

**EDUCATIONAL STATUS OF THARU COMMUNITY:
A Case Study of Munuwa VDC, Kailali District**

A THESIS

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Submitted By

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LETTER OF RECOMMENDATION

The thesis entitled **Educational Status of Tharu Community: A Case Study of Munuwan VDC, Kailali** has been prepared by Miss Laxmi Kumari Bhandari under my guidance and supervision. I hereby forward this thesis to the evaluation committee for final evaluation and approval.

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APPROVAL LETTER

The thesis entitled **Educational Status of Tharu Community: A Case Study of Munuwan VDC, Kailali**. Submitted by **Miss Laxmi Kumari Bhandari** in the partial fulfillment of the requirements for the Master's Degree (M.A.) in Rural Development has been approved by the evaluation committee.

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Declaration

I hereby declare that the thesis entitled **Educational Status of Tharu Community: A Case Study of Munuwan VDC, Kailali** submitted to the Central Department of Rural Development, Tribhuvan University, is entirely my original work prepared under the guidance and supervision of my supervisor. I have made due acknowledgements to all ideas and information borrowed from different sources in the course of preparing this thesis. The results of this thesis have not been presented or submitted anywhere else for the award of any degree or any other purposes. I assure that no part of the content of this thesis has been published in any form before.

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ABSTRACT

Tharu people are indigenous people of the Terai regions of Nepal who are mostly reside on the foothills of the Chure and Siwali rang from east to west of Nepal. Tharu are basically agricultural peasant. Tharus population occupies 6.75 percent of the total population of Nepal. Mostly Tharu people are found in western Terai of Nepal such as Dung, Banke, Bardiya, Kailali, Kanchanpur which occupy 30-50 percent of the total district population.

Education is systematic instruction to acquire knowledge. Education is the backbone of development of a country which develops the skills and capabilities of citizens. Education is the necessary precondition of development and national integration. Therefore, it should go simultaneously prior to the process of development.

The objective of the study is to find the educational status of Tharu community and specific objectives are to identify the relationship between socio-economic and educational status in Tharu community, to examine problems associated with educational attainment and to find out the causes of drop-out of Tharu students from the school. Fifty households have been selected to met the objective of this study. Household survey, questionnaire and key informant interview have been used to collect the primary data. The collected data have been classified in different categories and interpret using simple mathematical device.

Out of 50 HHs, males and female respondents are respectively 26 and 24. It has been found that 38 percent respondents are illiterate and 62 percent are literate. Majority of the students attend school. Some of students do not attend school. The main reason of being absence is poor economic condition which accounts 32.6 percent. Dropout situation is one of the major problems of education in Tharu community. Maximum numbers of Tharu students go to school but only few of them complete their education. Regarding status of dropout 23.46 percent have dropped out of total students 196. Out of dropped out students, majority of students (52.17 %) have dropped out in secondary level followed by (39.13 %) in lower secondary level and very few (6.52 %) in primary level. Likewise, the dropout rate is high who are involved in agriculture and labour wages which are (84.18%) and (22.95%) respectively. The least students are dropped out who are involved in Govt/ Private Service and their own business which are (2.55 %) and 5.10 (%) respectively. The causes of student dropout from school are of domestic work (34.78 %), poor economic income (32.60%), failure in the examination (15.21%), long distance (2.17%) and lack of awareness (15.21%).

Out to the total students of age group 5-14 years have enrolled in government and private school which accounts 70 percent and 30 percent respectively.

Educational status of Tharu community is not satisfactory due to poor economic condition and other several reasons. But the attitude of Tharu community forward education has been positively changing gradually and enrollment ratio of Tharu students in school has been increasing. Most of the Tharu people have been trapped in a vicious circle of poverty therefore, it is essential to improve the economic condition of Tharu propel through various intensive income generating activities

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ABBREVIATIONS AND ACRONYMS

| | |
|--------|---|
| CBS | : Central Bureau of Statistics |
| CERID | : Center for Educational Innovation and Development |
| GOs | : Government Organizations |
| HHs | : Households |
| HMG | : His Majesty of Government |
| i.e. | : That is |
| ibid. | : ibidem (that has just mentioned) |
| INGOs: | : International Government Organizations |
| NDHS : | : Nepal Demographic and Health Survey |
| NGOs | : Non-Governmental Organizations |
| Rs. | : Rupees |
| SLC | : School Leaving Certificate |
| TU | : Tribhuvan University |
| UNDP | : United Nations Development Programme |
| UNESCO | : United Nations Educational, Scientific and Cultural |
| UNICEF | : United Nations Children's Fund |
| VDC | : Village Development Committee |

CHAPTER-I

INTRODUCTION

1.1 General Background

Nepal is a multi-lingual, multi-religious and multi-ethnic country having multicultural society. It has a heterogeneous society in the sense that people are from diverse linguistic, cultural and religious background. There are more than 60 ethnic/caste groups throughout the country. Tharus are in the fourth position of population composition as well as in language which accounts 5.86 percent and 6.75 percent respectively (CBS, 2001). In Western Nepal namely, Dang, Bardiya, Kailali and Kanchanpur districts occupy 30-50 percent of the total district population, where hill people make up second largest groups. Historically, the Terai strip of the south was thinly resided by indigenous groups such as Tharu, Dhimals and Rajbansi as well as other caste group.

Tharus are one of the indigenous people who settle in the Terai region. Tharus are basically agricultural peasant. They are found mostly on the foothills of the “*Chure*” and “*Siwalik*” rang from east to west of Nepal. This region used to be densely forested area stretching from Eastern to Western Nepal with only scattered patches of cultivated land. The whole region is also known as the Terai, i.e. the plain areas. Thus, Tharus are found along the Terai of Nepal and also some part of India. The Tharus along with the Darai, Majhis and Chepang are indigenous to the Terai region of Nepal. Vast majority of the Tharu population is backward and deprived of from the opportunities. They are lacked behind the mainstream development of the country.

Tharus have been exploited by government authorities in the past and still to a lesser degree are out maneuvered by the surrounding non Tharus. They are still not good in the business or home economics. They are often in debt since the grain they produce is frequently used to brew alcoholic drinks. The clever person from the hills will lend them money to purchase food and then continue to compound the interest. Eventually the hill man acquires their land and they are pushed to landless status (Pyakuryal, 1982).

Although the slavery system was abolished many years ago, Tharus are sold and bought still now and they are compelled to live as a bonded labour and Kamaiya as in mediaeval period. Because of general illiteracy, lack of awareness about their rights as citizens and a feudal system of economic exploitation, they have been subjected to the very lowest status in the society. Similarly, they were unaware of their rights and opportunities for

land ownership. A phased land reform act was promulgated in 1964 which fixed a ceiling on the size of the land ownership. Surplus land were confiscated and distributed to the landless. The intention of this act was to provide land to the tenants, as well as the landless, who in the Terai, were frequently Tharu. Those who were much clever got better land and the poor, native and innocent got the worst. According to the law, tenants had been given priority but clever land lords never let the happen. Though ceilings were fixed, clever people managed to officially transfer the ownership of land to several relatives or friends. There are still land lords who are profiting from surplus lands at the expense of the poor and there are still Tharus who do not have their own land' (Pyakuryal, *ibid.*).

According to Rajaure (1997),

“Tharus, in the early days were not interested in holiday land requested in their own name, due to the absence of cash. They were most interested in cultivating barren or, virgin land, for which they did not have to pay revenues for a certain period, later they again moved on in search of such new land Tharus who had private registered land sold the land wherever possible at a cheap price and move further west (Bardia, Kailali) to cultivate new land, for the same reason”.

Tharus have become the last one to acquire opportunities provided/ conducted by GOs, INGOs and NGOs services. Representation on institution is not very low but they fail to take advantage and influence those who hold power and authority. The pace of changes has been very slow among Tharus.

According to Bista (1980),

“The Tharu is probably among the oldest groups to inhabit the Terai. They usually live very near to the heavily forested regions. A great number of the villages of Tharuwan are found in small clearings in the middle of forest itself. Most of the large compact Tharu settlements are found in tropical malarial areas, infested with wild animals such as elephants, rhinoceros, bears, tigers and poisonous snakes.”

