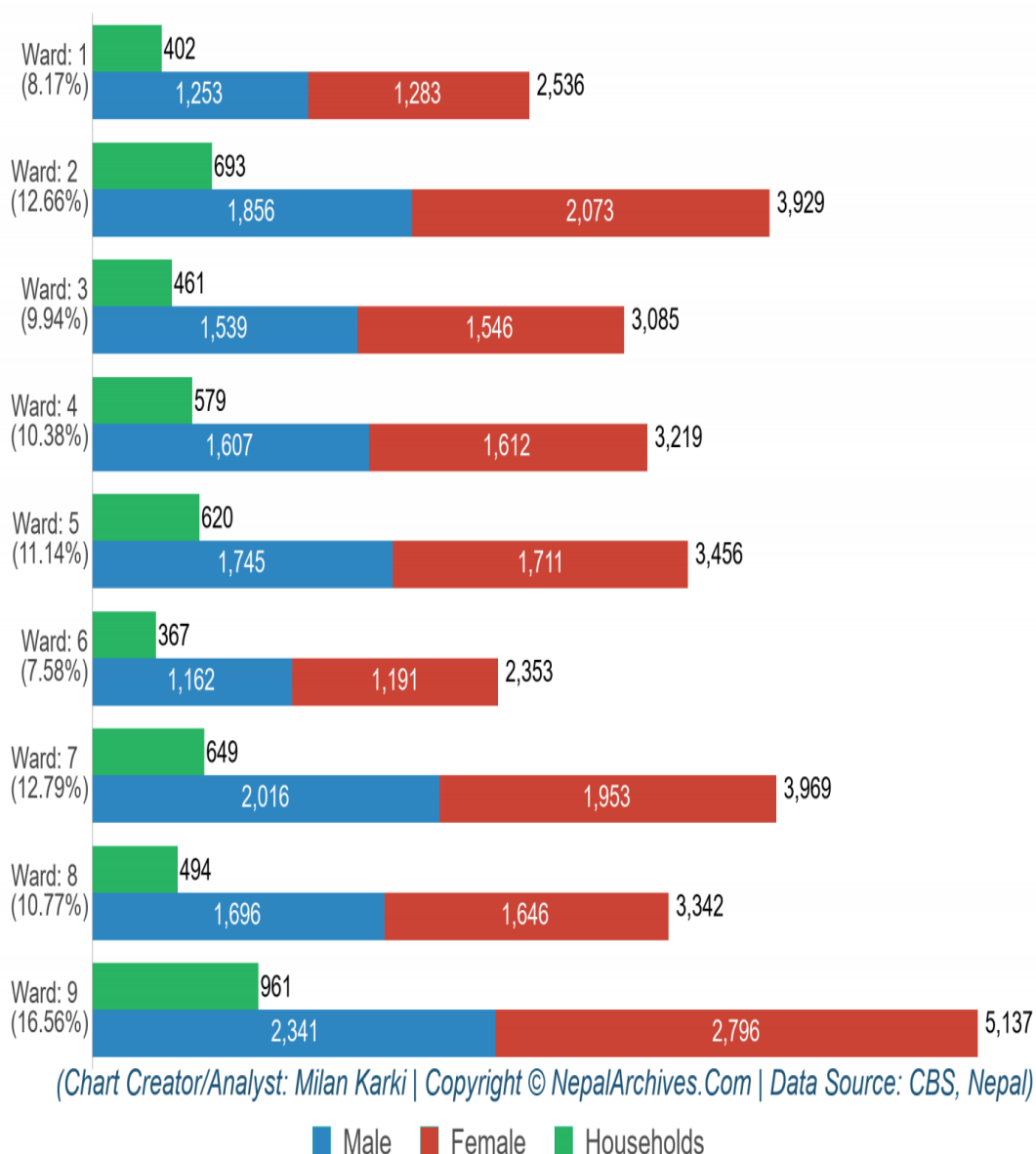


*Khatwe Girls and Boys in the Classroom*

## Appendix C: Ward Wise Population Distribution

### Matihani Municipality, Mahottari District Wardwise Population & Households Chart (2011 Census)

Population: 31,026 [Male: 15,215 (49.04%), Female: 15,811 (50.96%)]  
Households: 5,226 (5.94 persons per Household)



