

**DEMOGRAPHIC, SOCIO-ECONOMIC AND EDUCATIONAL
STATUS OF CHEPANG COMMUNITY**

(A Case Study of Thakre VDC of Dhading District)

A THESIS

SUBMITTED TO

THE CENTRAL DEPARTMENT OF POPULATION STUDIES

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

TRIBHUVAN UNIVERSITY

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF ARTS IN POPULATION STUDIES

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FEBRUARY 2017

RECOMMENDATION

This is to certify that the thesis

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**DEMOGRAPHIC, SOCIO-ECONOMIC AND EDUCATIONAL
STATUS OF CHEPANG COMMUNITY
(A Case Study of Thakre VDC, Dhading District)**

is Recommended for External Examination.

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Date: February 2017

VIVA-VOCE SHEET

We have conducted the viva-voce examination of the thesis

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and find that the thesis is an independent work of the student written according to the prescribed format. We accept the thesis as the partial fulfillment of the requirements for Master of Arts in Population Studies.

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DECLARATION

Except where otherwise acknowledged in the text, the analysis in this thesis represents my own original research.

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February 2017

ACKNOWLEDGEMENT

First of all, I am very much grateful to people of Chepang community who showed their interest and participated without any hesitation during the period of survey as well as to the VDC officials of Thakre VDC for their Kind support.

I am grateful and indebted to my supervisor lecturer Ms. Kamala Devi Lamichhane for her valuable and constructive inputs in the way of guidance and supervision at the time of study. This study would have been incomplete without continuous inspiration and guidance of my supervisor.

I would like to express sincere gratitude to Prof. Dr. Ram Sharan Pathak, head of Central Department of Population Studies (CDPS) for his kind acceptance in carrying out this study.

I am very grateful and indebted to my External examiner Ms. Rita Devi Karki for her valuable suggestions and support to make the work successful.

Finally, I would like to express my heartfelt gratitude to all of my respected teachers of CDPS and I am also indebted to the staff of CDPS library for providing me the necessary materials. I would also like to extend my gratitude to Ms. Kamala Adhikari for her support.

Anjana Khatri

February 2017

ABSTRACT

The main purpose of this study was to know the socio- economic and education status of Chepang community. The area of study was purposively selected as the Chepang community of Thakre VDC- wards 4,5,6,8 and 9 of Dhading district including the information of 130 households collected by using census method. The study was based on primary data which was obtained from the head of household of the Chepang community. The information was collected by using structured questionnaires and presented by descriptive approach.

Most of the Chepangs were found to have followed agriculture as their principal occupation. 43.8 and 41.4 percent depend on agriculture and daily wages respectively, other people earn their living from small business, own industry and remittance. 48.8 percent Chepangs had their annual income between 10,000-50,000 whereas 33.8 percent households had their annual income between 60,000-1,00,000 and 17.8 percent households had their annual income above 1,00,000. Chepangs prefer nuclear family to joint one. 77.9 percent of Chepang are found to have still following Hindu Religion, 22.1 percent are Christian. The study shows that 27.6 percent of Chepangs people are illiterate can't even read and write and 61.6 percent are literate but only 7.6 percent of them have got higher education. Awareness of the importance education is increasing in new generations than older ones. School dropout rate in primary level is 33.7 percent and in lower secondary level is 48.1 percent. 3.8 percent don't want to go to school, 33.7 drop school due to household work, 15.6 percent due to marriage and 16.8 percent stopped going to school as they failed the exam.

It is found that Chepang community is socially, economically and educationally back warded. The participation of female is lower in comparison to that of male in educational and socio-economic aspects. Chepangs, still are not able to come in the national mainstream of development mainly due to illiteracy, poor economic condition and social backwardness. Although, they are considered as back warded group by the government, still, no any intensive programmes have not been implemented to raise their living standard. Hence, it can be said that the major factors holding back the development of Chepang community are educational, economic, and social structure.

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ABBREVIATIONS AND ACRONYMS

B.S	: Bikram Sambat
CBS	: Central Bureau of Statistics
CNAS	: Centre for Nepal and Asian Studies
CERID	: Centre for Research, Innovation and Development in Education
CLC	: Community Learning Center
DCRF	: District Chepang Right Forum
FORWARD	: Forum For Rural Welfare and Agriculture Reform for Development
HH	: Household
MOES	: Ministry of Education and Science
NGOs	: Non- Government Organization
NEC	: National Education Commissions
NEFIN	: Nepal Federation of Indigenous Nationalities
NCA	: Nepal Chepang Association.
SES	: Socio-Economic Status
SLC	: School Living Certificate
SSRP	: School Sector Reform Project
SPSS	: Statistical Package for Social Science
UNDP	: United Nation Development Program
UN	: United Nation
UNESCO	: United Nation Educational, Scientific and Cultural Organization
UNRCHC	: United Nation Resident and Humanitarian Coordinator's
UNESCO	: United Nation Education Scientific and Cultural Organization
WVAF	: World Vision Advocacy Forum