On the occupation and economic status of the Tharu, Bista further describes:

“Tharu are by tradition peasant farmer some of them are rich farmers and a few in the eastern Terai have successfully taken up business. ... have been very greatly exploited by ruthless, zemindars, landlords, and revenue agents. They are virtually slaves in the hands of zemindars, sold and bought at will since most of them are landless share-cropping peasant; they have to rely entirely on the mercy of the zemindars. Every year they are buried deeper and deeper in dept until eventually they are sold to other zemindars trying to cultivate new area of land.”

Bhatta (1977) in the book entitled “Natural History of Nepal” has written about the Tharu tribes indicating their relation with Jamin (land), Jal (water) and Jungle (forest) as well as their habit and in datedness. He writes:

“A Tharu is truly son of the forest and to this day he retains freedom of mind and movement, a rather uncommon feature among the tribes of Nepal. The Tharus love fishing, but it is the women who go on the big catch when they get respite from the field. A Tharu is always happy with a Jug, his brews coming from the many different sources- rice, maize, banana etc. addiction to drink makes him an easy to the caprices of the landlord and no wonder, therefore, he is always in debt.”

1.2 Statement of the Problem

Education is equally important as other basic need to all human beings. It assists to develop skill and capabilities of individuals and provide knowledge which helps to simplify the life of individual. Improvement in the life of people helps to obtain the desired goal of any sector.

The literacy rate of Tharu community is only 47.12 percent (CBS, 2001). Most of the Tharu people send their children to school up to Primary level and few of them send their children to school up to secondary and above levels. Only a few Tharu students complete the higher degree education.

Most of the school going children of Tharus is engaged in agricultural and household chores where the status of female education is poorer than male. There is still existing discrimination between boys and girls. Yet majority of the Tharu people haven not considered education as an essential factor to bring change in lifestyle. Still Tharu people are

indifferent toward obtaining education and literacy rate of Tharu people is quite low in comparison to other caste people. Most of the Tharu students drop out the school without completing especially secondary level. The trend of dropping out the school is high due to various reasons like lack of awareness, poor socioeconomic condition.

Though Tharus are the native people of Terai, they are backward community. The main reason is that they have low accessibility in education. It is the most important to explore the affecting factors for development of education in Tharu community. What is the problem that compels them to dropout the school? How is the accessibility of education and what problems hinder accessibility of education? Hence, the study analyzes the different issues of education in Tharu community in terms of the status of female education, the barriers in accessibility of education and the causes of dropout of Tharu students from the school in Munuwa VDC.

1.3 Objective of the Study

The general objective of this study was to find out the educational status of Tharu community in Munuwa VDC.

The specific objectives of the study were as follows;

-) To identify the relationship between socio-economic and educational status in Tharu community.
-) To examine problems associated with educational attainment.
-) To find out the causes of drop-out of Tharu students from the school.

1.4 Significance of the Study

Among the different ethnic groups, Tharus are the old residential people in Terai. Most of the ethnic groups and lower caste people have low literacy in Nepal. Among them, Tharus community is also illiterate. They have low accessibility of education due to various reasons. Education has vital role in upgrading all aspects of life e.g. living standard, socio-economic status, health and so on. But most of the Tharus community is deprived from education and mostly they are engaged in labor activities and agriculture.

However, the study explores the real pictures of condition of Tharu community. The study depicted important information about the problems in the accessibility to education and causes of dropping out school in Tharu community. The study in educational status of Tharus

community will be useful for recommending to the policy and plan master, government, INGOS/NGOS, students, teachers to uplift the educational status and living standard of Tharu community.

1.5 Limitation of the Study

The study tried to seek to reveal educational status of Tharu community in general and female education of Tharu community in particular. The term 'Educational Status' means educational attainment or level of education of individual in a discipline or profession as a generalist or specialist. This study dealt to explore the facts and figure of Tharu community of Munuwa VDC , Kailali district regarding female educational status, barriers inaccessibility of education and causes of drop-out of students from school.

The study mainly emphasized of the education of school going children from five years to fourteen years of age and female education. To achieve the objective of the study, 50 respondents and their household information and data were randomly selected.

The researcher collected the data as accurately as possible on two distinct categories for the sake of female educational status and barriers inaccessibility of education and taken up to secondary level for the sake of drop-out students from school.

1.6 Organization of the Study

The present study is mainly based on primary and secondary data. It has been divided into five chapters. The first chapter (Introduction) includes background of the study, statement of the problem, objectives of the study, significance of the study, limitation of the study and organization of the study. Similarly, the second chapter deals with review of the literature. As such the third chapter concerned with research methodology, which includes research design, sampling procedures, nature and sources of data collection, data collection method and tools. Similarly, the fourth chapter provides analyses and interpretation of the collection data and the final chapter includes summary, conclusion and recommendation which is followed by references and appendices.

CHAPTER II

LITERATURE REVIEW

Literature review is one of the important parts of any research work. It is the study of previous documents, studies which has been already studied on that topic. Literature review section examines recent research, studies, data and report that act as a basis for the proposed study. Literature review helps to find out the unidentified problems. It controls researcher and provides directions to researcher.

For this, different books, journals, previous research works reports, acts, articles, plans and polices and other published and unpublished documents related to the subjects are reviewed.

Yaar (1979) showed ethnic inequality existed in educational attainment between European – American and Asian – African people. He states their poorer academic performance and higher dropout rates because they lay in the development of effective learning. Their deficiencies are attributed mainly to the socio-economic background of oriental families and their traditional cultural heritage. Similarly, institution discrimination is also cited as a cause of inequality because schools are social institution committed to universalistic standards of performance.

A World Bank study prepared by Lockhud and Janison (1979) on primary and lower secondary school participation in the Terai region of Nepal indicates that parents from higher socio-economic backgrounds and with some education tend to send their children to school more often than those with low socio-economic status. The study indicates that children's school participation was determined by the household wealth, the schooling attained by household heads and the caste of the household many poor parents are unable to send their children to school whereas educated and wealthy parents perceive education as a means of securing, better jobs in the government.

Research conducted by the Center for Educational Research, Innovation and Development (CERID) on "Parents' Attitudes toward Education and Expectation from Education" (1982) explains the positive attitudes towards education from the parents. The parents equated education with the prosperity of their children in the future. A majority of parents felt that the education could provide an opportunity to acquire expertise in various areas necessary to secure prestigious position in the government agencies and elsewhere. For

most of the wealthy parents, education means a source of income. Even those parents whose children are under privilege to attend the school felt that education opens up the gate to prestige and increases the probability of improving their living condition. There are many other related factors which prevented parents towards their children varied according to the level of education, occupation and household income.

Narayan Basnet, in his study “Access to Education of the Tharu Children in Haridwar Village Panchayat of Dang District” (1978) has stated the low participation of school enrollment students from Tharu community. He found, increasing the level decreasing rate of attendant at the school. The concentration of Tharu students in the primary level is extremely higher than secondary level but participation of girls is lower in all levels. He has shown strong relationship between absence in the class and increasing the age of children. Parent’s ignorance, lack of awareness, poor economic condition, traditional concept” Daughter need not to study” are represented major problems of lower participation and dropout from the school. Apart from these, distance from schools is also mentioned as the cause of non-participation of children in the school. He found no girls were in the lower secondary and secondary level but only 2.2 were in primary level.

Rajaure has explained in his study “The Tharu women of Sukhwar” (1981) about their architecture works and educational status of female in Tharu community. He founds only 17.1 percent people were literate, among them only 9.5 percent female. The major problems of low participation of girls were: more engagement of girls in domestic works, negative concept towards daughter who will go another home son and low investment on the females’ education. Similarly, ignorance, illiteracy and lack of awareness, early marriage and language problems are mentioned in this study as equally affecting factors towards education in this community. Upali(1994) “Tharu of Chitwan” supports Rajaure on the study discourages of schooling is the demand of labour and socio-cultural factors of Tharus. In addition, he explained the traditional agriculture system and improper management of households are the cause of poverty.

Eng and Hender J. (2002) in their study” A study of social and Educational status of Tharu Women and Girls of Eastern and Central Region” has concluded the poor situation of Tharu women. They found the male dominated Tharu community. The property is handled by male while females are concentrated only in the domestic works, discrimination between son and daughters was found in the study area, the ratio of

Tharu girl students to Tharu boy students was quite high at primary level but gradually tapers at the higher grades. The dropout rate of Tharu girl students was higher than of the boys. Early marriage, language problem, use of their children in the field works, ignorance of parents are presented as the cause of dropout. Apart from these, poor economic condition is found to be the main principal factors of determining.