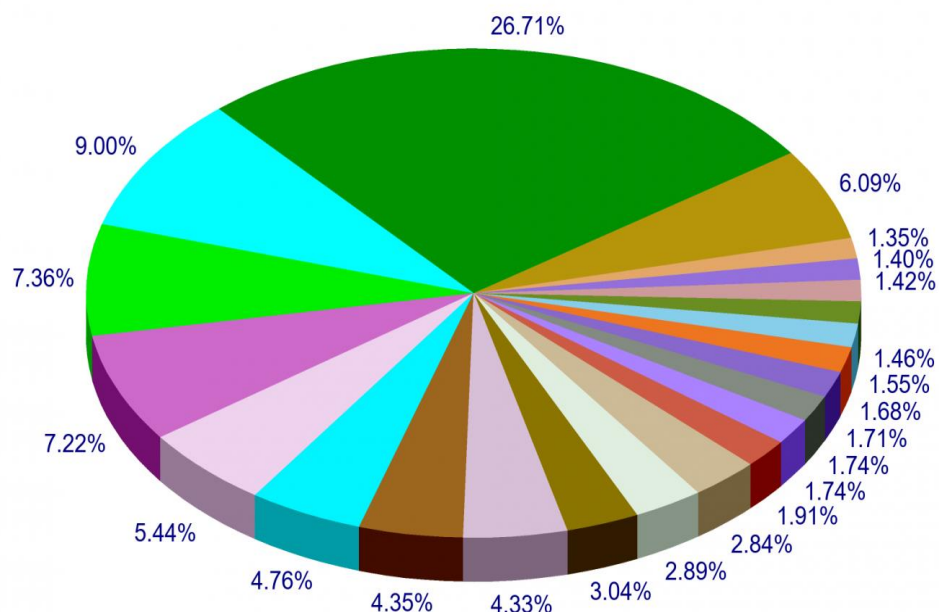
Source: <https://bit.ly/3nCY95t>

## Appendix D: Population by Ethnic Groups

### Matihani Municipality, Mahottari District Population by Caste (2011 Census)

Copyright © 2020 NepalArchives.Com | Data Source: CBS, Nepal

Note: 'Others' represents the Castes with less than 1% of total population



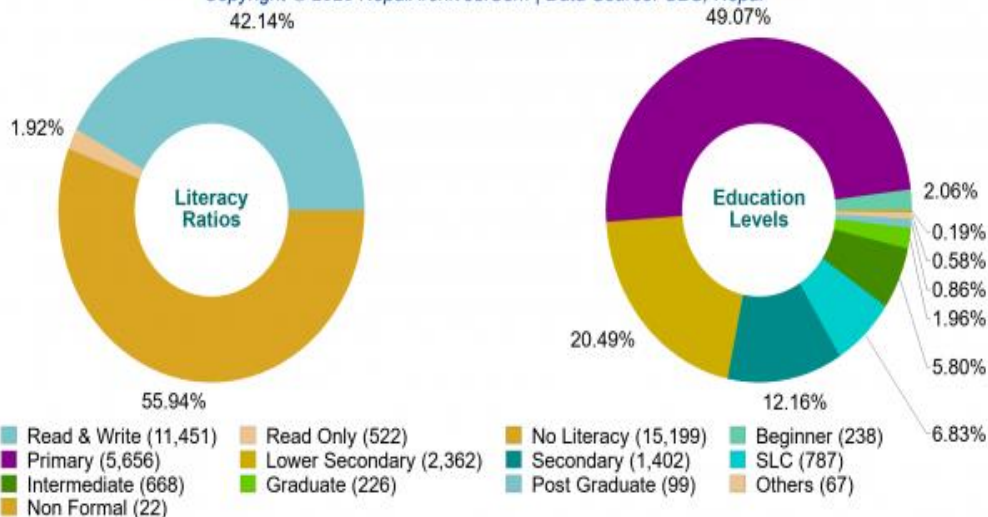
■ Muslim (8,287)	■ Yadav (2,792)	■ Khatwe (2,285)
■ Dhanuk (2,241)	■ Sudhi (1,687)	■ Teli (1,477)
■ Chamar/Harijan/Ram (1,349)	■ Mallaha (1,343)	■ Nuniya (943)
■ Brahmin - Tarai (898)	■ Kewat (881)	■ Dusadh/Pasawan/Pasi (592)
■ Kathbaniyan (541)	■ Dhobi (540)	■ Kalwar (532)
■ Hajam/Thakur (522)	■ Dhunia (480)	■ Koiri/Kushwaha (454)
■ Bin (440)	■ Musahar (435)	■ Haluwai (419)
■ Others (1,000)		