A study on “Educationally Disadvantaged Population Groups” (1990) by CERID (1990) describes the educational situation of backward society in Nepal. The report pointed out major problem of the poor economic condition is due to the illiteracy. The various factors which have influenced the poor economy of the communities are the socio-culture such as early marriage negate attitude toward girl education and school relation (i.e. language problems and teachers behaviors on students). The study has found out the higher dropout rate in the higher level classes. In the context of girls’ education, this trend is more rapid than in the boys.

The research carried by CERID (1988) has presented the educational status; the Tharu are educationally a disadvantaged community, the Tharu children look over aged for their grades, because they are enrolled in the school very late. Larger number of Tharu children goes to schools from Tharu families living in mixed communities than from exclusive Tharu community. For economic reasons the percentage of school going children fm extended families is higher than that from nuclear families. Very few Tharu young men and women go to colleges for higher education. Most of those who go study subjects in Humanities and Social Science. A small percentage of Tharu children complete their education.

Pointed out the economic causes of low enrollment of Tharu community; most parents cannot afford to pay the expenses of education of their children, land holding and food sufficiency of the family have strong relationship with the Tharu children, many parents find it difficult to release their children from domestic or farm work, in view of their traditional attachment to agriculture as the only source of their livelihood they see little relevance of education, girls show little interests in going to schools, difficult with the Nepali language, especially in the early grades of the primary school, makes learning an uneasy task.

As examined by CERID the old notion that an educated person becomes irrelevant to the family for he cannot extend his hands in the occupational (agriculture)

activities of the family still prevails, they need the help of their children in their field work, children are not much interested in going to school, girls' attitude to education is more negative than that of boys, however, the younger generation shows considerable interest in education. Their education is changing and they want to send their children to the school.

A study "Onset of Menarch and Female Dropout from School" (1993) prepared by New Era, Kathmandu has tried to study the relation between the onset of puberty and dropout of female students from the school in Dang and Rolpa districts. The study reports the reasons of dropout of adolescent girls who are in menstruation. The other reasons are early marriage, parent's 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.

Ghimire, in his study "Enrollment of Girls at Primary Level in Dhankuta and Nuwakot" (1997) has found that the girls' 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, girl's involvement in farming and household works and lack of educational awareness in parents. He also found girls a decreasing trend of enrollment from primary to the secondary level in both districts. Though high rate of enrollment were found in the primary level, in comparison to other levels, the proportion of girl's enrollment even at this level was only 38 Percent as against 62 Percent of the boys.

A study on "Educational Status of Tharus" (1988) was carried out by research Center for Educational Innovation and Development (CERID) in four districts i.e. Sunsari, Chitwan, Dang and Kailali. These districts have a large population of Tharu. This study has concluded the educational situation and Tharus parents' attitude toward education. The major findings of this study are: Educationally a disadvantage community, large number of children goes to school from this community living in mixed community than from exclusive tharu community but small percentage of them completes their education. The dropout rate from the school is high in the secondary level and participation of girls is very low from Tharu community. The study states that land-holding and food sufficiency of the family have strong relationship with the enrollment of the Tharu children. The economic, socio-cultural and school related

factors are presented as the major determining factors on education of Tharu community.

On the study “Bounded Labour in Nepal”, (1999), Subedi has mentioned the root of major cause of bounded labour (Kamaiya) in Tharu community is illiteracy. In the absence of Literacy they are not aware of the surrounding. So they are cheated by others. Poverty is the major cause of the non-participation and dropout from the school. In this context most of the Kamaiya children are made traditional bounded labour.

Status of Female Education in Nepal, a study report (CERID, 1994) focus on participation, repetition, dropout, socio economic condition, female teacher availability, family education background, government’s support system and so on.

The report explains in terms of educational attainment girls or females are far behind males. Their participation rate in 2049 B.S. at the school level was 36.87 and at the tertiary level 24.28 (private campus excluded). Girl’s participation at the primary level in schools in the Mountains, Hills and plains, where female teachers teach, was found slightly higher than in schools without teachers.

The involvement of female teachers in schools in the Mountains and Hills was not found to have made any impact on lessening the repetition and dropout quantitatively. However, in the plains, the presence of female teachers was a help to reduce them.

Poverty is one of the major causes of girl’s low participation or non participation in and dropout from schools. Another important causes as demonstrated by the study is the problem of mass illiteracy, particularly of rural parents. As illiterates, they were found in want of motivation to educate their daughters.

Lack of awareness in the community people of educating their females, negative attitude of parents toward educating their daughter, the family norm to involve females in household chores the practice of early marriage was found to be a major constraint.

Increased provision of scholarship for girl student, priority to appointing as many female teachers as possible would create the positive feeling among the community people for educating their daughters. On the other hand, focus on creating physically and academically better learning environment would generate motivation in all incumbent.

The study generated various findings associated with female teachers. Basically the problems faced by female teachers and possible ways out to address them from the major focus of findings.

It was found that the proportion of female teachers in the total number of teachers was very low. However the proportion of trained female teachers is nearly equal to the proportion of total number of trained teachers. Interestingly, more female teachers were found in the hills in the mountains and plains.

The number of female teachers in primary schools appeared to be higher than that in secondary schools. And most of the female teachers appeared to have belonged to the Brahmin, Chhetri and Newar ethnic groups. Only few female came from other ethnic background (CERID, 1994).

A survey of studies on dropout in primary education reports (CERID,1991) poor economic condition, engagement in household work, social condition, parent's negative attitude towards education practice of early marriage of girls, failure in examination, underachievement, high rate of tuition fee which is charged directly or indirectly untrained and irregularity of teacher's, distant location of the school, whether and road conditions, lack of motivation from the parents for the children, poor health of the children due to malnutrition, urban biased education system and policies, and the elitist-oriented are the major causes of dropout.

This report says drop out is comparatively higher and in grade 1, and drop-out rate is higher among girls than among boys. Dropout increases as the level of education among the parents decreases. Dropout rate is high in ascending order in the Terai, the hills and the mountains. The drop-out rate is highest in grade 5 in comparison to other grades in primary schools. The reasons for higher drop out in grade 5 are failure in the terminal examination and the non enrollment of grade 5 completer in grade 6 presumably because of the lack of the secondary education facility in the same locality and also of their trying to take up a job (CERID, 1991).

CHAPTER– III

RESEARCH METHODOLOGY

3.1 Selection of the Research Area

Researcher focused research on that ethnic/caste group who are basically deprived from education, government facilities. Tharus are ethnic group of Kailali district and researcher did field research in Munuwa VDC, one of the 36 village development committees (VDC) and six municipalities of the Kailali district. Why researcher choose Munuwa in Kailali and why not some other village or some other district? Where the researcher can define an appropriate role and be assured of good sampling, and researcher found Munuwa VDC is fit all of these criteria. Similarly, researcher had easy access to this VDC and the Tharu community had low access on education, which was quite interesting for research. The researcher is familiar with the Tharu people of this VDC which is another advantage to the researcher.

3.2 Research Design

The study is based on exploratory and descriptive research design as well. This study investigates the educational status of Tharu community. Moreover the study finds out the trend and proportion of female enrollment in school and obstacles in accessibility to education and reasons behind leaving school.

Besides, the study makes an attempt to describe the things related to educational status of Tharu community such as quantity of school, distance of present school condition, socio-economic status and interest in education and so on.

3.3 Nature and source of Data

The study area has been chosen for completion of this research. Kailali district is situated in far western southern part of Nepal. Kailali district consists of 4 municipalities such as Dhangadhi, Attariya, Tikapur and Lamki.

Tharus are a dominant group in Munuwa VDC. Majority of Tharus have low enrollments in education in comparison to other caste/ethnic groups of this V.D.C. Though the enrollment rate is increasing, it seems mostly confined to the higher class and caste people. The Tharu community does not have equal access to education. The particular area, 'Munuwa VDC, has been selected for the study because it is easily accessible, heterogeneous in socio-economic status. The researcher is curious to find out the causes of low educational

status of Tharus' and their less attention on education. The researcher is also curious about how to increase their enrollment in education.

This study aims to explore the educational status of Tharu community. Thus, the primary data were collected from record study, interview and household questionnaire survey of the study area.

Similarly, the secondary data were also used for the study, which was collected from published or unpublished written documents, journals, experts, and organization related to the subject.

3.4 Population and Sampling Procedure

In Munuwa VDC the majority people are Tharus. Total household of this VDC is 2315 among them 1967 are Tharu households and the total population of Tharus in this VDC is 9835. (VDC profile, 2068) It was not possible to take all nine wards and many other households for research due to time and financial constraints. So, the universe of study was the Tharu community of ward no 9 of Munuwa V.D.C. In this ward total household are 225 and the Tharus households are 181. The households were selected through random sampling procedure. This study was conducted upon 50 households.

3.5 Data Collection Technique and Tools

To acquire the primary data, the structured questionnaire and semi-structured interview was applied.

3.5.1 Household Survey

Structured questionnaire was prepared to acquire the realistic and accurate data from survey of Tharu community. The respondents were requested to fill up the questionnaire. In case they were unable to fill up it, the questionnaire was asked to the respondents and answers are filled up to collect the required data.

3.5.2 Key Informant Interview (KII)

The primary data is also collected from key informants using the semi-structured interview method. The researcher had taken key informants for cross checking of data obtained from HHs questionnaire. The informants were interviewed on the attitudes and perceptions towards education. The key informants were Tharu people, chairman of VDC, people involving in teaching and social workers.

3.6 Method of Data Analysis

The data collected from the field survey and other secondary data was analyzed carefully by giving great efforts. Information related to enrollment and drop

out were collected from school record. All the information filled up in the questionnaires was presented in self made table by the researcher. Frequency, percentages was employed to make the interpretation more reliable.

CHAPTER - IV

DEMOGRAPHIC AND SOCIO-ECONOMIC CHARACTERISTICS OF THARU COMMUNITY

4.1 Introduction

Demographic and socio-economic conditions depict the situation of the society. Demographic characteristics deal with the quantitative aspects of the population of a community. It may relate social and economic characteristics of a society.

This chapter deals with population composition by age and sex, family size, educational attainment, economic characteristics, annual income, land holding size and occupation.

4.2 Population Composition

4.2.1 Age and Sex Composition

Age and sex are basic characteristics or the biological attributes of any population which affects fertility, mortality and migration behavior. Age and sex structure not only reflect the present demographic situations of population but also give the basis for the study of past as well as future demographic situations of the population. In this study, 50 households were taken as the area the study.

Table 4.1: Distribution of Study Population by Five Years Age-groups

| Age group | Male | | Female | | Total | | Sex Ratio |
|--------------|------|-------|--------|-------|-------|-------|-----------|
| | No. | % | No. | % | No. | % | |
| 0 – 4 | 20 | 6.9 | 30 | 10.34 | 50 | 8.6 | 66.6 |
| 5 – 9 | 45 | 15.97 | 50 | 17.24 | 95 | 16.4 | 90 |
| 10-14 | 36 | 12.45 | 52 | 17.9 | 88 | 15.19 | 69.23 |
| 15-19 | 30 | 10.38 | 28 | 9.65 | 58 | 10.0 | 62.23 |
| 20-24 | 29 | 10.0 | 27 | 9.31 | 56 | 9.6 | 107.40 |
| 25-29 | 31 | 10.72 | 37 | 12.75 | 68 | 11.7 | 83.78 |
| 30-34 | 24 | 8.30 | 15 | 5.17 | 39 | 6.7 | 160 |
| 35-39 | 12 | 4.15 | 11 | 3.8 | 23 | 3.9 | 109.09 |
| 40-44 | 10 | 3.5 | 9 | 3.10 | 19 | 3.28 | 111.11 |
| 45-49 | 14 | 4.9 | 10 | 3.44 | 24 | 4.14 | 140 |
| 50-54 | 10 | 3.5 | 5 | 1.8 | 15 | 2.5 | 200 |
| 55-59 | 9 | 3.1 | 5 | 1.8 | 14 | 2.4 | 180 |
| 60-64 | 3 | 1.03 | 4 | 1.3 | 7 | 1.2 | 75 |
| 65 and above | 10 | 3.5 | 6 | 2 | 16 | 2.7 | 166.66 |
| Total | 289 | 100 | 290 | 100 | 579 | 100 | 99.65 |

Source: Field Survey, 2014

Table 4.1 shows that age and sex structure of respondents' household survey in the Munuwa VDC Ward No 9, Kailali. The larger portion of population consists of the age between 5-9 years age group. It represents (16.4 %) out of total population which is followed by (15.19 %) of the age 10-14 years, by (11.7 %) of 25 to 29 years. The least population consists of the age 60 - 64 where it represents (1.2 %). This table depicts that the number of population is decreasing with increasing age. This table also portrays that female population is slightly higher than male population. Both sexes have higher portion of population of the age up to 29 years than above 30 years age.

4.2.2 Family Size

Family is a group of persons united by the ties of marriage, blood, adoption constituting household interacting and inter comminuting with each other in their respective roles of husband and wife, mother and father, son and daughter, brother and sister creating a common culture.

Family size determines the demographic and socio-economic development of the society. Most of the Tharu family in the study area lives in large sized family. However, in comparison to the past scenario, this ratio is changing gradually. Nowadays many people prefer to live in small size family due to awareness, better living standards, education status of children, burden of large number of children, equality of son and daughter.

Table 4.2 Distribution of Family size of respondent's households

| Family size | No. of households | Percent |
|------------------------|-------------------|---------|
| Small family 0-5 | 5 | 10 |
| Medium family 6-11 | 15 | 30 |
| Large/joint family <12 | 30 | 60 |
| Total | 50 | 100 |

Source: Field Survey, 2014.

The above table shows that majority of the House Holds (HHs), i.e., 60 percent have large family and 10 percent HHs live in small family and 30 percent of the HHs have medium family.

4.2.3 Marital status of the respondents

Marriage is a universal demographic component. In this study respondent's marital status is categorized mainly in four different categories namely single, married, widow/widower and divorced. The marital status of respondent is presented in table 4.3.

Table 4.3 Distribution of Respondents by Marital Status

| Marital Status | Frequency | Percent |
|----------------|-----------|---------|
| Single | 1 | 2.0 |
| Married | 45 | 90.0 |
| Widow/widower | 3 | 6.0 |
| Divorce | 1 | 2.0 |
| Total | 50 | 100.0 |

Source: Field Survey, 2014.

Majority of the respondents (90 %) respondents have found married in the study area. Similarly, out of the total respondents, (6 %) respondents have been found widow/ widower and (2%) respondents have been found divorced. Most of the respondents have been found married in early age due to the lack of conscious and knowledge.

4.3 Educational Composition

Education is the backbone of development. It is an important factor for social and economic transformation of a society. People as a means of development require knowledge and skill for the production of goods and services. Education is considered as a single means to achieve these ends. Definitely education is a vehicle for the radical change of the society. It is a means that provides us new knowledge, information and technology. Literacy is a basic step towards the education which is quite essential for development too. It enables the person to improve the knowledge and skill necessary to conduct the daily life easily. Without education, no one can expect overall development of the society.

Table 4.4 Distribution of Literacy Status of Respondents by Sex

| Literacy status | Male No. | Percent | Female No. | Percent | Total | Percent |
|-----------------|----------|---------|------------|---------|-------|---------|
| Illiterate | 8 | 30.76 | 11 | 45.83 | 19 | 38.0 |

| | | | | | | |
|----------|----|-------|----|-------|-----|-------|
| Literate | 18 | 69.23 | 13 | 54.16 | 31 | 62.0 |
| Total | 26 | 100.0 | 24 | 100.0 | 100 | 100.0 |

Source: Field Survey, 2014.

The table 4.4 shows that (62 %) population is literate and (38 %) population is illiterate out of total population whereas (69.23 %) males are literate and (30.76 %) males are illiterate. Similarly, 54.16 % women are literate and 45.83 women are illiterate.