Source: <https://bit.ly/3nCY95t>

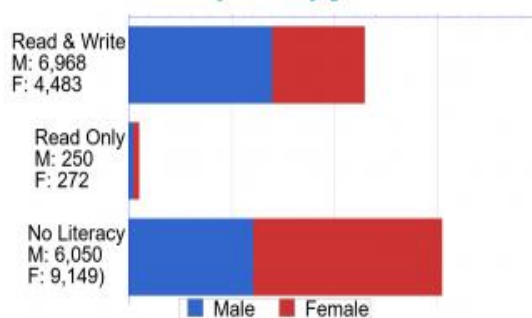
## Appendix E: Literacy Rate in the Municipality

### Matihani Municipality, Mahottari District Literacy Rate, Education Levels & Schooling (2011 Census)

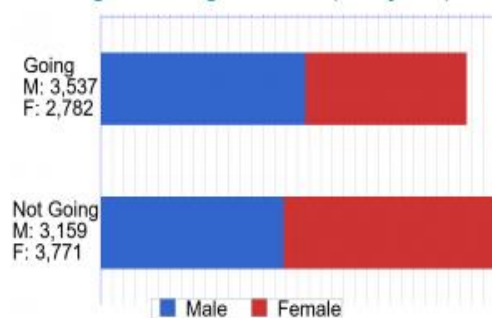
Copyright © 2020 NepalArchives.Com | Data Source: CBS, Nepal