Table 4.5 Literacy status of Respondents Households Population age group 5 and above by sex

| Literacy status | Male | | Female | | Total | |
|-----------------|------|---------|--------|---------|-------|---------|
| | No. | Percent | No. | Percent | No. | Percent |
| Literate | 195 | 67.47 | 160 | 55.17 | 355 | 61.31 |
| Illiterate | 84 | 29.06 | 130 | 44.82 | 214 | 36.96 |
| Total | 289 | 100.0 | 290 | 100.0 | 579 | 100.0 |

Source: Field Survey, 2014

Table 4.5 shows that 61.31% populations are literate and 36.96 % are illiterate. Where, 67.47 percent male populations are literate and 29.06 percent are illiterate and 55.17 percent female are literate and 44.82 percent are illiterate. According to the above table, it is found that the literacy rate of male is higher than female. This discrepancy between male and female literacy rate can be explained for these reasons: Generally, parents do not send their daughters to school as they made to assist in household woks, such as to look after the young children and to graze cattle, collect fodder, collect firewood. Parents think that the education for daughters is not necessary because they will become a property of others after marriage. This custom is prevailing in Tharu community in munuwa VDC.

Table 4.6: Literacy Status of the HHs population for age group 5-9 and 10-14 by Sex

| Literacy Status | Age group | | | | Total | |
|-----------------|-----------|--------|-------|--------|-------|--------|
| | 5-9 | | 10-14 | | Male | Female |
| | Male | Female | Male | Female | | |
| | | | | | | |

| | No. | Percent | No. | Percent | No. | Percent | No. | Percent | No. | Percent | No. | Percent |
|------------|-----|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|---------|
| Literate | 35 | 77.77 | 26 | 52 | 36 | 100.0 | 45 | 86.53 | 71 | 87.65 | 71 | 69.60 |
| Illiterate | 10 | 22.22 | 24 | 48 | 0 | 0.0 | 7 | 13.46 | 10 | 12.34 | 31 | 30.39 |
| Total | 45 | 100.0 | 50 | 100.0 | 36 | 100.0 | 52 | 100.0 | 81 | 100.0 | 102 | 100 |

Source: Field Survey, 2014

Above table presents that 77.77 percent male are literate and whereas 22.22 percent illiterate out of total male population of the age 5 - 9 years. It tells that 52 percent female are literate and 48 percent are illiterate out of total female population of the age 5 - 9 years. It also tells that 100 percent male and 86.53 percent females are literate of the age 10 - 14 year's age group. Above table tells that 87.65 percent male and 69.60 female are literate out of total population of this age group.

4.3.1 Education Attainment

In general, people who can read and write have been considered as literate but the status of educated people is represented by formal education. The people who gained knowledge by attending school are formally educated. The distribution of level wise educational status of Tharu community is presented in table 4.7.

Table 4.7 Distribution of Educational Attainment of HHs Population by Sex

| Level of Education | Male | | Female | | Total | |
|------------------------|------|---------|--------|---------|-------|---------|
| | No. | Percent | No. | Percent | No. | Percent |
| Primary | 90 | 46.15 | 100 | 62.5 | 190 | 53.52 |
| Lower Secondary | 54 | 27.69 | 39 | 24.37 | 93 | 26.19 |
| Secondary and SLC | 43 | 22.05 | 16 | 10 | 59 | 16.62 |
| Intermediate and Above | 8 | 4.10 | 5 | 3.12 | 13 | 3.66 |
| Total | 195 | 100.0 | 160 | 100.0 | 355 | 100.0 |

Source: Field Survey, 2014.

Table 4.7 shows education of Tharu community in Munuwa VDC Ward No. 9. Most population, i.e. 53.52 percent Tharu population have taken primary education, followed by 26.19 percent of lower secondary education and 3.66 percent gets the education above intermediate level. Table also shows that 46.15 percent male population get primary education out of total male population, followed by 27.69 percent of lower secondary, 22.05

percent of secondary and S.L.C. and 4.10 percent of intermediate level education. Likewise, 62.5 percent of female population, followed by 24.37 percent of lower secondary, 10 percent of secondary and S.L.C. and 3.12 of intermediate level. Overall, the proportion population is higher in lower level than higher in both sexes.

Table 4.8: Student Attendance in School of Age Group 5-14 Years

| Attendance in school | Frequency | Percent |
|----------------------|-----------|---------|
| Yes | 100 | 80 |
| No | 25 | 20 |
| Total | 125 | 100.0 |

Source: Field Survey, 2014.

Table 4.8 shows that 80 percent students attend in school where as 20 percent students do not attend in school. There are many reasons not to attend in schools which are described in below table.

Table 4.9 Reasons behind Student not attending in School

| Reasons | Number. | Percent |
|-------------------------|---------|---------|
| Poor economic condition | 10 | 40 |
| Engaged in agriculture | 2 | 8 |
| Household works | 7 | 28 |
| Lack of awareness | 6 | 24 |
| Total | 25 | 100.0 |

Source: Field Survey, 2014

Table 4.9 shows that 40 percent students do not attend school due to poor economic condition and where 24 percent students do not attend due to lack of awareness. According to table 28 percent students involve in household works and 8 percent students involve in agricultural works.

Table 4.10 Students Enrollment by types of School Age of 5-14 years

| Types of school | No. | Percent |
|-----------------|-----|---------|
| Government | 70 | 70 |
| Private | 30 | 30 |

| | | |
|-------|-----|-------|
| Total | 100 | 100.0 |
|-------|-----|-------|

Source: Field Survey 2014

Above table show that out of total 201 school going students of age group 5-14 years, 70 percent have enrolled in government school and 30 percent have in private school. Table also tells that the enrollment of students is higher in the government school than that of private school.

4.4 Barriers in Accessibility of Education of Respondents (Major Problem in Acquiring Education)

In Tharu community there are many problems that hinder Tharus from acquiring education. As a result, they have no access to education. In order to study this situation, 50 respondents were selected to find out the major problems that have deprived them of getting education. The major problems are shown in the following table.

Table 4.11 Distribution of Respondents by Barriers in Accessibility of Education

| Barriers in Accessibility of Education | Number | Percent |
|--|--------|---------|
| Poor Economic Condition | 19 | 38.0 |
| Engaged in Agriculture | 13 | 26.0 |
| Lack of awareness | 4 | 8.0 |
| Household works | 10 | 20.0 |
| Far school | 1 | 2.0 |
| Don't know | 3 | 6.0 |
| Total | 50 | 100.0 |

Source: Field Survey, 2014

The Table 4.11 shows that 39 percent of the respondents were deprived of education due to the poor economic condition. Similarly, 26 percent of the respondents said that they are not able to get education because they have to involve in agriculture activities, 8 percent of the respondents are unable to get education due to lack of awareness, 20 percent of the respondent said that they have to involve in household works, and 6 percent of the respondents said that they do not know about the importance of education

4.5 Attitude towards Education

In order to find out the view of Tharu community towards education 50 respondents were selected who expressed their views have been presented in the flowing table.

Table 4.12 Attitudes of Respondents towards Education

| Attitudes Towards Education | Number | Percent |
|-----------------------------|--------|---------|
| Very necessary | 8 | 16.0 |
| Necessary | 40 | 80.0 |
| No idea | 2 | 4.0 |
| Total | 50 | 100.0 |

Source: Field Survey, 2014.

The above table shows that 80 percent respondents have positive attitude towards education which is indicated by necessary, 16 percent respondents said that the education is very necessary and 4 percent respondents said that they have no idea about it.

4.6 Economic Characteristics

Economy, regarded as one of the major supporting components for the development of society, is a backbone of development. Most of the people of this community are living below poverty line due to their poor economic condition. Most of the children of school going age children are deprived of the formal education. Even if they get formal education, there is a high rate of dropout due to poverty. The most important economic characteristics of the people are occupation, income, land ownership etc.

4.6.1 Annual Income

The annual income is the output of the final indicator of the economy although occupation, land ownership and income are the indicators of economic condition of these indicators; the annual income is the output of the economy. Therefore, it always attenuates the development of society. The annual income of household of Tharus is tabulated below:

Table 4.13 Distribution of Respondents by Households Annual Income

| Family Annual Income(Rs) | No. of Households | Percent |
|--------------------------|-------------------|---------|
| Less than 20,000 | 7 | 14.0 |
| 20,000-30,000 | 17 | 34.0 |
| 30,000-40,000 | 18 | 36.0 |
| 40,000-50,000 | 3 | 6.0 |

| | | |
|------------------|----|-------|
| 50,000-60,000 | 4 | 8.0 |
| 60,000 and above | 1 | 2.0 |
| Total | 50 | 100.0 |

Source: Field Survey, 2014.

Table 4.15 clarifies that 36 percent respondents have their annual income between 30 thousands and 40 thousands which is followed by 34 percent respondents having their income between 20 thousands and 30 thousands. Only 2 percent respondents have their annual income above 60 thousands. Above table concludes that only few respondents earn enough money to fulfill their basic needs but most of the respondents cannot even fulfill their basic needs because they earn low amount of money.

4.6.2 Distribution of Respondents by Source of Income

Income is essential to run the daily activities that can be obtained from occupation especially they do: so here the sampled population is categorized according to their source of income. While collecting this information they were asked the sources of income. The obtained information have been presented in table 4.14.

Table 4.14 Distribution of Respondents by Source of Income

| Income Source | Number | Percent |
|---|--------|---------|
| Agriculture | 26 | 52.0 |
| Business | 1 | 2.0 |
| Govt./ Private Service | 1 | 2.0 |
| Labour (Wages) | 12 | 24.0 |
| Others (Driver, Carpenter, Mason, Remittance) | 10 | 20.0 |
| Total | 50 | 100.0 |

Source: Field Survey, 2014.

Table 4.14 shows that majority of respondents depend on agriculture which is the main source of income for them. Hence the highest percent of population have agriculture as the main source of income which accounts for 52 percent, labor (wages) followed by 24 percent and 20 percent others including (driver, carpenter, and mason, remittent). The least 2/2 percent of respondents have government/private service & business respectively.

4.6.3 Land Holding Size

Majority of the people in Nepal are directly or indirectly involved in agriculture due to the lack of other employment opportunities. There is a vast gap among the people who

hold land. Land holding size is one of the most important factors for the total population of the area. The people who have large plot of land holding size are economically strong. Tharus are the occupationally farmers. So there is a great relationship between the land and Tharu people. The distribution of land holding size of Tharu community has been presented below:

Table 4.15 Distribution of Households by Land Holding Size

| Land size(in kattha) | No. of households | Percent |
|----------------------|-------------------|---------|
| Less than 5 | 13 | 26.0 |
| 5-9 | 34 | 68.0 |
| 20 and above | 3 | 6.0 |
| Total | 50 | 100.0 |

Source: Field Survey, 2014.

The table 4.17 displays that majority of the respondents, i.e. 68 percent have land between 5-9 *kattha* 26 percent have less than 5 *kattha* land, and 6 percent respondents have above 20 *kattha*. Only few population have approached in own land but majority are under privileged property.

4.6.4 Housing Pattern

The housing pattern of respondents has been observed while fulfilling the household questionnaire survey in the study area. Housing condition is important indicator to measure the economic status of respondents. The house found in the study area are presented and analyzed in the table.

Table 4.16 Distribution of HHs by Types of Housing

| Types of House | No. of respondents | Percent |
|----------------|--------------------|---------|
| Pakki | 6 | 12.0 |
| Kachchi | 44 | 88.0 |
| Total | 50 | 100.0 |

Source: Field Survey, 2014.

Table 4.16 shows that 88 percent respondents have *pakki* house and 12 percent have *kachchi* house.

4.6.5 Occupation Composition

As people are involved in different occupations, their occupations influence their living style, customs and standard of living. So, the occupational composition determines the social and economic status of the people. Among others, it is one of the significant factors in determining the status of the people. People constantly search for better occupation that helps to improve their economic condition and standard of living.

Table 4.17 Distribution of Respondents by Major Occupation

| Types of Source | No. of Respondents | Percent |
|----------------------------|--------------------|---------|
| Own Agriculture | 3 | 6.0 |
| Own and others Agriculture | 30 | 60.0 |
| Business | 1 | 2.0 |
| Government/Private Service | 1 | 2.0 |
| Labour (Wages) | 11 | 22.0 |
| Household Works | 4 | 8.0 |
| Total | 50 | 100.0 |

Source: Field survey, 2014.

Table 4.17 shows that majority of respondents, i.e. 60 percent have adopted own and other agricultural occupation and 6 percent respondents have involved in their own agriculture and 8 percent have household works as well. 22 percent respondents have involved in labour and 2 percent respondents have done their own business and service. Above table concludes that most of the population involved in agricultural sectors than other service sectors and labour.

Table 4.18 Distribution of Occupational Status of Respondent's Households

| Occupational status | No. of household members | Percent |
|-----------------------------------|--------------------------|---------|
| Own agriculture | 11 | 2.07 |
| Own and other's agriculture | 134 | 25.33 |
| Business | 4 | 0.76 |
| Govt./private service | 14 | 2.64 |
| Students (study) | 196 | 37.07 |
| Household works | 140 | 26.45 |
| Unemployed (searching work) | 29 | 5.48 |
| Too young | 31 | 5.86 |
| Others (carpenter, mason, driver) | 20 | 3.78 |
| Labour(wages) | 50 | 9.45 |

| | | |
|-------|-----|-------|
| Total | 529 | 100.0 |
|-------|-----|-------|

Source: Field Survey, 2014.

Table 4.18 shows that majority of people 37.07 percent are involved in student (study). 26.45 percent people are involved in household works, 25.33 percent of them adopted own and other's agricultural occupation, 5.86 percent are too young. 2.64 percent are involved in government/ private service and 0.76 percent are involved in their own business. Similarly, 9.45 percent people are involved in labor (wages).

Above table clarifies that most of the respondents have been found student occupationally where usually they involve in household works and agricultural sectors than other sectors.

CHAPTER- V

DROPOUT SITUATION OF THARU STUDENTS

5.1 Dropout Situation

Tharus are the indigenous people of Terai area. They have been living since several years where other people from other communities hesitated to live there due to the spread of malaria and left for hilly region. As the state ignored this area and did not do anything for the Tharus uplift, they fell behind in education and other developmental activities. Though there are schools in these areas, the Tharu children are never able to complete their education because they have to help their parents in the household works.

This can be judged by the dropout rate of Tharu children in different Grades in the schools. So, the maximum numbers of children go to schools, very few percentages of the Tharu children complete their education. The dropout rate is high in the lower secondary level and secondary level. The main reason behind this dropout is poverty. So, this is the compulsion of Tharu children, because of which the dropout rate is higher in the Tharu community.

5.1.1 Dropout by Education Attainment

The school dropout rate in Tharu community is high. It is not equal in all levels. The dropout and exam failure rate is high in lower secondary and secondary levels. The reason behind this dropout can be attributed to socio- cultural and economic condition. The parents themselves promote the dropout as they marry off their daughters at early age or need children for domestic work. So, the students hardly get enough time for study. Besides, in primary levels, the parents do not insist on making the children attend school regularly due to the lack of awareness. So, the children stay at home playing in the street the whole day. In lower secondary and secondary level, the ratio of dropout is higher among girls than boys because most of the girls are married off or failed. Out of the total students (196), 150 students have been attending school 46 students have dropped out the school due to various reason which has been presented in the table below.

Table 5.1 Distribution of students by school going, dropped out and sex

| Sex | School Going | | Dropped out | | Total | |
|--------|--------------|---------|-------------|---------|-------|---------|
| | No. | Percent | No. | Percent | No. | Percent |
| Male | 85 | 56.66 | 17 | 36.95 | 102 | 52.04 |
| Female | 65 | 43.33 | 29 | 63.04 | 94 | 47.95 |
| Total | 150 | 100 | 46 | 100 | 196 | 100.00 |

Source: Field Survey, 2014.

The above table presents that out of the total students (196), majority of the students (76.53%) have been attending school whereas male and female students occupy (43.36%) and (33.16%) respectively. It can be analyzed from the above table that there is some difference in attending school between male and female.

Similarly, dropped out students have been found 23.46 percent out of the total students (196) in which male and female dropped out students accounts for 8.67 percent and 14.8 percent respectively. The trend of dropping out school of female students is higher (14.8) than male students (8.67%). The aforementioned data concludes that dropping out among females is higher than the males.

Table 5.2 Level-Wise Distribution of Dropout of Tharu Students

| Level | Male | Percent | Female | Percent | Total | Percent |
|-----------------|------|---------|--------|---------|-------|---------|
| Primary | 1 | 5.88 | 2 | 6.9 | 3 | 6.52 |
| Lower Secondary | 7 | 41.17 | 11 | 37.9 | 18 | 39.13 |
| Secondary | 9 | 52.94 | 16 | 55.2 | 24 | 52.17 |
| Total | 17 | 100.0 | 29 | 100.0 | 46 | 100.0 |

Source: Field Survey, 2014.