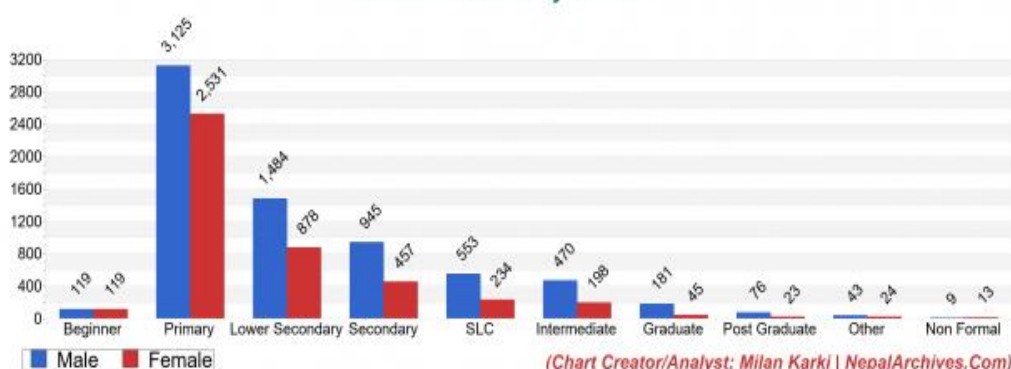
#### Literacy Ratio by gender



#### Going/Not Going to School (5-25 years)



#### Education Levels by Gender

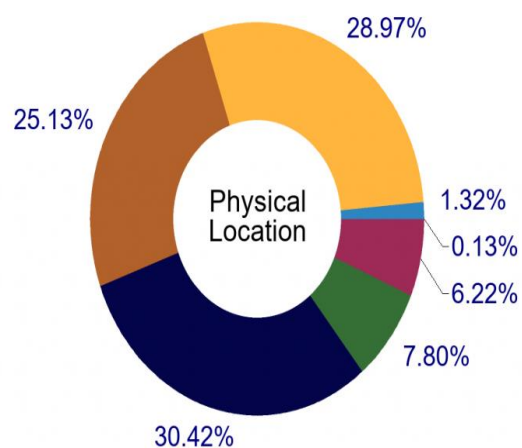
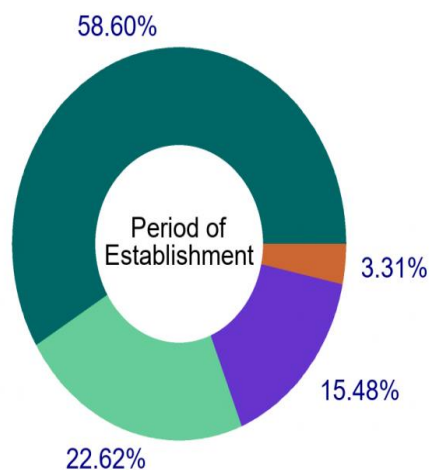


Source: <https://bit.ly/3nCY95t>

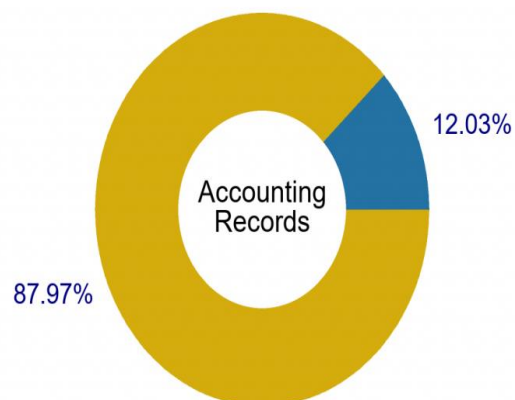
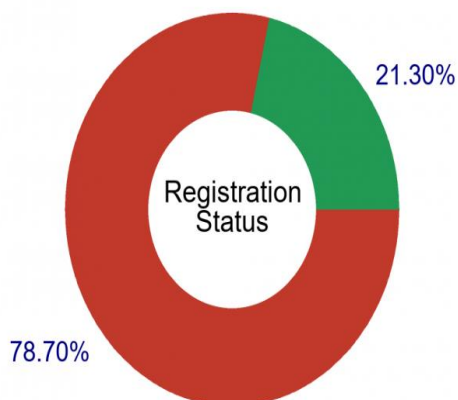
## Appendix F: Economic Activities

### Matihani Municipality, Mahottari District Status of Economic Establishments (Economic Census 2018)

(Copyright © NepalArchives.Com | Data Source: CBS | Creator/Analyst: Milan Karki)  
Total Economic Establishments: 756



- |                              |                               |                               |
|------------------------------|-------------------------------|-------------------------------|
| ■ Year: 2013-2018 (443)      | ■ Year: 2003-2013 (171)       | ■ Year: Before 2003 (117)     |
| ■ Year: Not Stated (25)      | ■ L: Street Based (10)        | ■ L: Home Based (219)         |
| ■ L: Brand Based (190)       | ■ L: Traditional Market (230) | ■ L: Shopping Mall (59)       |
| ■ L: Exclusive Building (47) | ■ L: Other Locations (1)      | ■ R: Legally Registered (161) |
| ■ R: Not Registered (595)    | ■ Acct: With Record (90)      | ■ Acct: Without Record (658)  |