Table 5.2 shows that the students have dropped out the school in secondary level which, accounts for 52.17 percent. The trends of dropping out school by female students is higher than male students in secondary level which cover 55.2 percent and 52.94 percent respectively. Likewise, low trends of dropping out school by students in primary level can be seen where male and female students cover 5.88 percent 6.9 percent and

the total percent of dropping out school in primary level is only 6.52 percent. According to the above table dropping school in lower secondary level is also high which is 39.13 percent out of the total school dropped out students. It can be concluded that dropping out school in lower secondary and secondary is higher than in primary level in Tharu community. Therefore, it is very necessary to investigate the causes of dropping out school and to control it immediately.

5.1.2 Occupation-Wise Dropout

Occupation is one of the important components for sources of income. Dropout rate of students from the school is not equal in all family of diverse occupations. The dropout rate is high in the family those who are engaged in agriculture. It is due to the traditional method of agriculture which demands more labours. In order to maintain the agricultural activities early marriage of their offspring. to their sons is evident. This reason has caused the students to leave their school without completing their study.

Table 5.3 Distribution of School Dropout Students by parent's Occupation

| Occupation | School going | Percent | Dropout | Percent | Total | Percent |
|----------------------|--------------|---------|---------|---------|-------|---------|
| Agriculture | 99 | 66 | 30 | 65.21 | 165 | 84.18 |
| Business | 10 | 6.67 | 0 | 0.0 | 10 | 5.10 |
| Govt/private service | 5 | 3.33 | 0 | 0.0 | 5 | 2.55 |
| Labour (wages) | 30 | 20 | 15 | 32.60 | 45 | 22.95 |
| Household Works | 6 | 4 | 1 | 2.18 | 7 | 3.58 |
| Total | 150 | 100.0 | 46 | 100.0 | 196 | 100.0 |

Source: Field Survey, 2014.

From the above table, most of the students, i.e. 65.21 percent left there who are involved in agricultural occupation. Similarly, 32.60 percent students are dropped their school who are engaged in labor work and only 2.18 percent students are dropout school who are engaged in household work. Nobody has dropped out the school who were from service and business occupation families.

5.2 Causes of Dropout

Many students could not complete their education due to poor economic condition, socio-cultural and school environment which play vital role in dropout. The major causes of dropout are insufficient income, engagement in domestic works, early marriage, and failure in the examination and job opportunities. This information on these different causes has been collected from the Tharu students through the medium of questionnaire. Due to poor economic condition most of the children have been deprived from the school education. Even school going children are unable to continue their study. Similarly, engaged in domestic work and failure in the examination is also another major cause of dropout which is highly related to the demand of work in the family. The other supporting factors in dropout rate are early marriage. The major causes of dropout and student's distribution have been shown in the table 5.4.

Table 5.4 Causes and Distribution of School Dropout among Tharu Students

| Causes of dropout | Male | Percent | Female | Percent | Total | Percent |
|---------------------------|------|---------|--------|---------|-------|---------|
| Poor economic income | 7 | 41.17 | 8 | 27.6 | 15 | 32.60 |
| Engaged in household work | 4 | 23.52 | 12 | 41.4 | 16 | 34.78 |
| Lack of awareness | 2 | 11.8 | 5 | 17.2 | 7 | 15.21 |
| Long distance | 1 | 5.9 | 0 | 0 | 1 | 2.17 |
| Fail in the examination | 3 | 17.64 | 4 | 13.8 | 7 | 15.21 |
| Total | 17 | 100.0 | 29 | 100.0 | 46 | 100.0 |

Source: Field Survey, 2014.

Table 5.4 shows the various causes of school dropout. Majority of students have dropped out their school due to their engagement in household works which covers 34.78 percent followed by 32.60 percent who dropped out because of poor economic income. Similarly, 15.21 percent students have dropped out due to their lack of awareness and failure in the examination and only 2.2 percent of students have dropped out due to Long distance of the school from their home.

CHAPTER-VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Summary

Education leads to individual's creativity, improved participation in the social, economic, cultural and political life of society and hence it has a more effective contribution to human development. In fact, education is a prerequisite not only for the full exercise of the individual's right but also for understanding and respecting the rights of others. Education is considered as a backbone of national development of any country which has crucial contribution in development. Human beings gain knowledge of their past civilization through education that concerns it to present for the visualization of future.

Education provides knowledge to deprived and discriminated section of the communities, tribes, nationalities, ethnic groups and makes them aware of their rights and duties to participate in the main stream of the political, social and economic development of their own communities and the country. Access to education in Nepal indigenous people living in the remote and in accessible parts of the country have been deprived of this opportunity and it has resulted not only in the backwardness and poverty of these communities, but also exploitation of these communities.

Tharus are by tradition peasant farmers. Some of them are rich farmers and a few in the eastern Terai have successfully taken up business. But a great majority of them are very hard-working tenant cultivators. Most of the Tharus in Kailali-Munuwa have been very greatly exploited by ruthless *zemindars*, landlords and revenue agents. They are virtually slaves in the hands of *zemindars*, sold and bought at their will. Since most of them are landless share-cropping peasant; they have to rely entirely on the mercy of the *zemindars*. Every year they are buried deeper and deeper in debt until eventually they are sold to other *zemindars* trying to cultivate new area of land.

Tharus are those people who have been almost isolated and neglected by the government the neglected segments of a society has got many problems and become poorer and poorer day by day. The migrated persons from the hills "Pahadiyas" are highly influencing the life style of Tharus. The Tharu communities are affected by transportation, education migration and modernization and there have been many changes in their economic

and social life. The hill people exploited Tharu people and they were deprived of their traditional agricultural land and large no. of them became landless.

The Tharu community is considered as one of the comparatively less advantaged among the communities of Nepal in the sphere of education. The literacy rate of Tharu community is only 47.12 percent (CBS, 2001). Majority of the Tharu people do not send their children to school. Population of school going children is higher in primary level than secondary and higher levels.

Tharus are one of the indigenous people who settle in the Terai region. Tharus are basically agricultural peasant. They are an innocent, shy, timid and simple minded people; some of the earliest settlements of Tharus were deep in the forest isolated from other ethnic groups. They have been exploited by governmental authorities in the past and still to a lesser degree are out maneuvered by the surrounding non-Tharus.

Most of the Tharus are characterized by miserable in terms of socio-economic condition and they are compelled to do work for other people's field in order to manage their hands to mouth.

The study is carried out in Munuwa VDC Ward No.9, Kailali district to find the socio-economic and educational status of Tharu community. Out of total HHs (90), 50 households are sampled using simple random sampling method. The data are collected through structured questionnaire and semi-structure questionnaire method. Key informant interview is also used and data have been analyzed using descriptive method of analysis.

The dropout rate of Tharu students is high, only few students complete their education. Similarly, discrimination between boys and girls, still exist in Tharu community. Most of the girls are used in domestic works and agriculture. What are the problems that compel them to dropout the school? How the accessibility of education is and what are the problems are that has blocked accessibility?

Out of 50 respondents, 26 are males and 24 are females. Almost 90 percent respondents are married, 6 percent are widow/widower, 2 percent is divorced and 2 percent respondents are unmarried. The highest population of the age group 5 to 9 and lowest population of the age-group 60-64, 55-59 and 50-54 are in respondent households' population in the study area.

The Tharu community in general has a large/joint family. The average family size of Tharu community has 6 persons. It is found that 10 percent persons are living in a small family, 30 percent in a medium family and sixty percent in a large family. It further explains that 62 percent respondents are literate whereas 32 percent are illiterate. In sex-wise, 69.23 percent males are literate and 54.16 percent females are found literate.

Likewise, it is found that 77.77 percent male are literate whereas 22.22 percent are illiterate out of total male population of age group 5 to 9 years. 52 percent female are literate and 48 percent are illiterate out of total female population of the age group 5 to 9 years. It is also found that females are illiterate in comparison to the number of the male. Behind this, there are different reasons. Among them superstitious beliefs, lack of awareness, poor family background, discrimination between son and daughters, distance of school, wash back effect of the exam/ failure in the exam, pressure of the household works etc. are some to be noted here.