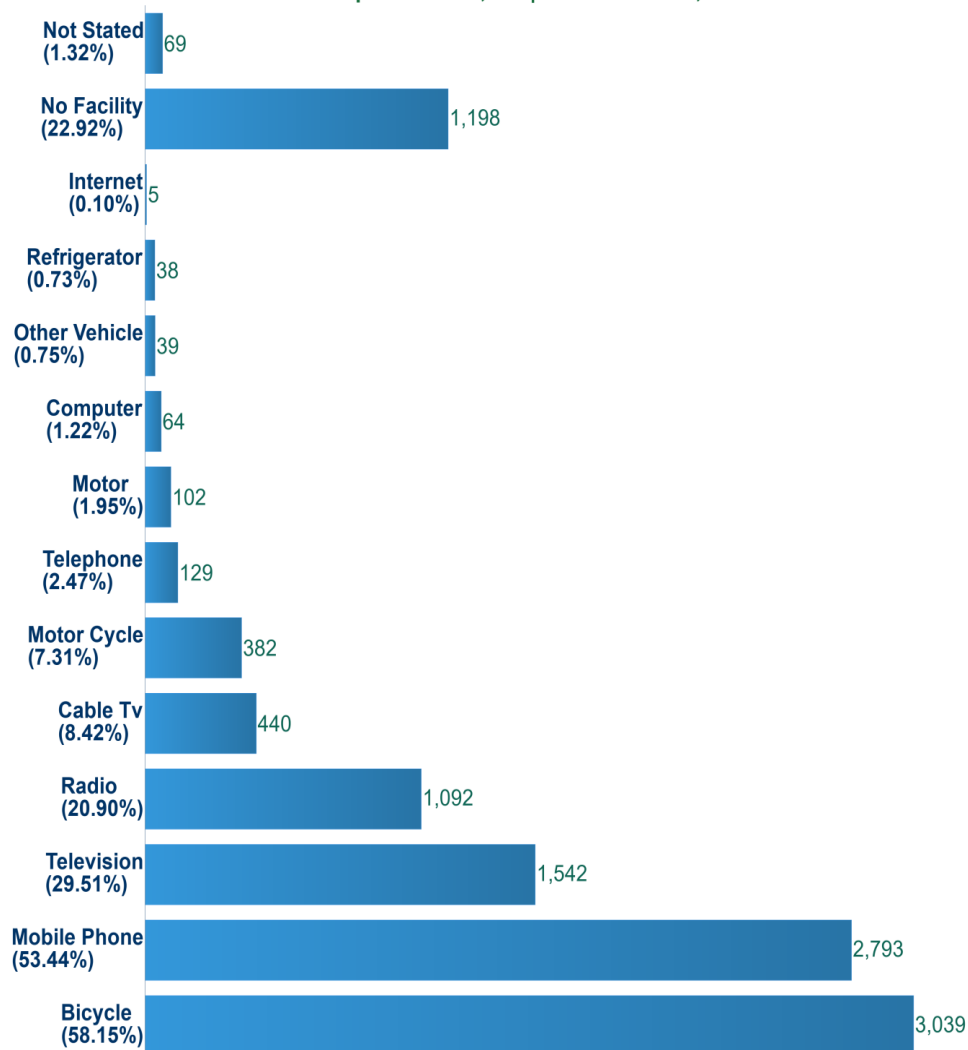


Source: <https://bit.ly/3nCY95t>

## Appendix G: Household Facilities

### Matihani Municipality, Mahottari District Household Use of Facilities (2011 Census)

Population: 31,026 | Households: 5,226



(Copyright © 2020 NepalArchives.Com | Data Source: CBS | Creator: Milan Karki)

**Source:** <https://bit.ly/3nCY95t>