Majority of students (80 %) attend in school, whereas (20%) students do not attend in school. The main reasons of their attendance in school are poor economic condition (40 %), lack of awareness (24 %), household works (28 %) and agricultural works (8 %). It is also found that (62.1%) people are literate whereas (37.9%) are illiterate. In sex-wise 66.1 percent male are literate and 57.8 percent female are literate.

Out of total students of age group 5-14 years, (70%) students have enrolled in government school and (30%) have enrolled in private school.

Out of total household, majority of households (56.0 %) have been using private well for pure drinking water, (16 %) households have been using public well, (20%) have been using public tap and only (8 %), households have been using spring water.

Most of the people of this place are economically lagged behind. Some of the people have income less than 20,000 in a month. Most of the young are compelled to go to other countries especially as a labour. Almost (36 %) of the respondents' annual income is higher Rs. 30,000-40,000 whereas (2%) respondents' annual income is more than Rs. 60,000. Out of total respondents, (52 %) respondents' income source is agriculture, (24%) respondents' income source in labour wages and 20 percent respondents have other sources of income like driving, carpenter, Mason, Remittance etc. About (26 %) respondents have land holding size is found less than 5 Kattha, followed by (68 %) have 5-9 Kattha and only (6 %) respondents

have 6 and above Kattha. Likewise 88 percent respondents have Kachchi house and (12 %) respondents have concrete house.

Literacy and educational qualification are vital indicators of women social status. They are decisive factors not only for availing them employment opportunities but also created in the process of modernization and for communication with the outside world. Although Tharu are the native people of this VDC, however, Tharu female's educational condition is miserable.

Tharu people have faced many barriers in accessibility of education; out of total respondents, majority of respondents (40%) respondents are deprived of education due to poor economic condition, (28 %) are found that they could not acquire education due to Engaged in household work, (24%) due to lack of the awareness, and remaining eight percent are due to engaged in education.

Majority of respondents (60 %) are dependent on own and other's agriculture followed by (6%) own agriculture, (22 %) in labour wages and (2 %) on their own business and Govt/ Private service and (8%) in household works. Likewise, out of total respondent's HHs population, (37.7 %) respondents are students occupationally, (26.45 %) in their HHS works, (25.33 %) in own and other's agriculture, (2.64 %) in Govt/ private service, (0.76%) in their own business and (9.45%) in labour (wages) occupation.

Dropout situation is one of the major problems of education in Tharu community. Maximum numbers of Tharu students go to school but only few of them complete their education. Regarding status of dropout 23.46 percent have dropped out of total students 196. Out of dropped out students, majority of students (52.17 %) have dropped out in secondary level followed by (39.13 %) in lower secondary level and very few (6.52 %) in primary level. Likewise, the dropout rate is high who are involved in agriculture and labour wages which are (84.18%) and (22.95%) respectively. The least students are dropped out who are involved in Govt/ Private Service and their own business which are (2.55 %) and 5.10 (%) respectively. The causes of student dropout from school are of domestic work (34.78 %), poor economic income (32.60%), failure in the examination (15.21%), long distance (2.17%) and lack of awareness (15.21%).

Nepal is a agricultural country. Most of the people are engaged in agriculture here. But those who are real farmer, they don't have their own land, even if they have very few. They have to depend on others land for solving their hand to mouth problem. Out of the total

respondents, 68 percent has hand between 5 to 9 kattha, 26 percent has land less than five kattha and only 6 percent has land more than a bigha.

Among different indicators to measure economic status of the person, housing pattern is one. It refers to what types of house they have, either kachchi or pakki. Out of the total respondents, 88 percent person have kachchi house and 12 persons have pakki house.

6.2 Conclusions

From the findings of the study on “Educational status of Tharu community” following conclusions have been drawn.

-) Education leads to individual’s creativity, improved participation in the socio-cultural and political life of the society.
-) The traditional attitude of the Tharu education has undergone a change. They have now seriously realized the socio-cultural value of education and in pursuance of this they have begun to think positively about the education their children.
-) On the basis of study area, the Tharu community in general has medium family size and they are dependent on own and other’s agriculture.
-) The highest proportion of population is between 10-14 age groups and lowest proportion of population is between 60 - 64 years age-group.
-) The highest amount of HHs with annual income is Rs. 30000-40000. Traditional and intensive subsistence income majority of the respondents’ income source is agriculture and majority of respondents’ landholding size is found less than 5-9 kattha.
-) Literacy and educational attainments are vital indicators of women social status but Tharu females’ educational condition is miserable. Out of total Tharu females (69.23%) are literate, (30.79%) are illiterate. The proportion of female education is higher in primary level and very few of Tharu females have passed intermediate and above levels. Most ratios of literate Tharu females are involved in agriculture and very few are engaged in govt/private and business.
-) Barriers inaccessibility of education is agriculture lack of awareness and household works, poor economic condition, far school.

-) The dropout situation is one of the major problems of education attainment in Tharu community. Majority of Tharu students go to school but only few of them complete their education with the increasing the level. It is because dropout rate also increases. The dropout rate is high in secondary level than other levels. Likewise, the dropout rate is higher among the students who are involved in agriculture and labour (wages) and the least have dropped out who are involved in govt./private service and business. Poor economic income domestic works. Fail in the examination, marriage and job opportunities are the main causes of dropout the students' from school.

6.3 Recommendations

The educational level as well as literacy rate of Tharu community is low due to economic, social and cultural reasons. Literacy rate should be increased by improving the condition of economic, social and cultural.

The following recommendations are made on the basis of the finding of the study.

-) In view of low interest of the Tharus in education, the need to adopt measures to motivate them towards education is very important. An awareness campaign in the Tharu community should be launched through audio-visual media such as television, video and film so that the campaign can help the Tharu community to perceive the importance of education in life.
-) Social workers and local leaders should play active role to motivate the Tharu parents and children towards education.
-) Now-a-days, unemployment problem is inviting negative attitudes towards education in the Tharu community. So, more job opportunities should be made available to educated Tharus. This will motivate the Tharu community towards education.
-) The educational level as well as literacy status of Tharu female is low hence it is essential to launch different intensive programs to encourage female about the importance of education.
-) National policies and programs are not being able to cover various aspects of female especially in the field of education. So special concentration should be given from the policy making level. Especially national government, NGOs, INGOs that are working on various social issues should concentrate to increase female literacy and improve the education level of female.

-) The provision of free school education for girls is not enough. It has to be made compulsory, also taking into account and mitigate the factors that hinder female education. For female above school going age, literacy and awareness raising programs should be conducted in a coordinated manner by the government and other non-government organization.
-) The poor economy and excessive household works are the barriers inaccessibility of education of Tharu community. If we could upheld their economic condition, the inaccessibility rate might be reduced and more and more Tharus will be benefited from education.
-) Regarding the causes of dropout, most of the students have dropped out their classes due to engaged in domestic works, poor economy and early marriage. So, it is necessary to make them conscious about importance of education and better to exclude from household work in school going period. Tharu parents should be motivated by social agents and awareness programs regarding the defects of early marriage.
-) Schools have to be opened in each and every village so that all children can go to school from their respective home.
-) In view of the low participation of the Tharu students in secondary and higher education, scholarship, hostel facilities and seat reservation should be provided to encourage them.
-) The main tool is awareness which helps the family, community, society and nation to create regarding the importance of education and short comings of absence in education.

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Appendix I

Questionnaire

Educational status of Tharu community

A Case Study of Munuwa, VDC. of Kailai district

Personal Profile

Name:

Address:

Age:

Sex:

Occupation:

1. Introduction

| S.N. | Name | Age | Sex | Marital Status | Occupation | Education | Types of School | Dropped out |
|------|------|-----|-----|----------------|------------|-----------|-----------------|-------------|
| 1. | | | | | | | | |
| 2. | | | | | | | | |
| 3. | | | | | | | | |
| 4. | | | | | | | | |
| 5. | | | | | | | | |
| 6. | | | | | | | | |
| 7. | | | | | | | | |

2. Educational level of respondents

a) Illiterate

b) literate

c) primary

d) Secondary

e) higher secondary

d) above higher secondary

3. Educational level of other family members

| level | Male | Female |
|--------------|------|--------|
| Illiterate | | |
| Literate | | |
| Primary | | |
| L. Secondary | | |



